

Essential Learning Systems’ (ELS) Correlation to High Quality Sheltered Instruction (HQSI) for English-Language Learners

CEI proposes the use of ELS as one segment of the core instruction that ELL students receive in their English literacy courses. It may also be used as a Tier 2 or Tier 3 intervention for students who struggle in those courses (i.e., those who are not making adequate progress in growth in English-language proficiency, as measured by the designated state assessments).

The correlation provides documentation and references to other documentation of ELS’s fit with High Quality Sheltered Instruction.

HQSI Core Components	ELS Features
<p>1. An observation and rating tool that guides teachers in monitoring and improving their delivery of instruction</p>	<p>ELS’ assessment system provides diagnostic/ screening instruments, a program placement test, and a variety of dynamic assessments that allow daily monitoring of student progress that can then be used to inform instructional decisions in the HQSI classroom. A summative tool is provided to measure student gains and for program evaluation. ELS’ progress monitoring system can supplement the HQSI in data gathering and decision-making.</p> <p>Results of each student’s <i>LET-II</i> assessment can provide valuable information to his/her HQSI teacher for use in the classroom.</p> <p>For a description of ELS’ assessment system, see pp. 102-106 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>.</p> <p>See pp. 108-109 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i> for a discussion of ELS’ use of “data-driven decision-making” or “informed instruction.”</p>

HQSI Core Components	ELS Features
<p>2. A tool that enables students to learn both language and content</p>	<p>ELS is a program aligned with scientific research on teaching the content and skills necessary for English-language acquisition (see <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>; see also the ELS subgroup flyer featuring years of results with LEP/ELL students.).</p> <p>ELS is totally aligned with the language and content that states test in the annual assessments of growth in English-language proficiency (see <i>A Results-based Assessment of Essential Learning Systems' Correlation to Limited English Proficient Instruction</i>).</p> <p>ELS is aligned with the findings of the National Reading Panel on the five critical components of teaching reading: phonics, phonemic awareness, vocabulary, fluency, and comprehension (see <i>A Results-based Assessment of Essential Learning Systems' Correlation to the National Reading Panel Guidelines</i>).</p> <p>ELS is aligned with Nevada state curriculum standards for teaching literacy (see Nevada correlation).</p>
<p>3. Instruction/lesson preparation</p>	<p>Each student participating in an ELS lab is assessed with three different instruments—two of them third-party. Data are then used to place the student in an appropriate lesson sequence (prescription) that addresses his/her unique needs. Dynamic assessments are provided to allow frequent monitoring of progress; those data then are used to make program modifications as needed to keep the student challenged and moving forward (informed instruction).</p> <p>See pp. 108-109 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i> for a discussion of ELS' use of "data-driven decision-making" or "informed instruction."</p>

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	<p>See pp. 79-111 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i> for a discussion of ELS' research-based instructional strategies.</p>
<p>4. Building background</p>	<p>ELS connects ELLs to prior knowledge in several ways: through the use of illustrations as new vocabulary is taught; through intensive instruction in English vocabulary with adequate and varied practice so that words are really learned; and through reading and writing activities.</p> <p><i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>—see pp. 3, 9, 13, 15, 16, 18, 21, 23, 30, 41, 53, 55, 64-71, 73, 76-77, 83, 90, 97, 99, 101, 102, 111, 113, 135, 137, 142, 167, 174, 178, 181.</p> <p><i>A Results-Based Assessment of Essential Learning Systems' Correlation to Limited English Proficient Instruction</i>—see pp. 3-10.</p>
<p>5. Comprehensible input</p>	<p>Instruction is provided orally, in writing, and with illustrations depicting meanings of vocabulary words.</p> <p>Vocabulary is taught in context.</p> <p>Speech is provided in all lessons, and it can be slowed down for students who need that.</p> <p>There are adequate and varied practice exercises to meet the needs of any student.</p> <p>The program provides frequent comprehension checks.</p> <p>The program is delivered, in part, through research-based software design. The teacher is integral to its success in myriads of ways. See pp. 79-87 in <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i> for a discussion of the efficacy of CAI, including its use with ELLs.</p>

The goal is 100% mastery.

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	<p><i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>—see pp. 3, 9, 13, 15, 16, 18, 21, 23, 30, 41, 53, 55, 64-71, 73, 76-77, 83, 90, 97, 99, 101, 102, 111, 113, 135, 137, 142, 167, 174, 178, 181.</p> <p><i>A Results-Based Assessment of Essential Learning Systems' Correlation to Limited English Proficient Instruction</i>—see pp. 3-10.</p>
6. Strategies/Interaction/Practice/Application	<p>ELS' lessons are designed using scientific research on the efficacy of direct instruction, mastery learning principles, and one-to-one tutoring. See <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>—pp. 47-53.</p> <p>Also, of course, ELS is totally individualized so that students' prescriptions are differentiated according to need. See pp. 87-93 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i> for research documentation on this strategy.</p>
7. Lesson delivery	<p>CEI's programs build on student strengths—and at the same time strengthen weak areas—through the use of multi-sensory processing. See pp. 27-39 in <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>.</p> <p>For a description of ELS' instructional lessons, see pp. 3-4 of <i>A Results-Based Assessment of Essential Learning Systems' Correlation to Limited English Proficient Instruction</i>. See also pp. 27-39 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>.</p> <p>For a description of ELS' practice lessons, see pp. 4-10 of <i>A Results-Based Assessment of Essential Learning Systems' Correlation to Limited English Proficient Instruction</i>. See also pp. 79-110 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>.</p>

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	<p>For a description of ELS’ emphasis on student motivation, see pp. 11, 17-18, 23, 43, 44, 50, 62, 80, 81, 83, 85, 89, 94-95, 113-119, 123, 130, 132, 135, 140, 142 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>.</p>
<p>8. Review/assessment</p>	<p>For a description of ELS’ assessment system, see pp. 102-106 of <i>Why ELS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>. See also pp. 106-108 for a discussion of “corrective feedback” and its importance, especially for struggling learners. Also see pp. 108-109 for a discussion of ELS’ use of “data-driven decision-making” or “informed instruction.”</p> <p>See also p. 13 of <i>A Results-Based Assessment of Essential Learning Systems’ Correlation to Limited English Proficient Instruction</i> for more information about assessment in the ELS program.</p>