Building College and Career Readiness for ESL Learners

Welcome from Lori and Sylvia

- While you wait for the webinar to begin, consider what these acronyms stand for:
  
  ELA    CCSS    CCR
  OCTAE  AE     CDE

LHoward/SRamirez 2014
Building College and Career Readiness... from the Start!

OUR OBJECTIVES

- 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
Building College and Career Readiness... from the Start!

WORKSHOP PLAN

WARM UP:
• Alphabet Soup

PRESENTATION:
• Overview of CCSS and CCR

PRACTICE:
• Use published materials to address CCR Reading and Writing Standards

APPLICATION:
• Homework 😊: Analyze your own materials to address CCR Reading and Writing Standards.
Getting to Know You
Poll
Common Core State Standards (CCSS)

• K-12 Initiative that provides a clear understanding of what students are expected to learn in English Language Arts (ELA) and Mathematics.

• CCSS relates to the skills and knowledge that people need for success in college and careers.
To date, 45 states and the District of Columbia have adopted the CCSS
KEY FEATURES OF ENGLISH LANGUAGE ARTS (ELA) STANDARDS

◆ Reading:

Text complexity and the growth of comprehension

◆ Writing:

Text types, responding to reading, and research

◆ Speaking and Listening:

Flexible communication and collaboration

◆ Language:

Conventions, effective use, and vocabulary
Broad expectations consistent across grades and content areas. Some examples are:

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

**CCR Writing Anchor 5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
College And Career Readiness (CCR) Standards For Adult Education

- Initiative funded by Office of Career Technical and Adult Education (OCTAE)
- Susan Pimentel is lead author of ELA Anchor Standards in CCSS AND CCR Anchor Standards
- College and Career Readiness (CCR) Anchor Standards based on anchor standards in CCSS

LHoward/SSRamirez 2014
Need For CCR
Anchor Standards

• More than 12 million adults without a high school credential are in the labor force today

• Key college and career readiness knowledge and skills are closely linked to being able to get training necessary to earn a living wage

• 2 times as many jobs over the next decade will require a postsecondary credential

It is crucial that adult students have the opportunity to acquire skills they need for postsecondary success.
Need For CCR Standards For Adult Education Programs

• Limits on how long adults spend in AE programs
• CCSS standards span curriculum from K-12 grades.
• Adults’ experience renders some CCSS unnecessary.
• Needed help identifying manageable set of standards most indispensable for college and career readiness.
Key Shifts In Instruction

1) **Complexity**: Regular practice with complex text and academic language

2) **Evidence**: Reading, writing and speaking grounded in evidence from text

3) **Knowledge**: Special emphasis on comprehension of informational text
THE CCR Standards Do Not:

• Mandate a national or federal curriculum.
• Indicate a hierarchy of importance.
• Dictate how instructors should teach.
• Address the complete support needed for English Language Learners.
• Provide an exhaustive list of skills.
## CCR Groupings

<table>
<thead>
<tr>
<th>CCR Groupings</th>
<th>NRS ESL Levels with corresponding CASAS Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BEG LIT (180 and below), BEG LOW (181 – 190)</td>
</tr>
<tr>
<td></td>
<td>BEG HIGH (191 -200)</td>
</tr>
<tr>
<td>B</td>
<td>LOW INT (201 – 210)</td>
</tr>
<tr>
<td>C</td>
<td>HIGH INT (211 – 220)</td>
</tr>
<tr>
<td>D</td>
<td>ADV ESL (221 – 235)</td>
</tr>
<tr>
<td>E</td>
<td>Transition to Post-secondary and Careers</td>
</tr>
<tr>
<td></td>
<td>(236+)</td>
</tr>
</tbody>
</table>

LHoward/SRamirez 2014
**Example Of Reading Anchor And Level-Specific Standards:**

**CCR 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>

BEG, LIT LOW Beg HIGH BEG

LOW INT

HIGH INT

ADV

LHoward/SRamirez 2014
CCR Promotes the Writing ↔ Reading Connection

Writing Standard 9:

*stresses the importance of the writing-reading connection*

*requires students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain.*

Page 22, CCR Standards for Adult Education
Analyzing CCR Standards and Correlating Published Materials

DEMONSTRATION

Beginning Level (A)
Demonstration Materials

• Page 2
  – CCR Reading Anchor 2 and Writing Anchor 5
    High Beginning Level-specific Standard

• Pages 3-5
  – Reading and Writing Lessons D and E
    Ventures Book 2, Unit 2
    Cambridge University Press, 2013
Demonstration Instructions

1) a. Read the standard.
   b. Read the level-specific standard.
   c. “Unpack” the Level-specific standard.

2) a. Review published materials
   b. Identify the activities that meet the Level-specific standard.

3) Develop supplementary activities for elements of the level-specific standard that are not met by published materials.
CCR Reading Anchor 2:
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(1) Identify the main topic and (2) retell key details of a text.

BEG LIT.
LOW BEG
HIGH BEG
Demonstration Instructions

1) a. Read the standard.
   b. Read the level-specific standard.
   c. “Unpack” the level-specific standard.

2) a. Review published materials
   b. Identify the activities that meet the Level-specific standard.

3) Develop supplementary activities for elements of the Level-specific standard that are not met by published materials.
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

Ventures 2nd Ed. Book 2, Unit 2  Pg. 24
A: (1) **Identify the main topic** and
(2) **retell key details** of a text.

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

1) a. Read the standard.
   b. Read the Level-specific standard for your level.
   c. “Unpack” the Level-specific standard.

2) a. Review published materials
   b. Identify the activities that meet the Level-specific standard.

3) Develop supplementary activities for elements of the Level-specific standard that are not met by published materials.
A: (1) **Identify the main topic** and (2) **retell key details** of a text.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Describe how activity(ies) meet the Reading Level-specific standard.</th>
</tr>
</thead>
</table>

| Supplemental Activity(ies) with Key steps | (1) **Identify main topic:**  
• Ss call out main topic of paragraph and teacher writes on board.  
• Teacher asks question: Where did you find main idea?  
[Possible answers: *Title, first sentence, last sentence*] |
Demonstration Instructions - Writing

1)  a. Read the standard.
    b. Read the level-specific standard.
    c. “Unpack” the Level-specific standard.

2)  a. Review published materials
    b. Identify the activities that meet the Level-specific standard.

3)  Develop supplementary activities for elements of the level-specific standard that are not met by published materials.
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.

BEG. LIT
LOW BEG.
HIGH BEG.
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.
A: 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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Describe how activity(ies) meet the Writing Level-specific standard.</th>
</tr>
</thead>
</table>
| Activity(ies) from Published Materials | 1) **Guidance/support:**  
  Lesson E  
  Exercise 1A - Prewriting  
  Exercise 1B - Writing model  
  Exercises 1C and 1D – Analysis of model  
(2) **Focus Topic:**  
  Lesson E - Exercise 2 – Topic: Your Goal  
(3) **Respond Questions/Suggestions:**  
  Lesson E  
  Exercise 3A - Read and Share  
  Exercise 3B – Self and Peer Checklist |
A: 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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Describe how activity(ies) meet the Writing Level-specific standard.</th>
</tr>
</thead>
</table>
| **Supplemental Activity(ies) with Key steps** | **(4) Add details**  
Add a direction line that specifically tells students to:  
“Rewrite paragraph based on answers to questions in 3A and suggestions from classmates and teacher.”  
**Additional Activity:** Share revised paragraph (on wall, read to classmates, teacher or family members) |
Analyzing CCR Standards and Correlating Published Materials

PRACTICE
Low Intermediate Level (B)
Practice Materials

• Page 2
  – CCR Reading Anchor 2 and Writing Anchor 5
    Low Intermediate Level-specific Standard

• Pages 7-10
  – Reading and Writing Lessons
    Read All About it, Book 2 Unit 6
    Oxford University Press, 2000
Practice Reading Instructions

1) a. Read the standard.
   b. Read the level-specific standard.
   c. “Unpack” the Level-specific standard.

2) a. Review published materials
   b. Identify the activities that meet the Level-specific standard.

3) Develop supplementary activities for elements of the level-specific standard that are not met by published materials.
Reading Practice Step 1 – Unpack the Level-specific Standard

CCR Reading Anchor 2

<table>
<thead>
<tr>
<th>B – Low Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the main idea of a text: recount the key details and explain how they support the main idea.</td>
</tr>
</tbody>
</table>

1. How many key elements does this level-specific standard have?
2. Write the key elements (usually verbs) that describe what students are required to do for this level-specific standard.
CCR Reading Anchor 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(1) Determine the main idea of a text: (2) recount the key details and (3) explain how they support the main idea.

Low Intermediate
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?
Reading Practice Step 2: Review and Identify Activities

a. Review published materials
b. Identify the activities that meet the level-specific standard.

Write the activities you find in the published materials that meet the key elements of the level-specific standard.
Reading Practice Step 3: Develop Key Steps to Supplement Reading Materials

Develop supplementary activities for elements of the level-specific standard that are not met by published materials.

Write ideas for supplementary activities that meet the level-specific standard not met by the published materials.
## Writing Practice Step 1 – Unpack the Level-specific Standard

CCR Writing Anchor 5

### B – Low Intermediate

| With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising and editing. |

1. How many key elements does this level-specific standard have?
2. Write the key elements (usually verbs) that describe what students are required to do for this level-specific standard.
CCR Writing Anchor 5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With (1) guidance and support from peers and others, (2) develop and strengthen writing as needed by planning, (3) revising and (4) editing.

Low Intermediate
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?
2. How did you feel?
3. What were your physical symptoms?
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.
Writing Practice Step 2: Review and Identify Activities

a. Review published materials
b. Identify the activities that meet the level-specific standard.

Write the activities you find in the published materials that meet the key elements of the level-specific standard.
Writing Practice Step 3: Develop Key Steps to Supplement Writing Materials

Develop supplementary activities for elements of the level-specific standard that are not met by published materials.

Write ideas for supplementary activities that meet the level-specific standard not met by the published materials.
APPLICATION
SELECT A TEXTBOOK/LESSON AND CORRESPONDING CCR STANDARD

1) a. Read the standard.
   b. Read the level-descriptor for your level.
   c. “Unpack” the Level-specific standard.

2) a. Review published materials
   b. Identify the activities that meet the Level-specific standard.

3) Develop supplementary activities for elements of the Level-specific standard that are not met by published materials.
Our Objectives

• By the end of this presentation you 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

LHoward/SRamirez 2014 46
Thank You For Your Participation!

Questions???

Please feel free to contact us:

Lori Howard: lbhoward@casas.org
Sylvia Ramirez: sramirez@miracosta.edu