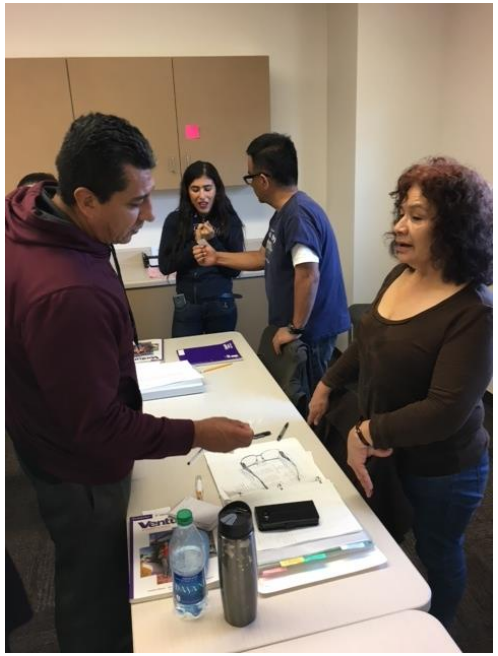
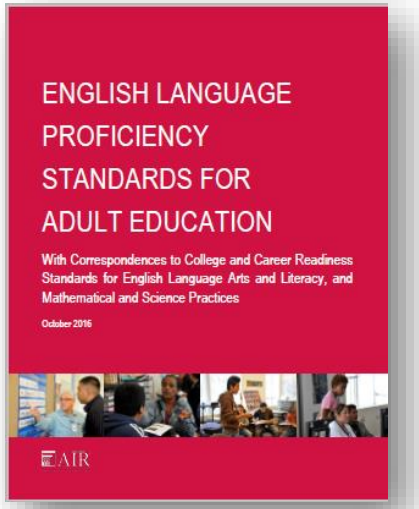
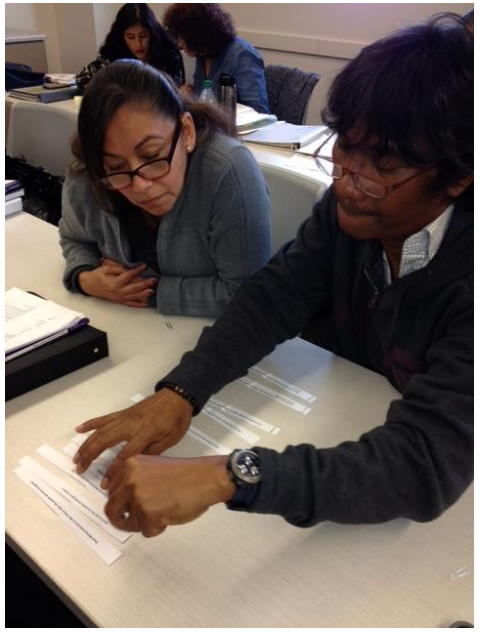
Connecting Textbook Lessons and Games to the English Language Proficiency Standards

Donna Price

LARAEC Lunch January 2025



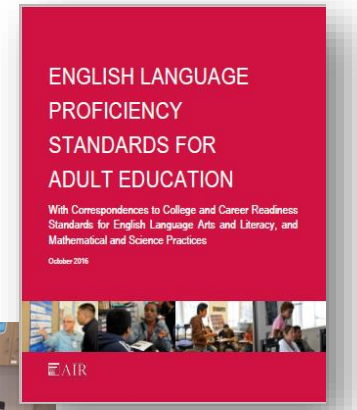


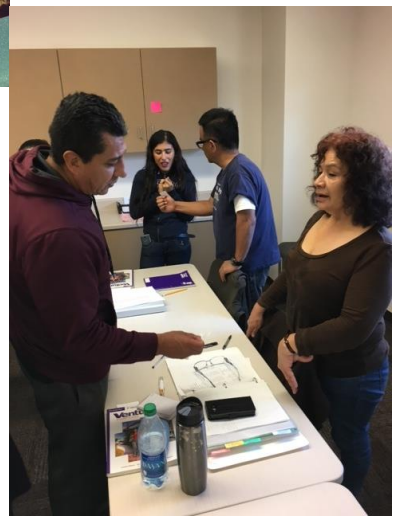


Agenda

- Background information
- Lessons and games that address the ELPS

1) Conversation Cards
2) Scrambled Questions
3) Dictation Relay
4) Roll the Dice Conversation
5) Scattergories & Vocabulary Strategies
6) Student Interviews





Classroom Management during Interactive Activities (and games)

You can't do everything!

Classroom Jobs:
Materials Managers

Duties:

- Pass out materials.
- Collect materials.
- Be sure materials are organized.

p. 9 in handout

Materials Manager

Language You Need To Do These Jobs:

- Did everyone get one?
- Here you are. Here you go.
- Who needs one?
- Please give me back the ___
- Who forgot to put back the …

Classroom Jobs: Trainers

Duties:

- Help new students. Ask them to sit with you. Introduce yourself.
- Help the late students get situated.
- Help the students who are confused.

Trainers

Language You Need To Do These Jobs:

- Hi. Welcome to the class. My name is _____ What's your name?
- The books and materials are over there in the cabinet. (Show the student).
- If you have any questions, please ask me. I can help you.

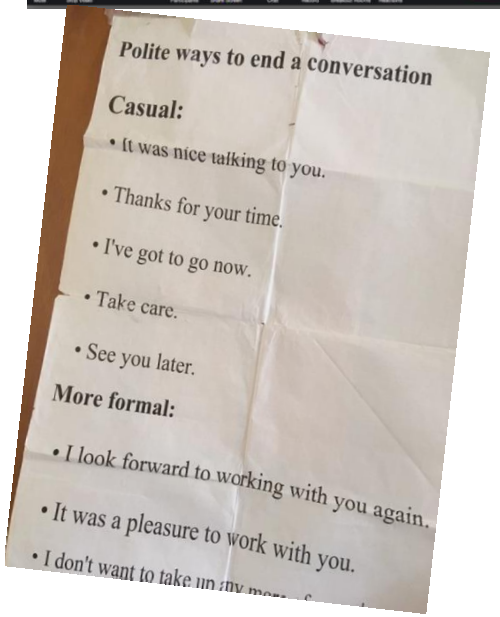
Classroom Jobs, Duties and Language

- **Materials Managers -** They pass out handouts to their classmates. They say*: Here you are. Did everyone get a handout? Who needs one?*

- **Trainer -** They are in charge of students who come late, or new students. They say, *Hello, my name is* _____. *Come sit with me. We are on p.* _____.

- **Cell Phone Monitor -** This person reminds the class that ringing of cell phones is disruptive to everyone. They say: *Please turn your cell phone to vibrate, or turn off your cell phone.*

Useful Phrases
Courtesy: Simple Phrases for Leaving



Casual:

- *It was nice talking to you.*
- *Thanks for your help.*
- *See you later.*

More formal:

- *I look forward to working with you again soon.*
- *It was a pleasure to work with you.*
- *I don’t want to take up any more of your time.*

p. 7 in handout

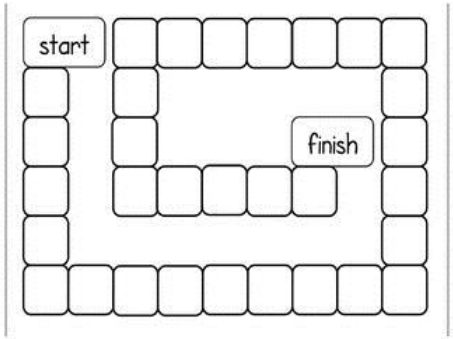
Benefits of classroom jobs in face-to-face and online classes:

- Provide transferable skills that link to the workplace
- Provide students opportunities to use English in practical ways
- Boost student engagement in the class
- Build autonomy
- Help support the teacher

From Sam Kary, New EdTech Classroom and Thom Gibson, Essential Student Jobs for the Classroom of Tomorrow https://www.youtube.com/watch?v=vbkRanR1rNU&ab_channel=NewEdTechClassroom

Games Phrases

- Roll the dice.
- Your turn.
- My turn.
- Who’s next?
- I’m next. You’re next.
- I agree. I don’t agree.



Functional Conversational Phrases

Giving advice/suggestions
If I were you, I'd …
I suggest that you…
I think you should…
Why don't you…
I recommend that you…
I think you'd better…

Starting a conversation
Hi, my name is _____
Excuse me, can I talk to you for a minute?
Can I ask you something?
Can I talk to you for a minute?

Bringing in other people
What do you think, (person's name)?
What's your opinion, " " ?
Don't you agree with us, " " ?
You're quiet today, " " .
What are you thinking, " " ?

Ending a conversation
I'd love to continue this conversation, but…
Sorry, but I think I should be going now.
Well, I don't want to take up any more of your time.
I've got to go now.
Thanks for the information.

Checking another person's understanding
Do you follow me?
Have you got it?
Are you with me?
Be sure to ask if you have any questions.

Saying goodbye
It was nice talking to you.
Thanks for the information.
Talk to you soon.
Take care.
Take it easy.
See you later.

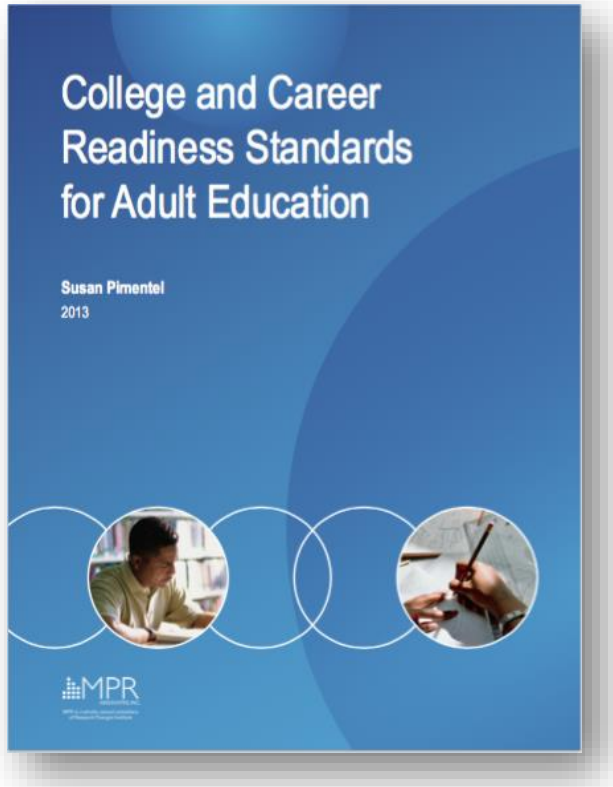
Asking for repetition/clarification
I didn't catch that.
I didn't hear you.
I missed that.
I'm not following you.
How do you spell _____
Would you mind saying that again?

Showing understanding
Now I've got it. I'm with you.

Games phrases
Your turn.
My turn.
Who's next?
I'm next. You're next.
I agree. I don't agree.

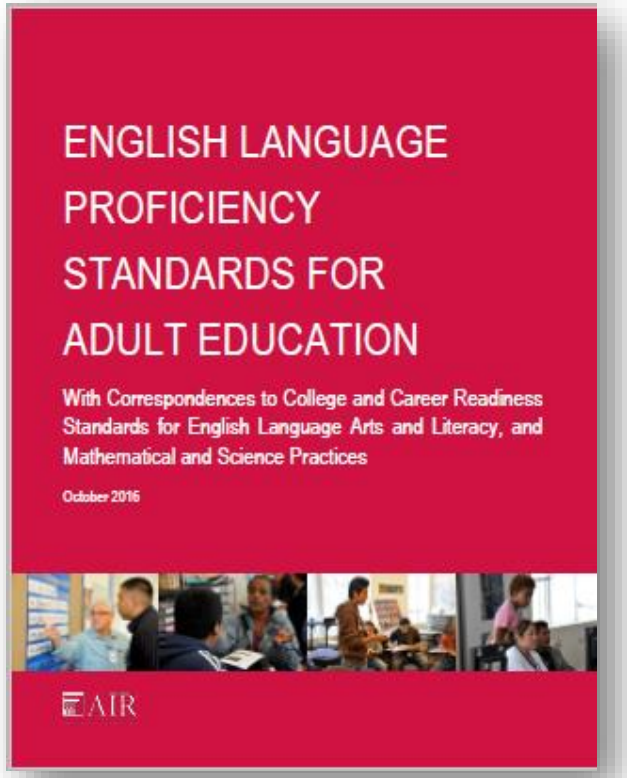
p. 7 in handout

ELP Standards = Language “lift” to CCRS



Complexity
Evidence
Knowledge

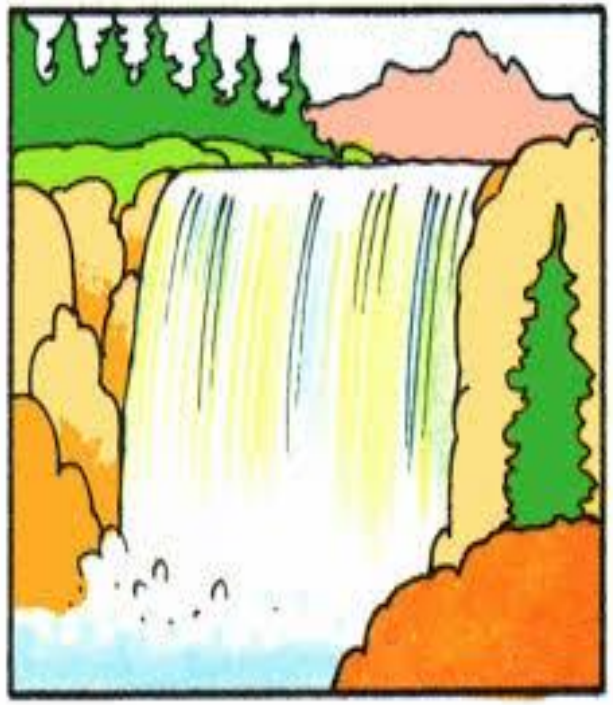
2013



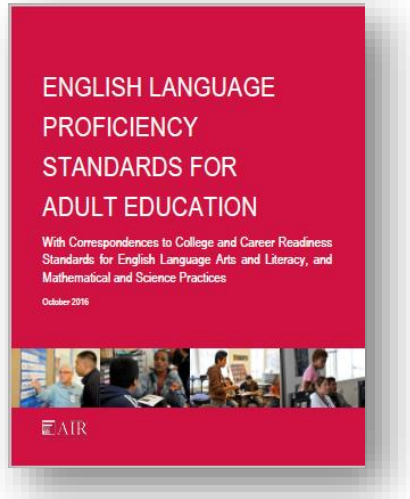
Language Lift
to meet
CCR Standards

2016

Image by asier_relampagoestudio on Freepik



Waterfall Chat:
In the past year, the ELPS have become significantly more important. Why?



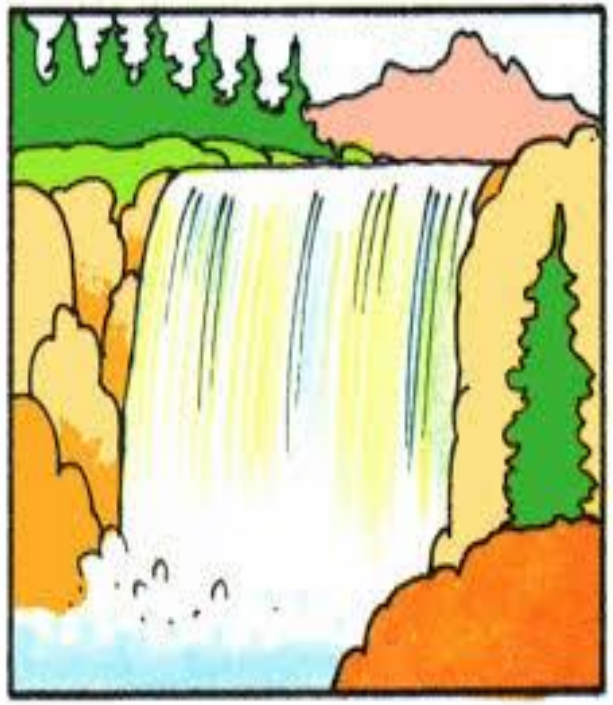
Rationale

The waterfall chat is a fun technique because students are all thinking at the same time, but can't copy each other. In addition, it gives the students who need more time to process information time to type in their answers. Chats are usually are very fast. The waterfall chat slows things down.

Procedure

Type your short answer in the chat but **DON'T HIT ENTER!!!** When I say 3, press enter.

Ready? I-2-3. **Enter.**



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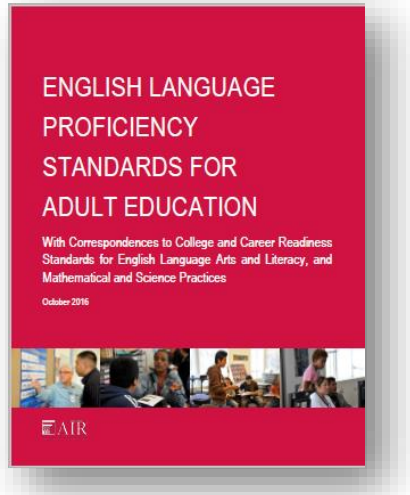

Because the CASAS STEPS Reading and Listening tests are 100% aligned to the ELPS standards.

(specifically standards 1, 2, 6, 8)

ELP Standard 2: participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience or reader comments and questions.

ELP Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can… participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**By the end of English language proficiency level 1, an ELL can…** • actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions.	**By the end of English language proficien… an ELL** • parti… conv… writt… abou… topic… • pres… infor… idea… • appr… turns… …era… • respond to simple questions and wh-questions.	**By the end of English language proficiency** • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding.	**By the end of English language proficiency** • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed.	**By the end of English language proficiency …l 5, an ELL can…** …ipate in …rsations, extended …ssions, and written …nges about a … of substantive …, texts, and issues …on the ideas of … …ss his or her own … clearly and …asively …to specific and …levant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

Participate in short conversations about familiar topics and in familiar contexts; present simple information; respond to simple yes/no questions and some wh-questions

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Participate in short conversations about familiar topics and in familiar contexts; present information and ideas; appropriately take turns in interactions with others; respond to simple questions and wh-questions

ELP Standard 2: participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience or reader comments and questions.

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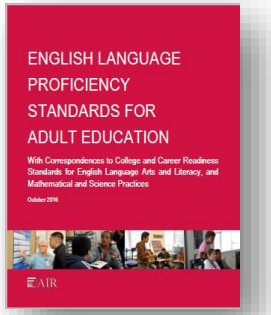
An ELL can… participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	**By the end of English language proficiency le… an ELL ca…** • activel… others • partici… conve… written… about … topics … familia… • presen… informa… • respon… yes/no … and so… questio…	**By the end of English language**	**By the end of English language proficiency**	**By the end of English language proficiency** …n	**By the end of English language proficiency level 5, an ELL can…** • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

- participate in conversations, extended discussions about a range of substantive topics and issues;
- express his or her own ideas clearly and persuasively;
- refer to specific and relevant evidence from texts or research to support his or her ideas;
- ask and answer questions;
- summarize the key points and evidence discussed

ELP Standard 2



Actively listen to others; participate in short conversations; present simple information; respond to simple yes/no questions and some –wh questions.

Conversation Cards

Procedure:

1) Teacher cuts up questions from a set of theme-related (daily routine, work, family, etc.), or grammar based *(Do you? What are? What time? Where? etc.)* conversation questions which students ask and answer.

2) Teacher gives every student a question from the set and students walk around and ask each other their questions and then exchange questions and move on to someone else.

3) A variation: teacher gives half the class a question and the students who have a card must ask someone who doesn't have one. After the person has answered, the question is given to him/her to ask someone else. This way students may be concentrating on the speaker rather than thinking about the question they have.

p. 1 in handout

Conversation cards from Ventures Book 2, Unit 1 Collaborative on Cambridgeone.org

Lesson **C** *What are you doing right now?*

Conversation cards

A Everyone takes a card.

B Find a classmate. Ask your question. Your classmate answers. Change cards.

C Find another classmate. Ask your new question. Your classmate answers. Change cards again.

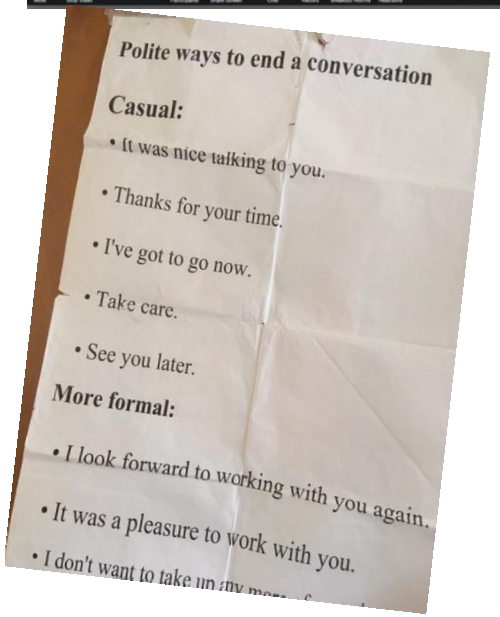
What are you wearing today?	What are you doing right now?	What do you do every Sunday?	What do you drink every morning?
What do you usually eat for dinner?	What do you do every afternoon?	What do you usually wear to class?	What am I wearing today?
What is the teacher doing right now?	What time do you usually go to bed?	What do you usually do after class?	What do you do
What do you usually do every night?	What do you usually watch on TV?	What do you usually do on Friday?	What is the teacher wearing today?

Ventures Book 2,
Unit 1 Collaborative
Cambridgeone.org

ELP Standard 2
ELP Level Descriptor 1 & 2: respond to simple yes/no questions and some wh-questions

p. 4 in handout

Useful Phrases
Courtesy: Simple Phrases for Leaving



Casual:

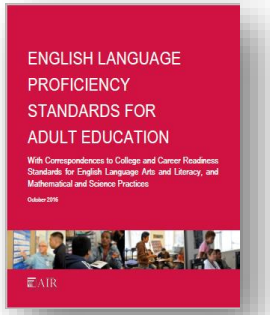
- *It was nice talking to you.*
- *Thanks for your help.*
- *See you later.*

More formal:

- *I look forward to working with you again soon.*
- *It was a pleasure to work with you.*
- *I don't want to take up any more of your time.*

p. 7 in handout

ELP Standard 10



Demonstrate command of the **conventions of standard English** to communicate in level-appropriate speech and writing.

Scrambled Questions

Procedure:

1) Teacher writes each word from a question on a separate piece of large paper.

2) Teacher says a sentence. Students think of the question. This must be a review of questions and answers that have been studied.

3) Students make a line in front of the class holding up their papers in the correct order of the question.

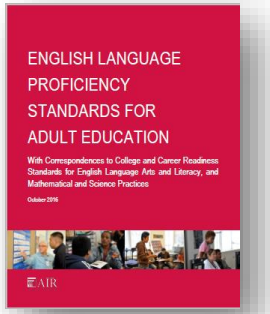
4) Or, students make a line in front of the class in scrambled order and the students who are seated direct the movement of each student holdi

p. 2 in handout

Questions from Ventures Book 1

ELP Standard 10
Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

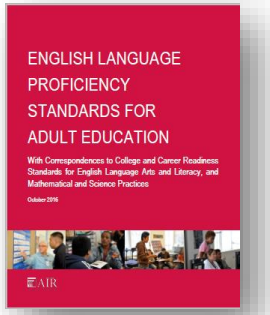
Scrambled Questions



Teacher says, “My name is Donna.”
Students form questions with words the teacher has distributed.
Teacher moves words depending on intonation.

Other questions:
Teacher says, “It’s 2:00.”
Teacher says, “Last night I watched a movie.”

ELP Standard 1



Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Dictation Relay

ELP Standard 1
ELP Level Descriptor 1: identify key words and phrases in oral communications and simple spoken and written texts.

Procedure:

1) Teacher posts a list of words or sentences on the wall in several places.
2) Students are divided into groups of 4. Each student has a job.

Student #1: Runner **Student #2: Repeater**

Student #3: Checker **Student #4: Timekeeper**

3) One member of each group (the runner) goes to the wall to read a word or sentence. The other group members stay seated.
4) The runners walk back to the group and dictate what they read to their group. If necessary, the runner goes back to the wall to check.
5) Students alternate jobs. Student #1 becomes #2, #2 becomes #3, etc., so everyone has a chance to be the runner.
6) The student checker checks the papers as students write or at the end.
7) The first group to complete all the words or sentences accurately wins.

p. 2 in handout

List of words from Ventures Book 1, Unit 5

List of sentences from Ventures Basic, Unit 9

Examples of Dictation Relay for all Levels

Dictation Relay
Sentences from Ventures
Book 1 Unit 3 Friends & Family

1. They are talking.
2. She is listening to music.
3. He is sleeping.
4. They are watching TV.
5. I'm studying.

Dictation Relay
Words from Ventures Basic
Unit 3 Friends and Family

1. family
2. brother
3. sister
4. daughter
5. wife

Lists of sentences or words are hanging on the wall in different places around the room.

Functional Conversational Phrases

Giving advice/suggestions
If I were you, I'd …
I suggest that you…
I think you should…
Why don't you…
I recommend that you…
I think you'd better…

Starting a conversation
Hi, my name is _____
Excuse me, can I talk to you for a minute?
Can I ask you something?
Can I talk to you for a minute?

Bringing in other people
What do you think, (person's name)?
What's your opinion, " " ?
Don't you agree with us, " " ?
You're quiet today, " " .
What are you thinking, " " ?

Ending a conversation
I'd love to continue this conversation, but…
Sorry, but I think I should be going now.
Well, I don't want to take up any more of your time.
I've got to go now.
Thanks for the information.

Checking another person's understanding
Do you follow me?
Have you got it?
Are you with me?
Be sure to ask if you have any questions.

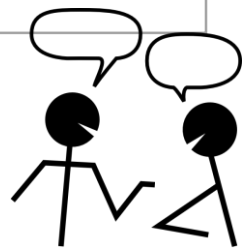
Saying goodbye
It was nice talking to you.
Thanks for the information.
Talk to you soon.
Take care.
Take it easy.
See you later.

Asking for repetition/clarification
I didn't catch that.
I didn't hear you.
I missed that.
I'm not following you.
How do you spell _____
Would you mind saying that again?

Showing understanding
Now I've got it. I'm with you.

Games phrases
Your turn.
My turn.
Who's next?
I'm next. You're next.
I agree. I don't agree.

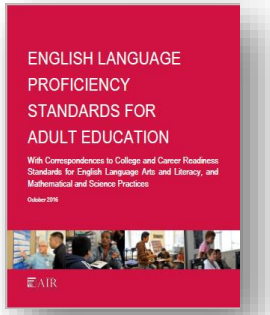
Functional Conversational Phrases



Giving advice/suggestions

Why don’t you…
I think you should…
If I were you, I’d…
I suggest that you…
I recommend that you…
I think you’d better…

ELP Standard 9



Create clear and coherent level-appropriate speech and text.

Dice Game Conversation Practice

Procedure:

1) Roll the dice once; find the category below.
2) Roll the dice a second time and find the specific question # in that category.
3) Talk about the question.

From Beth Bogage

Roll the dice conversation game

1 Feelings

1. What kind of weather do you like? Why?
2. What do you enjoy doing when you have spare time on the weekends?
3. Talk about a moment recently when you felt especially happy. What happened?
4. What makes you feel frightened?
5. What do you do to handle stress?
6. Talk about a moment recently when you felt thrilled, excited, or especially happy. What happened?

2 Leisure Activities

1. Describe your favorite meal.
2. What is your favorite restaurant?
3. **What is your favorite kind of music? Do you listen to different types of music depending on your mood?**
4. What is your favorite place to go in your city? Why?
5. What is your favorite movie? Why?
6. What is your favorite television program? Why?

3 Friends & Family

1. How many brothers and sisters do you have? Where do they live?
2. Who was the most influential person in your life when you were a child?
3. Who is your favorite relative? Describe this person.
4. Do you have any friends from other cultures or other countries? Describe one of them.
5. Describe your hometown. What is something you really miss about it?

4 Education

1. Why did you decide to enroll in classes here? How did you learn about this school?
2. How often do you speak and listen to English outside the classroom? In what situations or with whom do you speak?
3. What is a future educational goal that you have?
4. What is a future work-related goal that you have?
5. Would you rather practice grammar or vocabulary during English class? Why?
6. How often do you read and write English outside the classroom? Where do you do that?

5 Decisions

1. Talk about a time recently when you had to make an important decision.
2. Do you have any bad habits that you would like to quit or give up? Explain.
3. Do you plan to live the rest of your life in the U.S.? Or would you like to return to your native country someday?
4. Do you plan to stay in this city? What is a benefit or advantage to liv
5. Wh
6. Wh

6 Work & Travel

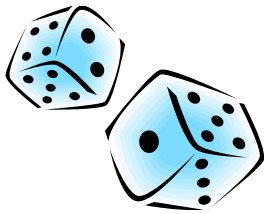
1. Would you rather visit Alaska or Hawaii? Why?
2. Would you rather have a part-time or full-time job right now? Explain.
3. Would you rather live in an urban area or in the suburbs?
4. Would you rather visit New York City or San Francisco? Explain your choice.
5. Would you rather live ne
   Explain.
6. Would you rather work w
   example of your ideal job

p. 5 in handout

ELP Standard 9
ELP Level Descriptor 2: recount a short sequence of events in order

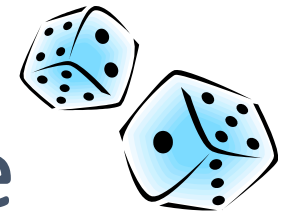
ELP Standard 2
ELP Level Descriptor 1 & 2: respond to simple yes/no questions and some wh-questions

How can you adapt Dice Game Conversation Practice to lower levels?



Unmute yourself or write your ideas in chat.

Adapting Dice Game Conversation Practice



1. Use **categories** for lower levels and be specific:

Personal information: What's your first, last, middle name, zip code, birthday, height, etc.

Food: What's your favorite food? What do you eat for lunch, breakfast, snack, etc.

Neighborhood: Where do you go grocery shopping? Do laundry? Where's the library? etc.

2) Basic level: Use **pictures** for feelings (happy, sad, surprised, etc.) health (cold, sore arm, headache, etc.) .

Roll the dice conversation game for beginning levels

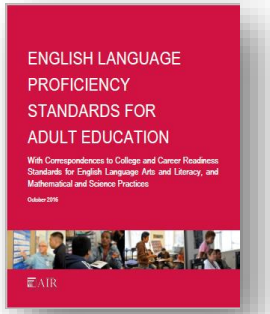
1 Personal information	**2 Food**
1. What's your first name? 2. What's your last name? 3 What's your middle name? 4. What's your nickname? 5. What's your address? 6. What's your zip code? 7. When is your birthday?	1. What do you eat for breakfast? 2. What do you eat for lunch? 3. What do you eat for dinner? 4. What do you eat for dessert? 5. What is your favorite food?

Roll the dice conversation game for low beginning levels

1 Personal information

1. What's your first name?
2. What's your last name?
3. What's your middle name?
4. What's your nickname?
5. What's your address?
6. What's your zip code?
7. When is your birthday?

ELP Standard 8



Determine the meaning of words and phrases in oral presentations and literary and informational text.

RUNNING WITH ROPES

Imagine running with your eyes closed. How do you feel? Insecure? Afraid? Justin Andrews knows these feelings very well. Justin is a former long-distance runner who lost his vision because of a grave illness. For the past six months, he has been running twice a week with the help of volunteer runners at Running with Ropes, an organization that assists blind and visually impaired runners. "Running with Ropes has changed my life," Justin says. "Until I heard about it, I thought I'd never run outside again."

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Ventures Book 4, Unit 5, p. 64

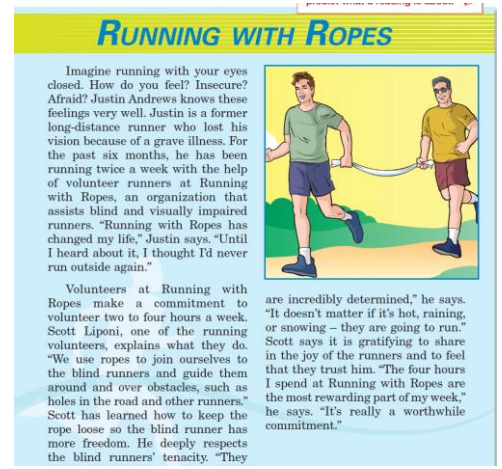
RUNNING WITH ROPES

When you see a new word, look at the words around it to guess if the meaning is positive or negative.

He lost his vision because of a **grave** *illness.*

You can guess that *grave* has a negative meaning because loss of vision and illness are both negative events.

Reading Tip



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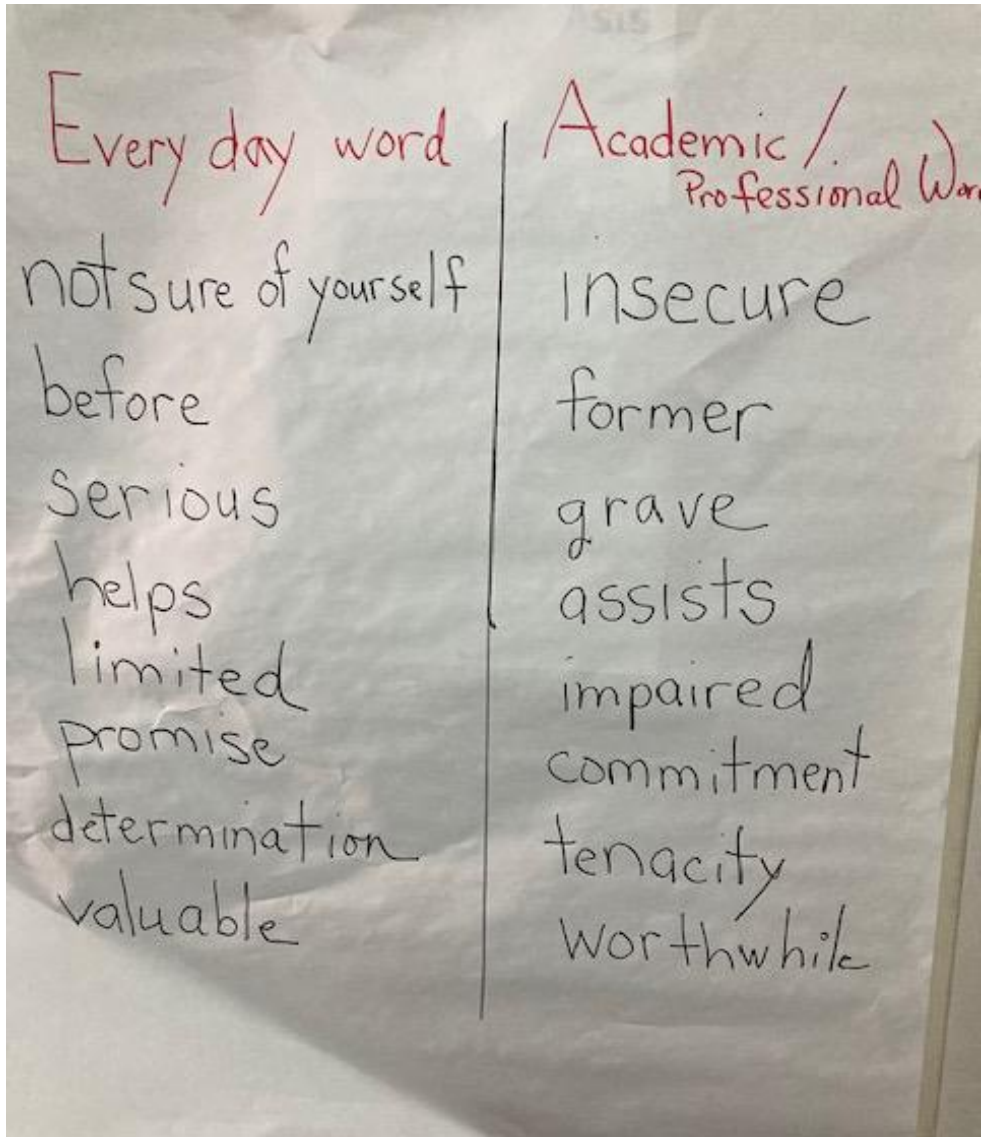
B **Build** your vocabulary.

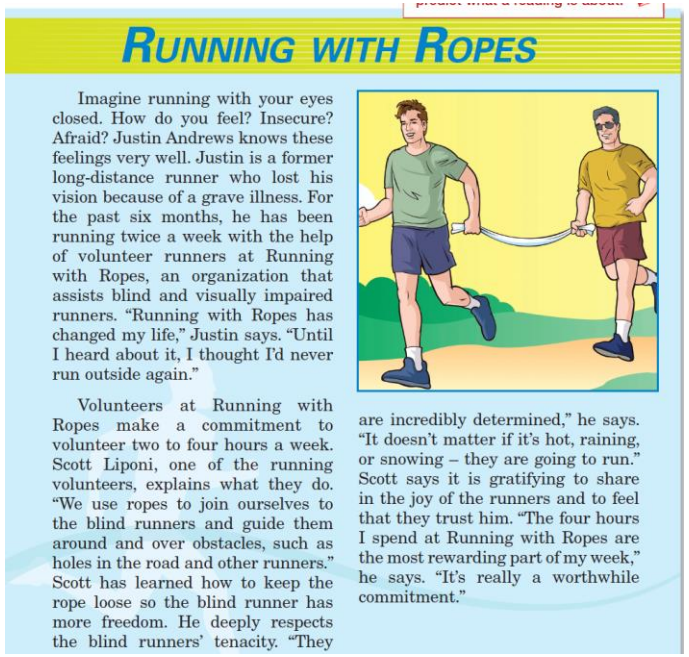
1. Look at the reading tip above. Then, in the reading passage, underline the words from the chart. Decide if their meanings are positive or negative. Fill in the clues that helped you guess.

Word	Positive	Negative	Clue
1. grave		✓	He lost his vision because of an illness.
2. insecure			
3. impaired			
4. freedom			
5. tenacity			
6. gratifying			
7. rewarding			

Ventures 4, p. 65

Vocabulary: Every day VS Academic words from Running with Ropes article





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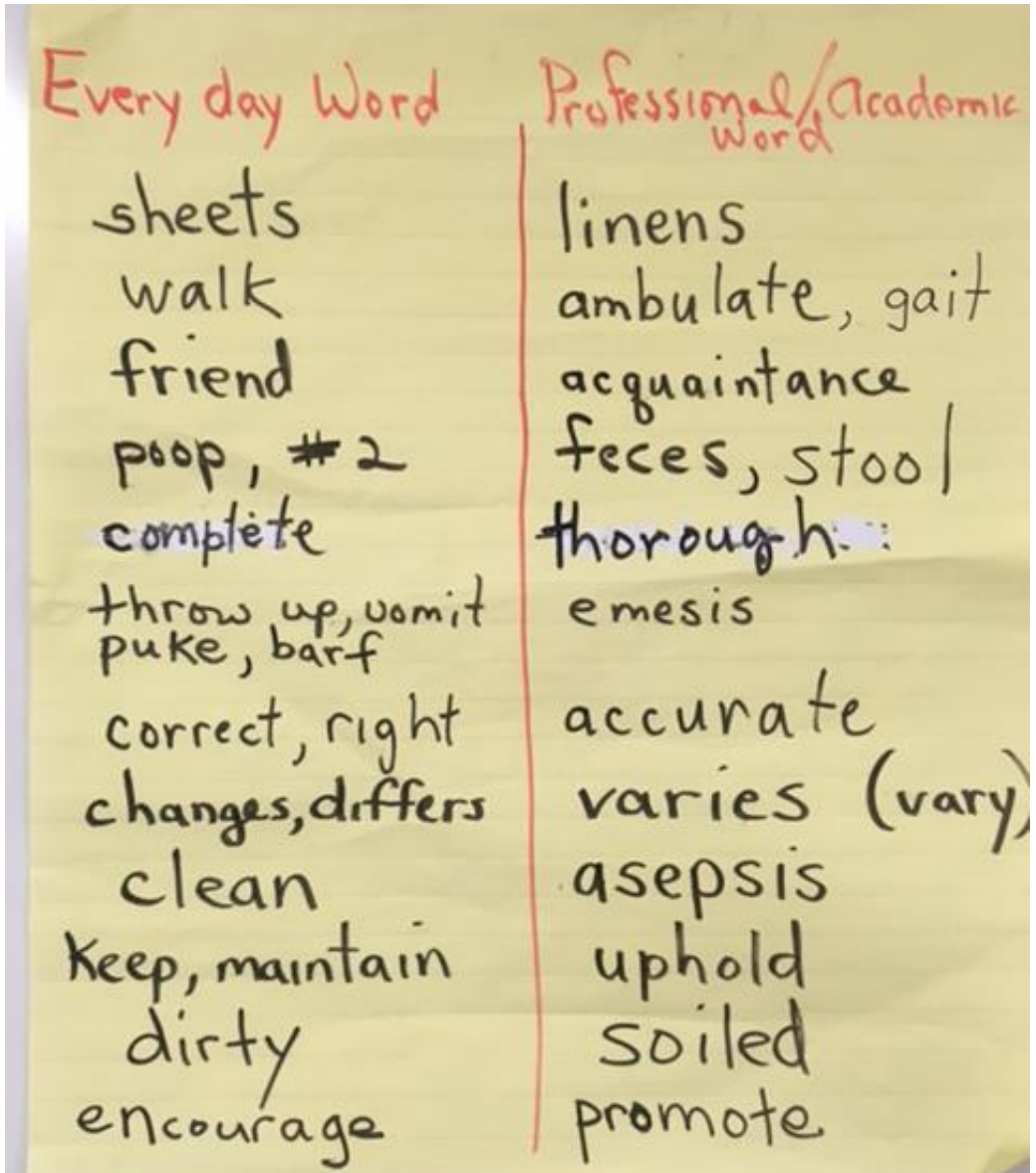
idea from Kate Kinsella and Maria Allan

Vocabulary: Every day words VS Academic words in an IET Caregiver/Personal Care Assistant class

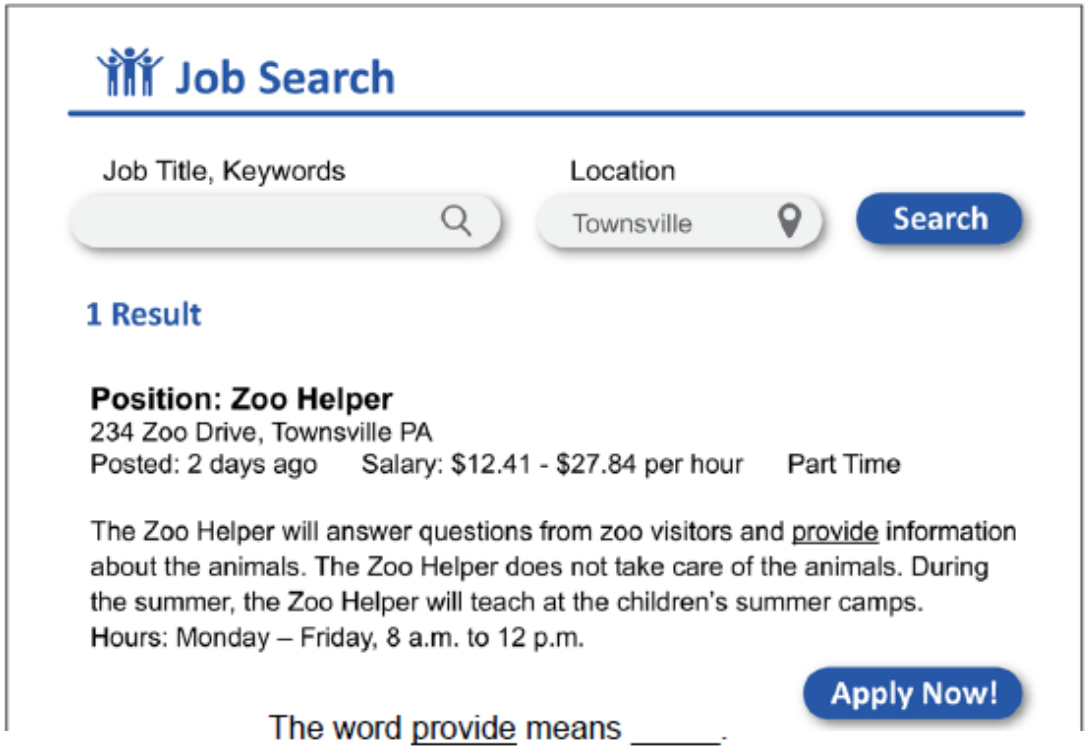


Every day Word	Professional/Academic Word
sheets	linens
walk	ambulate, gait
friend	acquaintance
poop, #2	feces, stool
complete	thorough
throw up, vomit puke, barf	emesis
correct, right	accurate
changes, differs	varies (vary)
clean	asepsis
keep, maintain	uphold
dirty	soiled
encourage	promote

CASAS

Reading STEPS Sample Items
NRS Level 4

Item	Content Area	ELP Standard	CASAS Competency	Task Area	Key
#17	**Vocabulary** Understand academic vocabulary	8	4.1.3	4	B



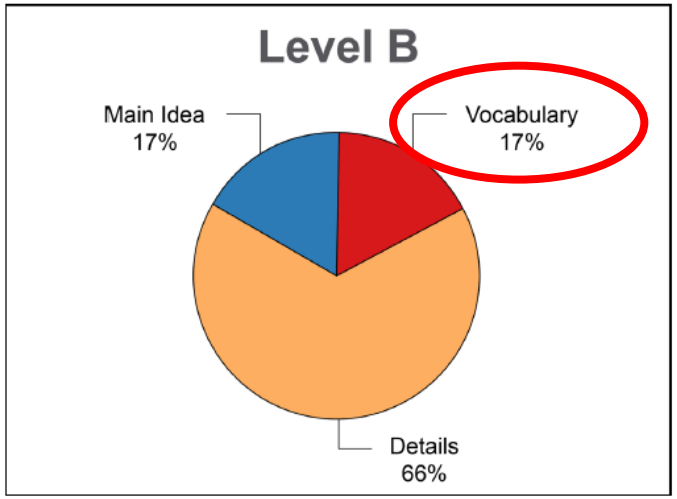
The word provide means _____.

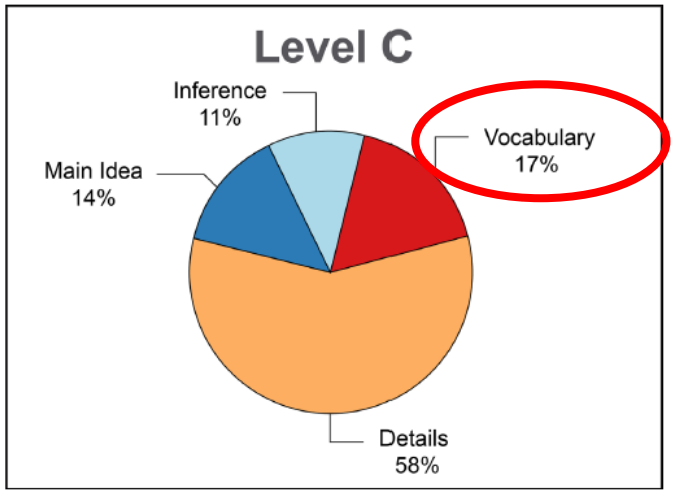
A. learn
B. give
C. take
D. read

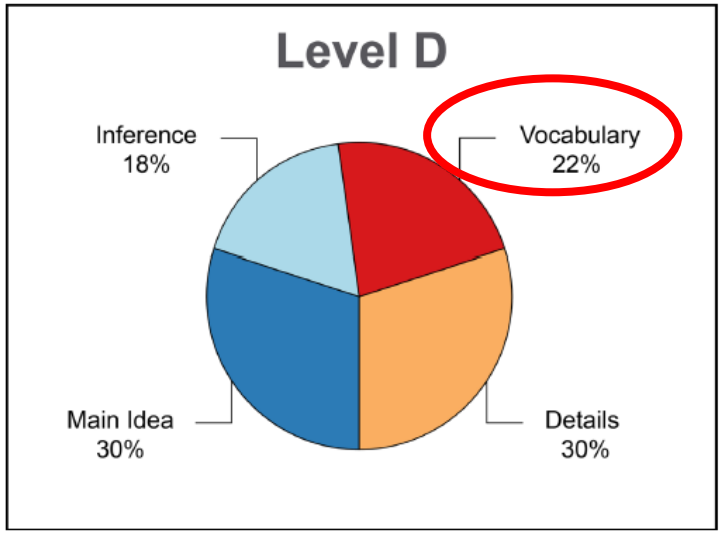
STEPS reading practice test item
www.casas.org

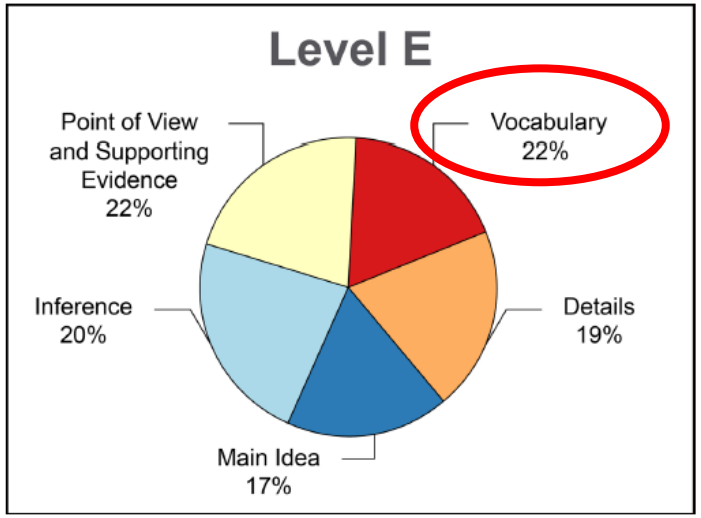
Reading STEPS Content Standard Blueprint

www.casas.org









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A variety of ways to teach comprehension questions:

1) In pairs
2) Roll the dice
3) Conversation cards
4) Groups of 4; everyone gets a number. That number is their question.

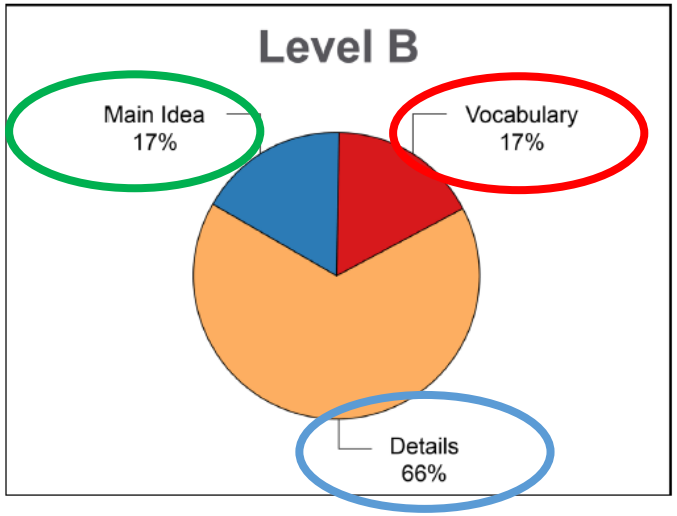
In addition to Vocabulary questions, include Main idea, detail and inference questions to model STEPS test

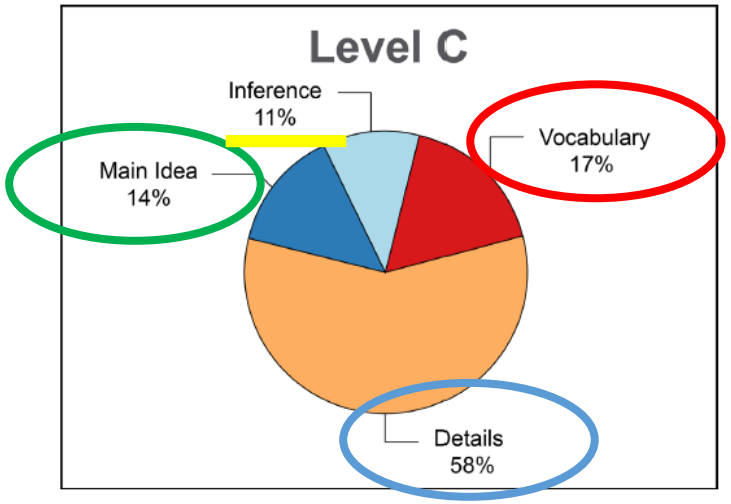
1) What is the article about?
2) Who is Justin Andrews?
3) How is Justin able to run?
4) Why do the runners use ropes?
5) Based on Scott's statements about his experience, do you think he will continue to participate in the program? Why or why not?

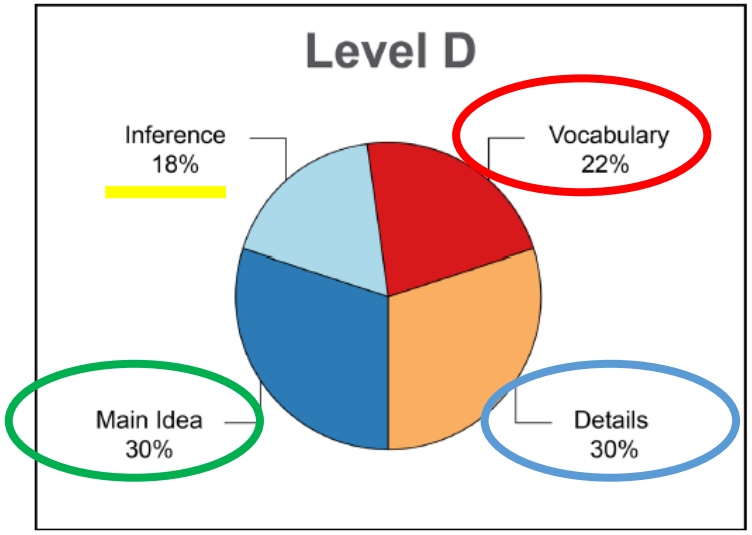
Ventures Book 4,
Unit 5, p. 64

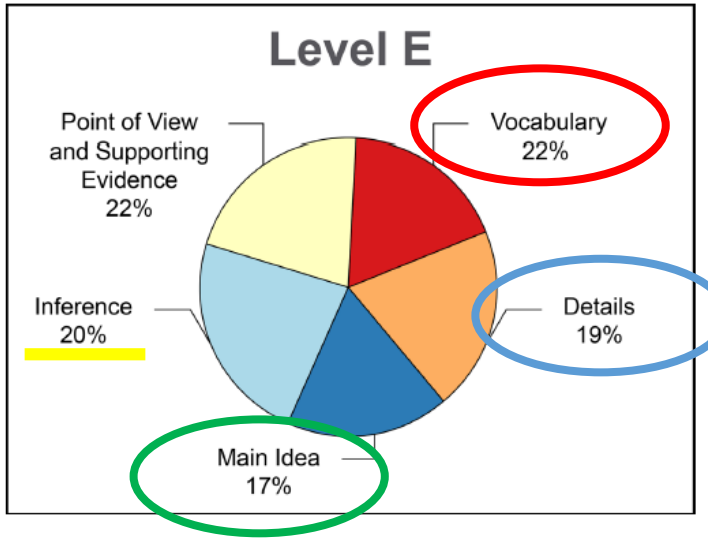
Reading STEPS Content Standard Blueprint

www.casas.org









Scattergories: Vocabulary game

ESL Active: https://eslactive.com/best-esl-games-for-adults/

Procedure:

1) Divide class into teams with 2-4 students in each team. Each team needs a piece of paper.
2) Give students 3 vocabulary categories with vocabulary that you want students to reinforce and review.*
3) Each team divides their paper into three columns and writes the categories at the top of the columns.

SCHOOL	FOOD	HEALTH

4) Give the students a letter of the alphabet. (b)
5) The teams have two minutes to write as many words as they can in each vocabulary category beginning with that letter.
6) When the time is up, the teams swap papers and check each other's answers. The team with the most valid words in each category gets a point. You could also have students write the words on the board or you could write as they read their list.
7) For subsequent rounds, repeat with a different starting letter.
8) The team with the most points at the of the game wins.

Ideas for categories: food, jobs, places around town, shopping, verbs, adjectives

*Try choosing categories that you have studied recently to test your students' knowledge.

Scattergories: Vocabulary game (example)

School	Food	Health

ESL Active: https://eslactive.com/best-esl-games-for-adults/

Scattergories: Vocabulary game (example)

School	Food	Health
books	breakfast	backache
backpack	bagel	bandage
break	bread	burn
bell	baloney	bed

ESL Active: https://eslactive.com/best-esl-games-for-adults/

Stop: Vocabulary game

Stop: (like Scattergories for lower levels)

Procedure:

1) Divide class into teams with 2-4 students in each team. Each team needs a piece of paper.
2) Each team divides their paper into 3-6 columns and writes the categories at the top of the columns.
3) Give the class a letter of the alphabet and then shout, “Go!”
4) The students have to write **one word** in each vocabulary category as quickly as possible. Each word has to begin with that letter.
5) When a team has completed the columns, they shout, “Stop!” The other teams must stop writing.
6) When the time is up, the teams swap papers and check each other’s answers. The team that called “Stop!” first who has correct words in each category gets a point. You could also have students write the words on the board or you could write as they read their list.
7) For subsequent rounds, repeat with a different starting letter.
8) The team with the most points at the of the game wins.

ESL Active: https://eslactive.com/best-esl-games-for-adults/

Stop: Vocabulary game (example)

Around Town	Health	Shopping	Daily Activities

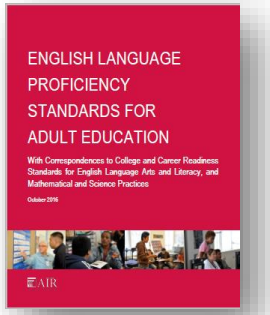
ESL Active: https://eslactive.com/best-esl-games-for-adults/

Stop: Vocabulary game (example)

Around Town	Health	Shopping	Daily Activities
street	sore throat	soda	sweep

ESL Active: https://eslactive.com/best-esl-games-for-adults/

ELP Standard 5



Conduct research and evaluate and communicate findings to answer questions or solve problems.

Project: Basic Level

ELP Standard 5: conduct research and evaluate and communicate findings to answer questions or solve problems
ELP Level Descriptor 1 & 2: carry out short, shared research projects, record information, summarize data

Class survey

A Make a chart.

Write the names of three students in your class. Write four chores.

B Talk to the students.

Ask questions like these. Check (✓) the answers.

1. Do you get the mail?
2. Do you take out the trash?
3. Do you do the laundry?
4. Do you wash the dishes?

Name	*Get the mail*	*Take out the trash*	*Do the laundry*	*Wash the dishes*
Stacy	✓			✓
Park	✓	✓	✓	
Aiko				✓

C Share your information.

Show your chart to the class. Talk about your classmates' chores.

Notes

Project, Basic Ventures, Unit 9
www.cambridgeone.org

Lesson F

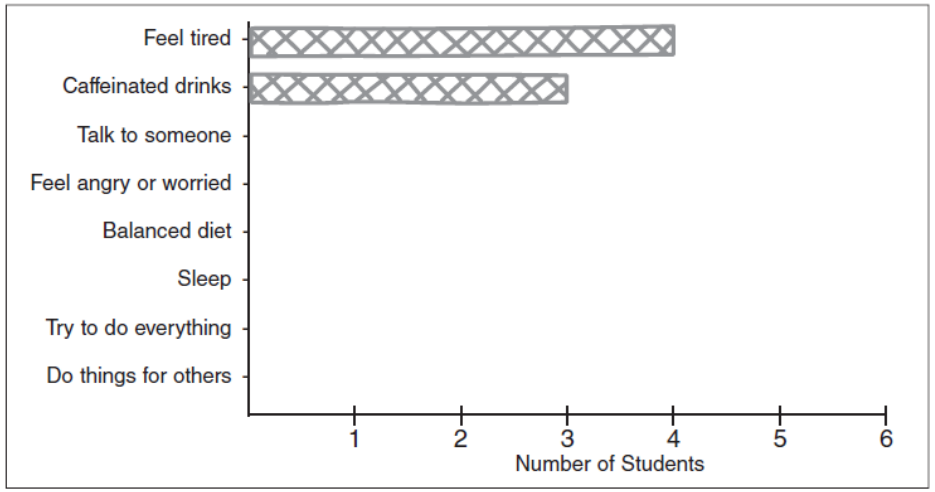
Another view

Student interview

A Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. feel tired often?	4	2
2. drink more than three caffeinated drinks a day?	3	3
3. talk to someone when you have a personal problem?		
4. feel angry or worried often?		
5. have a balanced diet?		
6. get less than seven hours of sleep a night?		
7. always try to do everything by yourself?		
8. do things for other people even though you don't want to?		

B Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of *yes* answers for each question.



C Compare your chart with the chart of another group. Answer the questions.

1. How are the charts similar? How are they different?
2. What can your classmates do to reduce the stress in their lives?

ELP Standard 5: conduct research and evaluate and communicate findings to answer questions or solve problems
ELP Level Descriptor 1 & 2: carry out short, shared research projects, record information, summarize data

solve problems

evaluate & communicate findings

Collaborative activity, Book 4, Unit 4, Lesson F cambridgeone.org

p.6 in handout

Functional Conversational Phrases

Giving advice/suggestions
If I were you, I'd …
I suggest that you…
I think you should…
Why don't you…
I recommend that you…
I think you'd better…

Starting a conversation
Hi, my name is _____
Excuse me, can I talk to you for a minute?
Can I ask you something?
Can I talk to you for a minute?

Bringing in other people
What do you think, (person's name)?
What's your opinion, " " ?
Don't you agree with us, " " ?
You're quiet today, " " .
What are you thinking, " " ?

Ending a conversation
I'd love to continue this conversation, but…
Sorry, but I think I should be going now.
Well, I don't want to take up any more of your time.
I've got to go now.
Thanks for the information.

Checking another person's understanding
Do you follow me?
Have you got it?
Are you with me?
Be sure to ask if you have any questions.

Saying goodbye
It was nice talking to you.
Thanks for the information.
Talk to you soon.
Take care.
Take it easy.
See you later.

Asking for repetition/clarification
I didn't catch that.
I didn't hear you.
I missed that.
I'm not following you.
How do you spell _____
Would you mind saying that again?

Showing understanding
Now I've got it. I'm with you.

Games phrases
Your turn.
My turn.
Who's next?
I'm next. You're next.
I agree. I don't agree.

p. 7 in handout

Interactive activities that reinforce the ELPS

1) Conversation Cards, p. 1, 4

ELPS #2: Actively listen to others; participate in short conversations; present simple information; respond to simple yes/no questions and some –wh questions.

2) Scrambled Questions, p. 2

ELPS #10: Demonstrate command of the **conventions of standard English** to communicate in level-appropriate speech and writing.

3) Dictation Relay, p. 2

ELPS #1: Construct meaning from oral presentations through level-appropriate listening, reading and viewing.

4) Roll the Dice Conversation, p. 2, 5

ELPS #2, 9: Create clear and coherent level-appropriate speech and text.

5) Vocabulary Games, p. 3

ELPS #8: Determine the meaning of words and phrases in oral presentations and informational texts.

6) Student Interviews, p. 2, 6

ELPS #5: Conduct research and evaluate and communicate findings to answer questions and solve problems.

Did We Meet Our Objectives?

Can you identify 6 communicative, game-like activities that reinforce the ELPS??

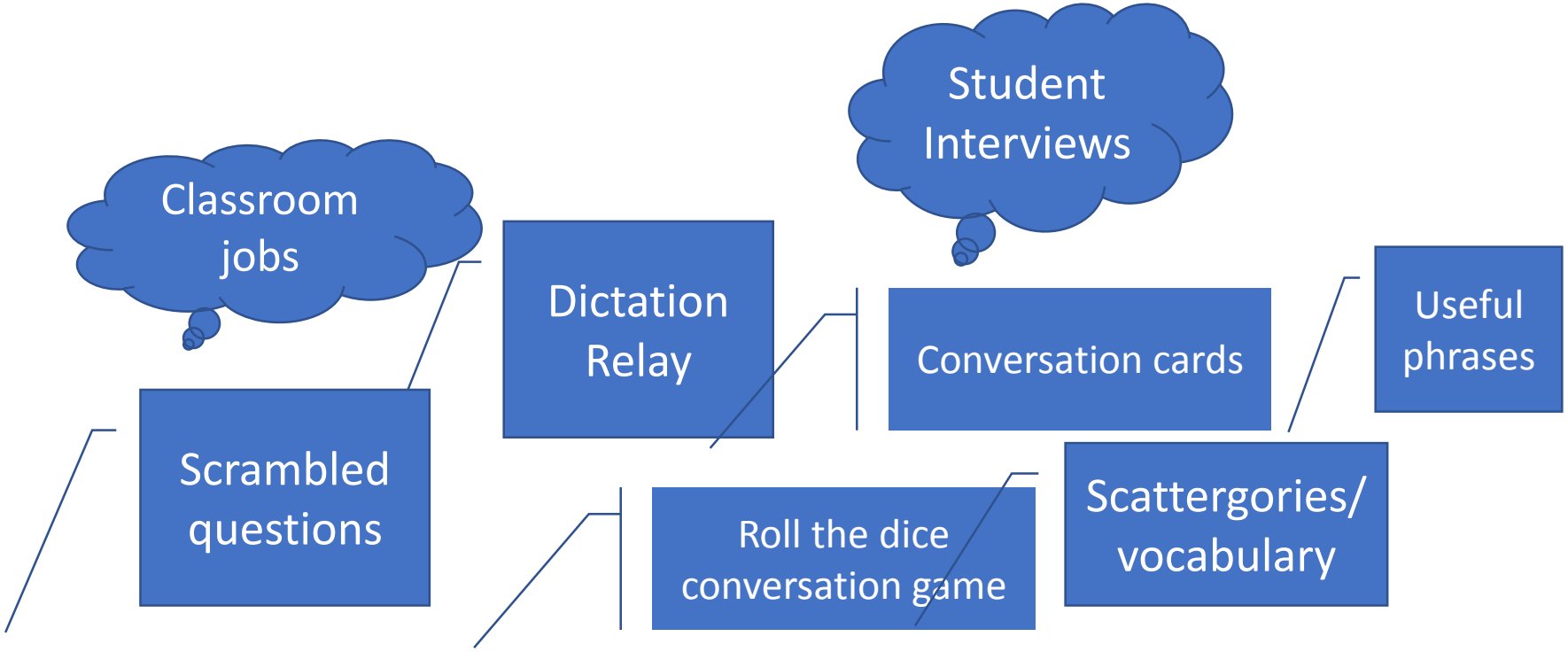
- **Conversation Cards (ELPS 2)**
- **Scrambled questions (ELPS 10)**
- **Dictation relay (ELPS 1)**
- **Roll the dice conversation (ELPS 2 & 9)**
- **Scattergories/Vocabulary (ELPS 8)**
- **Student Interviews (ELPS 5)**

Can you describe some of them to a colleague?

Your Biggest Takeaway

What is your biggest takeaway from today's presentation?

Which two communicative activities do you think you might do with your students?

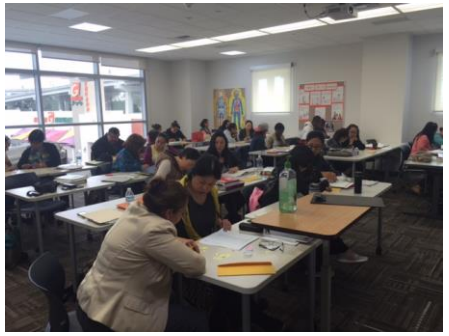


Action Plan

One thing I learned from this session that I plan to use in my teaching:

_____

Research



John Comings
Student persistence

Why do students persist?

- They feel part of a community.
- They feel successful.
- They have a goal.

Persistence Among Adult Basic Education Students in Pre-GED classes. 1999. John P. Comings, Andrea Parrella, and Lisa Soricone,NCSALL Reports #12

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