College & Career Readiness for ESL?

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Agenda

- Review College & Career Readiness Standards – what they are, how to use them

- Review activities from published materials that address the anchor standards

- Select activities from published materials that address the anchor standards

Content Standards

- Content standards describe what learners should know and be able to do within a specific content area.
  - reflect the knowledge and skills that an academic content area recognizes as **essential** to the discipline;
  - provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments;
  - do not prescribe class lessons or assignments and are neutral regarding teaching methodology.
  - help instructors identify the underlying reading, math or listening basic skills associated at specific proficiency levels that should be taught in the context of **CASAS Competencies**.

Indicators or benchmarks

- Indicators or benchmarks describe the set of skills that learners need to develop and achieve to meet the more broadly stated standards.
  - provide more detailed information on the specific skills and contexts for learners to meet the standards;
  - reference specific performance levels in terms that are concrete and observable;
  - serve as checkpoints to monitor learner progress toward meeting a standard; and
  - lead to the development of measurable performance standards and assessments

Structure of the CCR Literacy Standards

- Four Strands: Reading, Writing, Speaking and Listening, Language

- Anchor Standards for Each Strand: 10, 9, 6, and 6 (broad college and career readiness skills)

- Standards Listed by Level: A (K-1), B (2-3), C (4-5), D (6-8), and E (9-12)

Strand

Anchor Standard

Level-Specific Standards

Design and Organization

Anchor

A	B	C	D	E
CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*[4]				
Ask and answer questions about key details in a text. (RI/RL.1.1)	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (RI/RL.2.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Level Specific Standards

College & Career Readiness Standards

- Aligned with college and work expectations

- Focused and coherent

- Include rigorous content and application of knowledge through high-order skills

- Build upon strengths and lessons of current state standards

- Internationally benchmarked so that all students are prepared to succeed in our global economy and society

- Based on evidence and research

College & Career Readiness Standards

- Reading Standards
  - Key Ideas and Details (1-3)
  - Craft and Structure (4-6)
  - Integration of Knowledge and Ideas (7-9)
  - Range of Reading and Level of Text Complexity (10)
  - Foundation Skills (3)
- Language Standards
  - Conventions of Standard English (1-2)
  - Knowledge of Language (3)
  - Vocabulary Acquisition and Use (4-6)

College & Career Readiness Standards

- Writing
  - Text types and purposes (1-3)
  - Production and distribution of writing (not relevant for reading) (4-6)
  - Research to build and present knowledge (7-9)
- Speaking & listening
  - Comprehension and Collaboration (1-3)
  - Presentation of Knowledge and Ideas (4-6)

https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Recap of the Three Key Advances Prompted
by the CCR Standards

1. **Complexity:** Regular Practice With Complex Text (and Its Academic Language)

2. **Evidence:** Reading, Writing, and Speaking Grounded in Evidence From Text

3. **Knowledge:** Building Knowledge Through Content-Rich Nonfiction

What *Is* Complex Text, Exactly?

- Complex sentences
  - Complex syntax demands inferences by reader
- Uncommon vocabulary
  - Must "own" vocab to use in writing (Tier 2 vocab)
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Lengthy paragraphs
  - Require "chunking"
- Text structure that is less narrative and/or mixes structures

What *Is* Complex Text, Exactly?

- Subtle and/or frequent transitions
    - Transition words

- Multiple and/or subtle themes and purposes
    - Cultural understanding often needed

- Dense information

- Unfamiliar settings, topics or events
    - Non-native speakers in unfamiliar settings

- Lack of repetition, overlap, or similarity in words and sentences

Defining Text-Dependent and Text-Specific Questions

- Text-dependent questions push students to rely solely on the text for insight and analysis; they must be traceable "back to the text."

- Answering these questions requires focused reliance on the language and mechanics of the text itself, rather than personal experience or opinion.

- The questions probe the specifics of the text and avoid "canned" questions that could be asked of any text.

- Simply put, text-dependent questions identify the text as the "expert" in the room.

Critical thinking skills necessary at all levels of adult ESL instruction

- Identifying assumptions
- Organizing
- Categorizing
- Interpreting
- Inquiring
- Analyzing and evaluating
- Summarizing and synthesizing
- Making decisions

Emphasizes the development of five conversation skills across disciplines:

- Elaborating, clarifying, and questioning
- Supporting ideas with examples and evidence
- Paraphrasing
- Building on ideas
- Synthesizing key ideas of the conversation

Redundancy???

- "…while the standards delineate specific expectations in reading, writing, speaking, listening, and language each standard is not meant to be a separate focus for instruction and assessment. In fact, content in one CCSS domain is sometimes explicitly referenced in another domain because the standards are meant to work together."

(College and Career Readiness Standards for Adult Education, p. 95)

- Standards focused on academic vocabulary central in comprehending complex text
  - Reading Standard 4 and Language domain Standards 4–6
- Analysis and integration of information from media -students must be able to adapt quickly to new media and technology
  - Reading Standard 7 and Speaking and Listening Standards 2 and 5
- Argument
  - Reading Standard 8, Writing Standard 1, and Speaking and Listening Standard 3

Connections

Connections Between and Among the Standards from the Domains of Reading, Writing, Speaking and Listening, and Language	
Writing Anchor 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Language Anchor 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language Anchor 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Speaking and Listening Anchor 6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

What kinds of language choices do teachers make every day?

- Which strategies can I use in the classroom for what purposes?

- How can I structure opportunities for oral and written language use in the activities I organize in the classroom?

- How do I choose materials that reflect students' goals, levels and curricular demands?

- How do I represent and evaluate the identities and perspectives of my students in the content and materials I use in the classroom?

To clarify.........

- Can you say more?
- Can you repeat what ____ said?
- Do you agree with ____? Why/why not?
- Let me play devil's advocate.
- Can you recap your argument?
- Explain to ____ why you disagree with him/her.
- What's the strongest argument you have for that claim?
- What would happen if . . . ?
- What would have to happen for . . . ?
- What happens when . . . ?
- How could you . . . ?
- Can you explain why you decided . . .

What can I do?

- Attend systematically to building general academic vocabulary across-the-board

- Ask students to write about everything they read (rather than writing to de-contextualized prompts) and use evidence from the text in oral discussions

- Substitute text-dependent questions for non text dependent questions in existing materials

- Changing the complexity of the work, not the amount, pace or fundamental objectives of the work.

- Use a variety of reading strategies to broaden skills and ability to adapt.