Building College and Career Readiness for ESL Learners

CALPRO Webinar
May 9, 2014

Facilitated by
Lori Howard and Sylvia G. Ramirez
lbhoward@casas.org  sramirez@miracosta.edu

Workshop Objectives - By the end of this workshop, participants will be able to:

– Demonstrate understanding of Reading and Writing College and Career Readiness Anchor Standards

– Select activities from published materials that address the anchor standards

– Develop additional supplementary activities that address the anchor standards
**CCR Reading Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main topic and retell key details of a text.</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>

**NRS ESL Levels**
- Bag. Lit., Low Beginning, High Beginning
- NRS ESL Level Low Intermediate
- NRS ESL Level High Intermediate
- NRS ESL Level Advanced

**CCR Writing Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
<td>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising and editing.</td>
<td>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</td>
<td>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
</tr>
</tbody>
</table>

**NRS ESL Levels**
- Beg. Lit., Low Beginning, High Beginning
- NRS ESL Level Low Intermediate
- NRS ESL Level High Intermediate
- NRS ESL Level Advanced
1 Before you read

Look at the picture. Answer the questions.
1. Who is the man?
2. Where is he?

2 Read

Read Joseph’s application. Listen and read again.

What are your future goals? What steps do you need to take?
- I want to open my own electronics store. I need to take three
  steps to reach my goal. First, I need to learn keyboarding. Second, I
  need to take business classes. Third, I need to work in an electronics
  store. I will probably open my store in a couple of years.

3 After you read

A Write. Answer the questions about Joseph. Write complete sentences.
1. What is Joseph’s goal? He wants to open his own electronics store.
2. What does he need to do first? ___________________________
3. What does he need to do second? __________________________
4. What does he need to do after that? _______________________
5. When will he open his business? ___________________________

B Write. Complete the sentences.

<table>
<thead>
<tr>
<th>business</th>
<th>electronics</th>
<th>goal</th>
<th>learn</th>
<th>steps</th>
</tr>
</thead>
</table>
1. Joseph wants to have his own store. That is his _____ goal _____.
2. Joseph wants to have his own ________ store.
3. He needs to take three _________ to reach his goal.
4. He needs to _________ keyboarding and take _________ classes.
LESSON E  Writing

1 Before you write

A Talk with a partner. Ask and answer the questions.
1. What are your goals this year?
2. What is your most important goal? Why?
3. What do you need to do to reach your goal?

B Read about Angela’s goal.

My Goal for Next Year

I have a big goal. I want to help my children with their homework. There are three steps I need to take to reach my goal. First, I need to learn to speak, read, and write English well. Second, I need to volunteer in my children’s school. Third, I need to talk with their teachers and learn more about their homework assignments. Maybe I’ll be ready to help my children with their homework in a few months.

C Write. Complete the chart about Angela’s goal.

<table>
<thead>
<tr>
<th>Angela’s goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>She wants to:</strong></td>
</tr>
<tr>
<td>help her children with their homework</td>
</tr>
<tr>
<td><strong>She needs to:</strong></td>
</tr>
<tr>
<td>1. ________________________________</td>
</tr>
<tr>
<td>2. ________________________________</td>
</tr>
<tr>
<td>3. ________________________________</td>
</tr>
<tr>
<td><strong>She will probably reach her goal in:</strong></td>
</tr>
<tr>
<td>________________________________</td>
</tr>
</tbody>
</table>
Read Donald’s chart. Talk with a partner. Ask and answer the questions.

1. What does Donald want to do?
2. What does he need to do first?
3. What does he need to do second?
4. What does he need to do third?
5. When will he probably reach his goal?

Donald

I want to:
get a job as a security guard

I need to:
1. take courses in criminal justice
2. get a training certificate
3. look for jobs in the newspaper and online

I will probably reach my goal in:
one or two years

Write. Complete the chart about your goal.

My goal

I want to:

I need to:
1. 
2. 
3. 

I will probably reach my goal in:

Write

Write a paragraph about your goal. Write about the steps you need to take. Use Exercises 1B, 1C, 1D, and 1E to help you.

After you write

A Read your paragraph to a partner.

B Check your partner’s paragraph.

• What is your partner’s goal?
• What are the three steps?
• Did your partner use the words First, Second, and Third?

**CCR Reading Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**A Level-specific Standard:** (1) Identify the main topic and (2) retell key details of a text. (NRS ESL Levels – Beg. Literacy, Low and High Beginning)

<table>
<thead>
<tr>
<th>Activity(ies) from Published Materials</th>
<th>Describe how Activity(ies) meet Level-specific Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Identify main topic:</strong></td>
<td>Exercise 2 – Title of Reading and Reading tip</td>
</tr>
<tr>
<td><strong>2) Retell key details:</strong></td>
<td>Exercise 3A and 3B (questions require Ss to retell key details)</td>
</tr>
</tbody>
</table>

1) **Identifying main topic:**
   - Ss call out main topic of paragraph and teacher writes on board.
   - Teacher asks questions: Where did you find the main idea? (Possible answers: Title, first sentence and last sentence)

**CCR Writing Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**A Level-specific Standard:** With (1) guidance and support, (2) focus on a topic, (3) respond to questions and suggestions from peers, and (4) add details to strengthen writing as needed. (NRS ESL Levels – Beg. Literacy, Low and High Beginning)

<table>
<thead>
<tr>
<th>Activity(ies) from Published Materials</th>
<th>Describe how Activity(ies) meet Level-specific Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Guidance/support:</strong></td>
<td>Lesson E 1 A, B C D</td>
</tr>
<tr>
<td>Exercise 1A - Prewriting</td>
<td></td>
</tr>
<tr>
<td>Exercise 1B - Writing model</td>
<td></td>
</tr>
<tr>
<td>Exercise 1C and 1D – Analysis of model</td>
<td></td>
</tr>
<tr>
<td><strong>2) Focused Topic:</strong></td>
<td>Exercise 2 – Topic: Your Goal</td>
</tr>
<tr>
<td><strong>3) Respond Questions/Suggestions:</strong></td>
<td>Exercise 3A - Read and Share</td>
</tr>
<tr>
<td></td>
<td>Exercise 3B – Self and Peer Checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Activity(ies) with Key Steps</th>
<th>4) Add details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4) Add details</strong></td>
<td>Need a direction line that specifically tells students to: “Rewrite paragraph based on answers to questions in 3A and suggestions from classmates and teacher.”</td>
</tr>
</tbody>
</table>

**Additional Activity:** Share revised paragraph (on wall, read to classmates, teacher or family members)
How can needles make this man feel better?

**Before You Read**

Look at the picture and the caption. Look at the title of the reading. Guess the answers to the questions.

1. Where is this man?

2. What’s happening to him?
No More Pain

Daniel DaSilva is lying on a table. A dozen thin needles are sticking out of his back, shoulders, arms, legs, and neck. He looks like a human pincushion, but he doesn’t care. Daniel is getting an acupuncture treatment, and the needles make him feel better.

After the treatment Daniel talked about his experience with acupuncture. “A year ago I had a car accident, and I was in a lot of pain,” said Daniel. “My doctor gave me prescription medication, and I had physical therapy. That made me feel a little better, but I was still in pain. Then my doctor sent me to get acupuncture. I was scared at first. I thought the needles would hurt, but they didn’t. In the beginning the treatment didn’t seem to help. But now my pain is almost gone.”

Before every treatment the acupuncturist examines Daniel and asks about his physical symptoms. He also looks at what Daniel eats. He studies Daniel’s thoughts and feelings, too. Then the acupuncturist treats the pain by putting thin needles into specific points on Daniel’s body.

In China people have used acupuncture for thousands of years. It has been common in Korea and in Japan for centuries. Since the 1980s acupuncture has become popular in Europe, Canada, and the United States. At first many doctors in these parts of the world were not sure acupuncture really helped people. So they studied acupuncture for many years. They began to see that the treatments often helped their patients.

In 1997 the U.S. National Institutes of Health wrote a report about acupuncture. The report said that acupuncture stops some kinds of nausea and pain. It also said that acupuncture helps headaches and asthma. Some people believe it is an excellent treatment for allergies and arthritis. Acupuncturists also treat athletes for muscle soreness and injuries.

Now medical schools in the United States are teaching doctors about acupuncture. More than 4,000 medical doctors use acupuncture in their offices. Some doctors, like Daniel’s, are sending their patients to one of the 15,000 acupuncturists in the country. More and more health insurance companies are paying for acupuncture treatments.

Acupuncture is helping people. Research shows that it works. Soon it will be very common all over the world to see a human pincushion.

What did you read?

Choose another title for this reading. Circle the best one.

a. Acupuncture Helps Headaches
b. All About Acupuncture

From Read All About It Book 2, Oxford University Press, New York, 2000
Ramirez & Howard 2014  Building CCR For ESL Learners 8
► Read again

Complete these sentences. Find the answers in the reading. Circle a or b. Check your answers with a partner.

1. Daniel DaSilva had a car accident.  a. chiropractic treatments.  b. headache.
2. He gets a. much better.  b. a little better.
4. His acupuncturist uses a. in the 1980s.  b. in the 1990s.
5. In Europe acupuncture became popular a. illnesses.  b. injuries.
6. Athletes get acupuncture to treat a. in the 1980s.  b. in the 1990s.

► Show you understand

Read these sentences. Fill in the chart and write the clues from the reading that helped you choose your answers. Talk about your answers with your partner.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daniel DaSilva thinks physical therapy helped him.</td>
<td>X</td>
<td>That made me feel a little better...</td>
</tr>
<tr>
<td>2. He thinks acupuncture helped him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Acupuncturists only look at the patient’s physical symptoms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Many medical doctors believe acupuncture helps people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Some insurance companies believe acupuncture helps people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

► Talk more about it

Think about these questions. Then discuss your ideas.

1. Is acupuncture popular in your country? Why or why not?
2. Would you get acupuncture treatments? Why or why not?
After You Read

▶ Words, words, words

A. Read the sentences. What do the underlined words mean? Look for clues in the reading. Write the letters of the correct meanings in the blanks.

   a. something you do to get better                  d. place to keep pins
   b. person who gives acupuncture treatments       e. liked or done by a lot of people
   c. man, woman, or child

   1. He looks like a human pincushion...
   2. He looks like a human pincushion...
   3. Daniel is getting an acupuncture treatment...
   4. Before every treatment, Daniel’s acupuncturist examines his physical symptoms.
   5. Since the 1980s acupuncture has become popular in Europe, Canada, and the United States.

B. Study this word family. Look at the examples. Then fill in the blanks with the correct words.

<table>
<thead>
<tr>
<th>Word Family</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>treat verb</td>
<td>Acupuncturists also treat athletes for muscle soreness and injuries.</td>
</tr>
<tr>
<td>treatment noun</td>
<td>Some people believe it is an excellent treatment for allergies and arthritis.</td>
</tr>
</tbody>
</table>

Acupuncture has become very popular. Acupuncturists ____________ people for pain and illnesses. Studies show that the ____________ works.

▶ Write

Have you ever had an accident or an illness? Write a paragraph about it on your own paper. Use the questions and the example to help you. Add some extra details.

1. What happened? When?  3. What were your physical symptoms?
2. How did you feel?       4. What did you do to get better?

Last winter I got strep throat. I felt terrible. I had a high fever, and my throat was very sore. I went to the medical clinic, and my doctor gave me prescription medication. I took my medication and stayed in bed for three days. Then I went back to work.

Health 47

From Read All About It Book 2, Oxford University Press, New York, 2000

Ramirez & Howard 2014  Building CCR For ESL Learners 10
**APPLICATION ACTIVITY – TEMPLATE**

| Instructions for Application Activity | 1) a. Read the standard.  
| | b. Read the descriptor for your level.  
| | c. “Unpack” the descriptor.  
| | 2) a. Review published materials  
| | b. Identify the activities that meet the descriptor.  
| | 3) Develop supplementary activities for elements of the descriptor that are not met by published materials. |

| SKILL ______________________ |
| CCR Anchor Standard _____: |

| _____ Level-specific Standard: |

<table>
<thead>
<tr>
<th>Activity(ies)</th>
<th>Describe how Activity(ies) meet Level-specific Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity(ies) from Published Materials</td>
<td></td>
</tr>
</tbody>
</table>

| Supplemental Activity(ies) with Key Steps | |

Ramirez & Howard 2014    Building CCR For ESL Learners
BIBLIOGRAPHY

Selected Readings on Reading Skill Development


Selected Readings on Reading/Writing Skill Development


Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public College’s and Universities, Sacramento, CA. Available at http://www.academicsenate.cc.ca.us/icas.html


Textbooks with Paired or Jigsaw Readings


Textbooks with Reading and Writing Activities


Standards


Videos

Videos linked to Common Core Standards: https://www.teachingchannel.org/videos/english-lit-assignment