ESL College and Career Readiness Standards

Presented by the T-S-T BOCES ESL Program
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Challenges for New College Students and Employees

Using Technology
- Digital devices, equipment, BlackBoard

Self / Time Management
- Homework, screen time, keeping a calendar, pacing oneself

Reading
- Directions, academic texts, precautions, announcements

Writing
- Sentences, paragraphs, completing forms, email, paraphrasing

Effective Communication Skills
- Asking for clarification, pronunciation

Learning Strategies
- Taking notes, bookmarking

Navigating Systems
- Self advocacy, finding resources

U.S. Measurement, Temperature, Money
- Making change, mixing chemicals and ingredients

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016

AIR

College and Career Readiness Standards for Adult Education

Susan Pimentel
2013

MPR

Transitions Integration Framework

An ATLAS project to advance transitions instruction for all ABE learners in Minnesota...

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Prepared by:
ACES

Prepared for:
ATLAS

atlas
HAMLINE UNIVERSITY

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CASAS

QUALITY ASSESSMENT SYSTEMS

A	B	C	D	E
CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
With guidance and support, use a variety of **digital tools** to **produce** and **publish** writing, including in **collaboration** with peers. (W.1.6)	With guidance and support, use **technology** to **produce** and **publish** writing (using **keyboarding skills**) as well as to **interact** and collaborate with others.	With some guidance and support, use technology, including the **Internet**, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **one page** in a single sitting.	Use technology, including the Internet, to produce and publish writing and **link** to and **cite sources** as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce, publish, and **update** individual or **shared writing products**, taking advantage of technology's capacity to **link to other information** and to **display information** flexibly and dynamically.

Levels 1 and 2
"Mr. Bean Leads to Community Volunteer Project"

Levels 1 and 2

"Mr. Bean Leads to Community Volunteer Project"

CCR Reading Anchors 1,2,3,7 Speaking & Listening Anchor 2	CCR Writing Anchor 2	TIF Effective Communication Skill 1
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally	With support, can compose simple written narratives or informational texts about familiar texts, experiences and events	Participate, make contributions and encourage the contribution of others in order to accomplish the shared goal of a team.

Levels 1 and 2
Photobooks

Levels 1 and 2
"Obando Makes Noodles" Photobook

| CCR Speaking & Listening Anchor 1	CCR Language Anchor 1	CCR Math and Digital Skills
Can **recount a sequence** of events, introduce and develop an informational topic with **facts and details** • use common **transitional words** and phrases to connect events	Can use frequently occurring **verbs, nouns, adjectives, adverbs, prepositions, and conjunctions** • produce simple and compound **sentences.**	Can use basic U.S. volume **measurements** and temperature. Can understand and use simple **fractions.** Can take, upload and edit **digital photos**

Levels 2 and 3
"Using Biographies: Cesar Chavez"
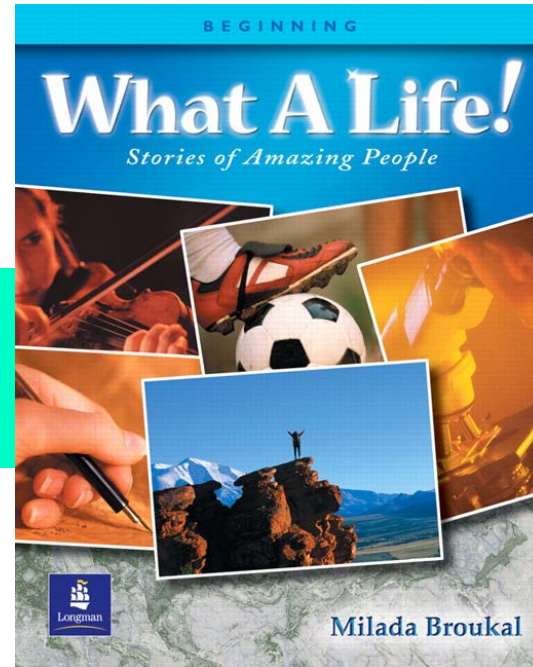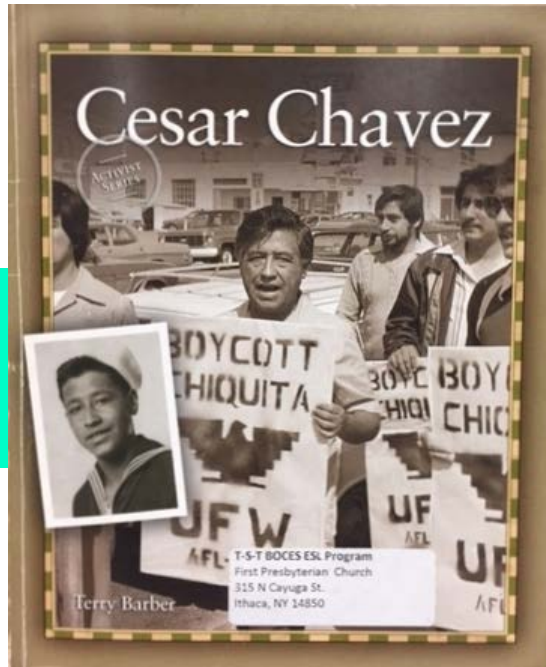
Levels 2 and 3
"Pronunciation and Decoding: Cesar Chavez"

CCR Reading Foundations 2	CCR Reading Foundations 2	CCR Reading Foundations 3.h
Demonstrate **understanding** of spoken words, **syllables, and sounds** (phonemes). (Phonological Awareness)	**Count, pronounce, blend, and segment syllables** in spoken words.	**Decode** two-syllable words following **basic patterns** by breaking the words into syllables

Levels 1 and 2
Phonemic Awareness and Pronunciation

Word Pairs

1.	woman women	flag flog	white wit	eager eagle
2.	for force	probably problem	circle circus	sands stands
3.	help hope	read red	simper symbol	walks works

___Write the number of syllables.

Underline the syllable that is stretched (stressed)

_2_woman	__problems	__begin	__people	__peaceful
_2_union's	__circle	__owners	__power	__protests
_2_leader	__symbol	__better	__banana	__Mahatma
_2_eagle	__members	__1965	__boycott	__Gandhi
_2_worker's	__workers	__1,200	__believes	__Kennedy

Levels 2 and 3
"Using Biographies: Cesar Chavez"

| CCR Reading Anchor 1	CCR Writing Anchor 1/Level 2	CCR Reading Anchor 2
Can **read closely** to determine what the text says explicitly and to make logical inferences from it; can **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.	Can use linking words and phrases (e.g., **because, therefore, since, for example**) to connect opinion and reasons.	Can determine the **main idea** of a text; recount the **key details** and explain how they support the main idea. Retell key details, **summarize** part of a text

From Building Background to Citing and Summarizing

Using Photographs to Understand Context and Vocabulary

Identity Webs
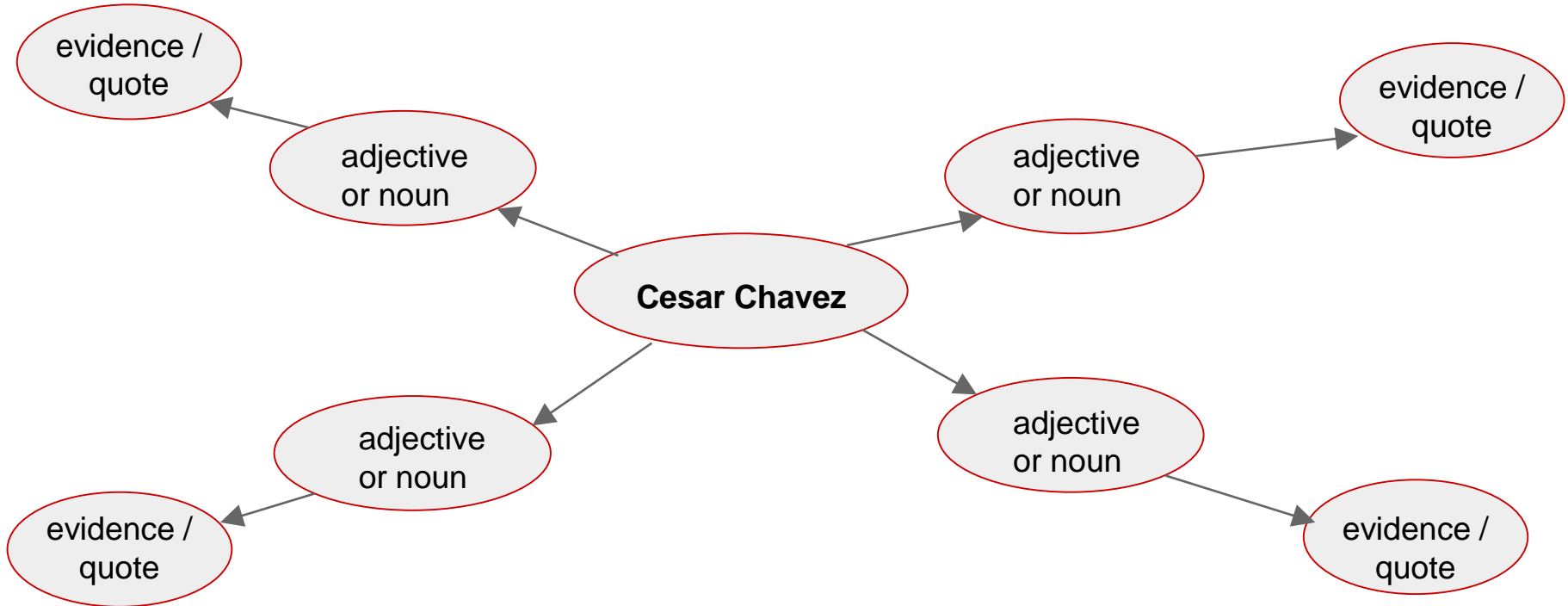
From Building Background to Citing and Summarizing

Storyboards

Paragraph 1	Paragraph 2	Paragraph 3
Paragraph 4	Paragraph 5	Paragraph 6

Adapting Texts to Different Levels

"Using Biographies: Rachel Carson"

Activity: Adapt paragraph 2
          from this PBS website
          for the students in your class

Take out / Replace:

- Unnecessary cultural references

- Unnecessarily advanced grammar and vocabulary

- Information that will distract students from the main ideas

Levels 3 and 4
"Working in a Restaurant" Roleplay

Levels 3 and 4
"Working in a Restaurant" Roleplay

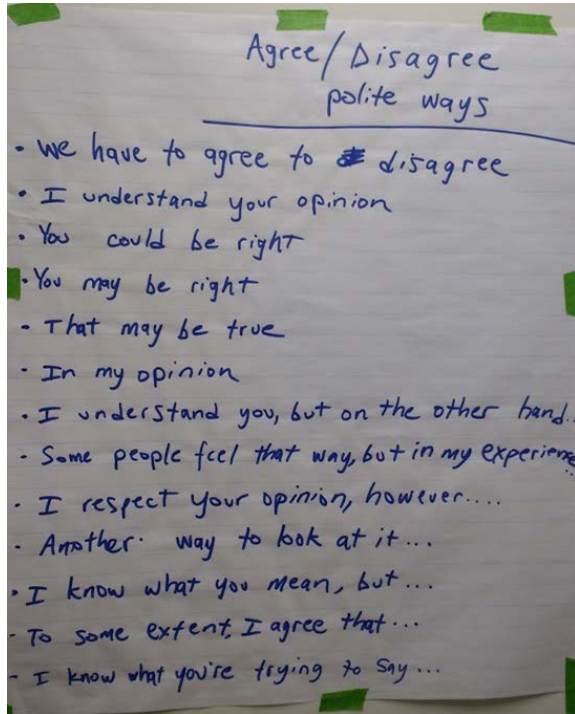| CCR Language Anchor 1	CCR Language Anchor 3	CCR Speaking & Listening Anchor 6:
Demonstrate **command of the conventions** of standard English **grammar** and **usage** when writing or **speaking**.	Apply knowledge of language to understand how language functions in **different contexts**, to make **effective choices** for meaning or style, and to **comprehend more fully** when reading or **listening**.	**Adapt speech** to a variety of contexts and communicative tasks, demonstrating command of **formal English** when indicated or appropriate.

Levels 4 and 5
"Analyzing and Expressing Opinions and Perspectives"

Agree/Disagree
polite ways

- We have to agree to disagree
- I understand your opinion
- You could be right
- You may be right
- That may be true
- In my opinion
- I understand you, but on the other hand...
- Some people feel that way, but in my experience...
- I respect your opinion, however....
- Another way to look at it...
- I know what you mean, but...
- To some extent, I agree that...
- I know what you're trying to say...

Levels 4 and 5
"Analyzing and Expressing Opinions and Perspectives"

CCR Speaking & Listening Anchor 1	CCR Reading Anchor 3	CCR Reading Anchor 7
Prepare for and participate effectively in a **range of conversations** and collaborations **with diverse partners**, building on others' ideas and expressing their own clearly and persuasively.	**Analyze how and why individuals, events, and ideas develop** and interact over the course of a text.	Integrate and evaluate content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Levels 4 and 5

"Media Literacy & Perspective-Taking"

"Analyzing and Expressing Opinions and Perspectives"

Using Primary Sources

<u>Original Text:</u>

"In this bay wherein we live, in former time hath lived about two thousand Indians."

<u>Adapted for Levels 4-5:</u>

In the bay where we live, about two thousand Indians had lived in the past.
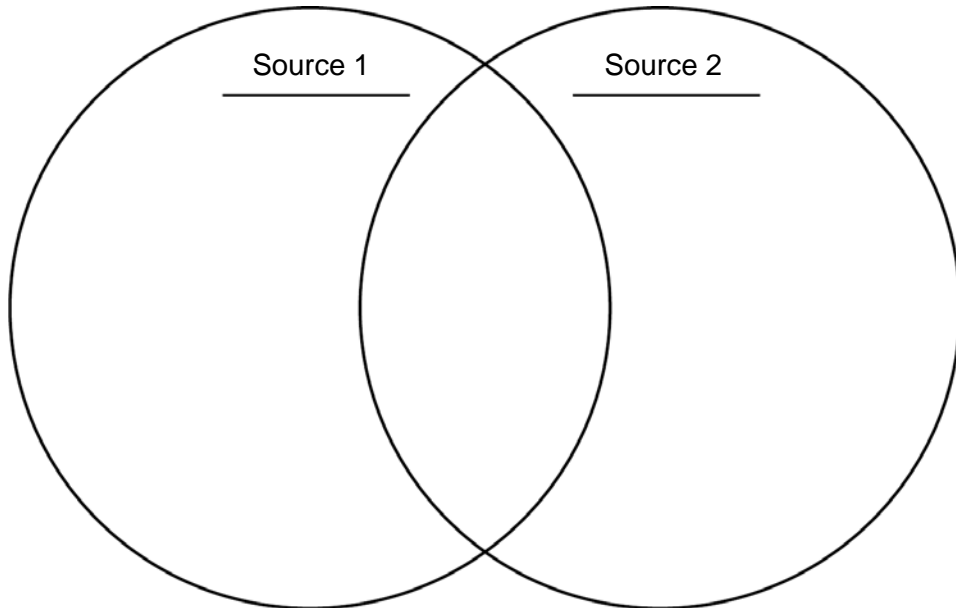
<u>Adapted for Levels 2-4:</u>

About two thousand Indians lived here in the past.

Journals quoted in the book:
Loewen, James. *Lies My Teacher Told Me*. New York: Simon & Schuster, 2007. Print.

Comparing and Contrasting Sources

Source 1

Source 2

- Information included or omitted

- Language and imagery

- Authorship

- Purpose

- Teacher's goals in choosing these sources

Using Technology in the Classroom
What does it look like today?

Levels 5 and 6
"Power Point: A Person I'd Like to Know About"

CCR Reading Anchor 2	CCR Writing Anchor 8	CCR Writing Anchor 6
Integrate and **evaluate information** presented in **diverse media** and formats, including visually, quantitatively, and orally.	**Gather** relevant information from **multiple print & digital sources,** assess the **credibility & accuracy** of each source, & integrate the information while **avoiding plagiarism.**	**Use technology,** including the **Internet**, to **produce** and **publish writing** and to **interact and collaborate** with others.

Powerpoint Assignment

Choose a person who has either a job you aspire to OR a job in the same field as you and is admirable/worthy of respect.

Step 1 - choose a person of interest

Step 2 - find information, credible sources

Step 3 - how to make a Power Point

Step 4 - adapt your information for a Power Point

Step 5 - practice and present

Examples of Presentation Topics

"An Arborist"

"Julia Child"

"An Environmental Activist"

"An Acupuncturist"

"A Montessori Teacher and Educational Pioneer"

Modifying Essay Questions

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today's world. What are the implications for society of a "free" public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

In some places in the U.S., people disagree about free public libraries. Are there problems with free public libraries? Do free public libraries still help society? Should cities make people pay for library services?

Success in

Work

Life

Study