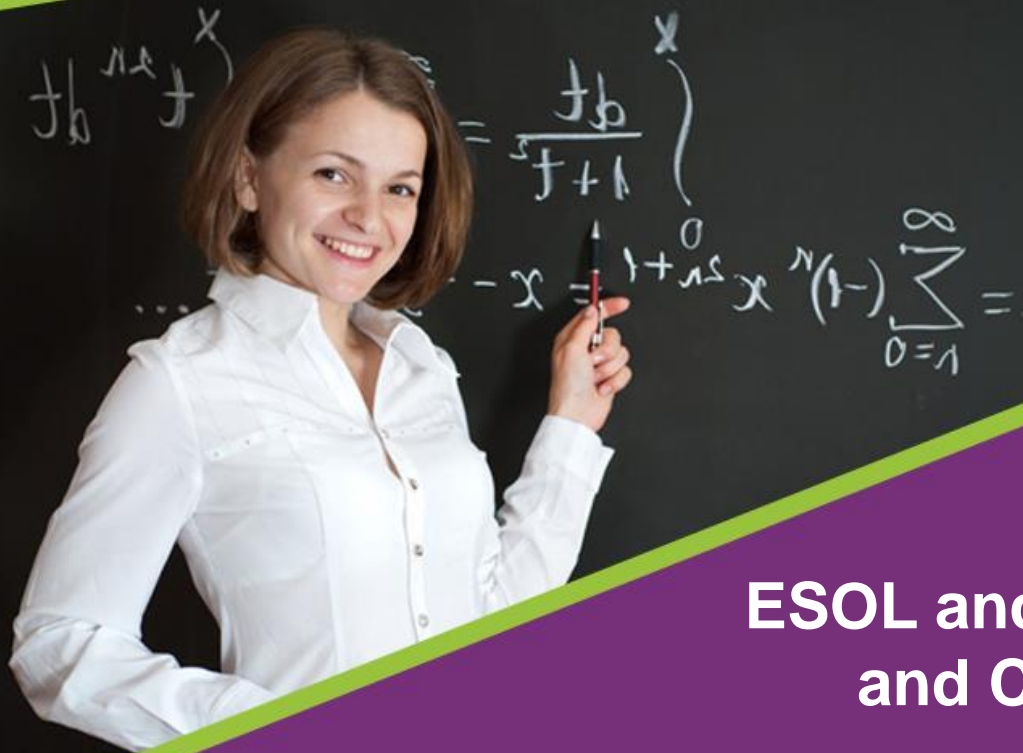




INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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ESOL and the Florida College and Career Readiness Standards



Examine the changes in the Advanced ESOL standards



Examine the CCR standards and identify linkages



Analyze the three key shifts for ELA/Literacy



Examine the instructional implications for Advanced ESOL



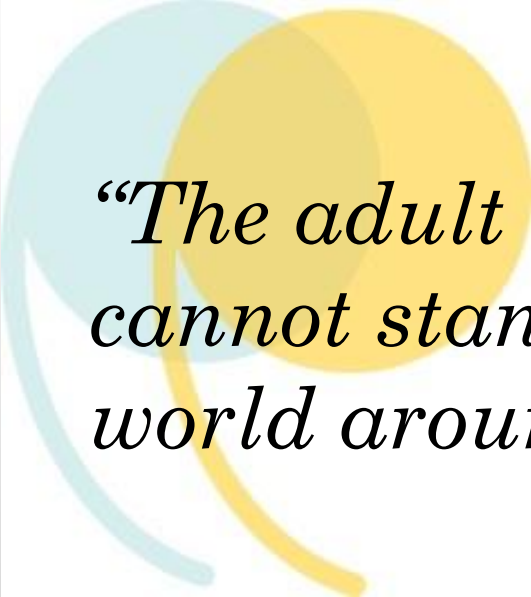
Review information and resources to support teachers

The ESOL Student in Adult Education

What academic knowledge and skills are you expecting your ESOL students possess upon completing the program?

- in reading
- in writing
- in speaking and listening
- in language

- Do you believe your students are academically ready upon completing your ESOL Program to continue on the next step in their journey?
 - Are they able to communicate effectively both orally and in writing?
- What has been effective in ESOL instruction of adult learners?
- What has not been effective in ESOL instruction of adult learners?



*“The adult education system
cannot stand still while the
world around us is changing.”*

Cheryl Keenan, Director of Adult Education
and Literacy, OVAE: NCFL 2013

Because we believe in adult learners . . .

Effective July, 2015

Florida Department of Education
Adult General Education-ESOL
Curriculum Framework

ADULT ENGLISH AS A SECOND LANGUAGE (ESOL)	
Program/Course Title	Adult English as a Second Language
Program/Course Number	9900040
CIP Number	1532.010900
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

- I. **PURPOSE:** Provide English language instruction to adult learners who are able to read and write in at least one language other than English. Prepare adult learners to use English for entering career and technical (CTE) or another postsecondary education, employment, and participation in the civic life in the United States.
- II. **LABORATORY ACTIVITIES:** Computer based instruction is recommended.
- III. **PROGRAM STRUCTURE:** Adult ESOL is a non-credit course with six levels. The levels correlate with the six Educational Functioning Levels (EFLs) of the National Reporting System (NRS).

Florida Department of Education Adult ESOL Levels	National Reporting System Adult ESOL Educational Functioning Levels
Foundations	1
Low Beginning	2
High Beginning	3
Low Intermediate	4
High Intermediate	5
Advanced	6

The first five levels of the Adult ESOL Curriculum Framework are presented in a matrix format, showing the progression of levels from left to right across the page. The Advanced level is presented in a list format due to the integration of the College and Career Readiness (CCR) Standards for Adult Education for the Program Year 2015-2016.

The CCR Standards have been integrated into the following academic subject areas of the Advanced level: Reading, Listening, Speaking, Writing and Language. The Academic Standards are listed first. The Life and Work Standards and Competencies are listed next.

The Academic Standards of reading, writing, listening, speaking, and language support the instruction of the Life and Work Standards and Competencies. When preparing daily lesson

The College and Career Readiness Standards (CCRS) for Adult Education have been integrated into the **Advanced ESOL level.**

<http://www.fldoe.org/core/fileparse.php/7522/urlt/Adult-ESOL-1516.pdf>

- Skills are applicable beyond college and career contexts
- Relevant to the learner
- Relevance is motivating
- Relies on communication skill development
- Provides a context for language development
- Encourages application outside “the lesson”
- Respectful

CASAS National Summer Institute, 2014

Academic Language

Respond
Complete
Discuss
Report
Consider

Everyday Language

Answer
Finish
Talk about
Share
Think about

Ask students to:

- **restate, summarize or paraphrase** what their classmates say.
- **cite** the evidence in a text
- **support** their opinions with facts

Academic Discourse Development to Accelerate English Learner Achievement by K. Kinsella, 2011

The *College and Career Readiness (CCR)* Standards:

- Are research and evidence based
- Are **aligned with college and work** expectations;
- Include **rigorous content** and application of knowledge through high-order skills;
- **Build upon strengths** and lessons of current state standards;
- Have been informed by top-performing countries, so that **all students are prepared to succeed in a global economy**

The CCR Standards Do Not:

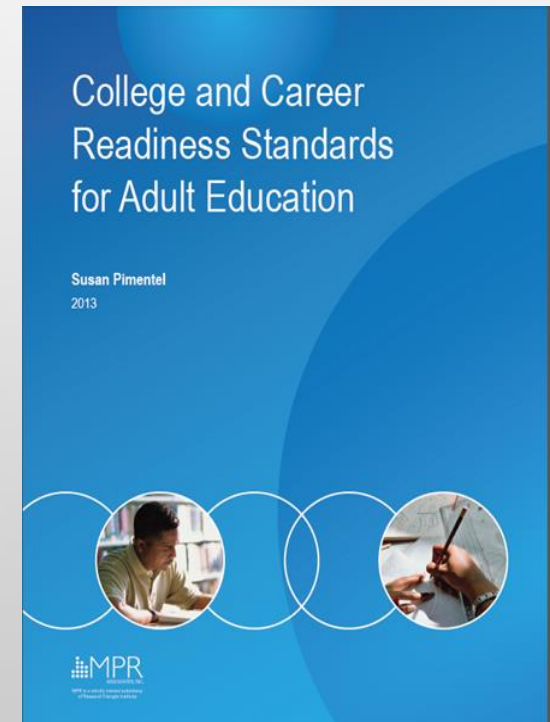
- Mandate a national or federal curriculum.
- Indicate a hierarchy of importance.
- Dictate how instructors should teach.
- Address the complete support needed for English Language Learners.
- Provide an exhaustive list of what skills should be taught and what content should be covered.

Introduction to Standards-Based Education

THE “BIG” PICTURE

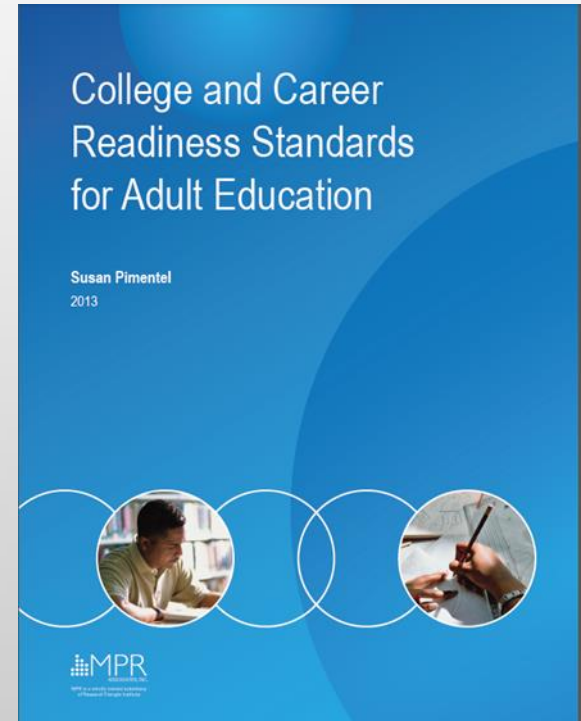


- Students entering the workforce need **critical knowledge and skills** that can be used on an ongoing basis
- Pursuing a career pathway that will support a family requires the **ability to perform complex tasks**
- Adult education programs must provide students an **opportunity to acquire more advanced skills**

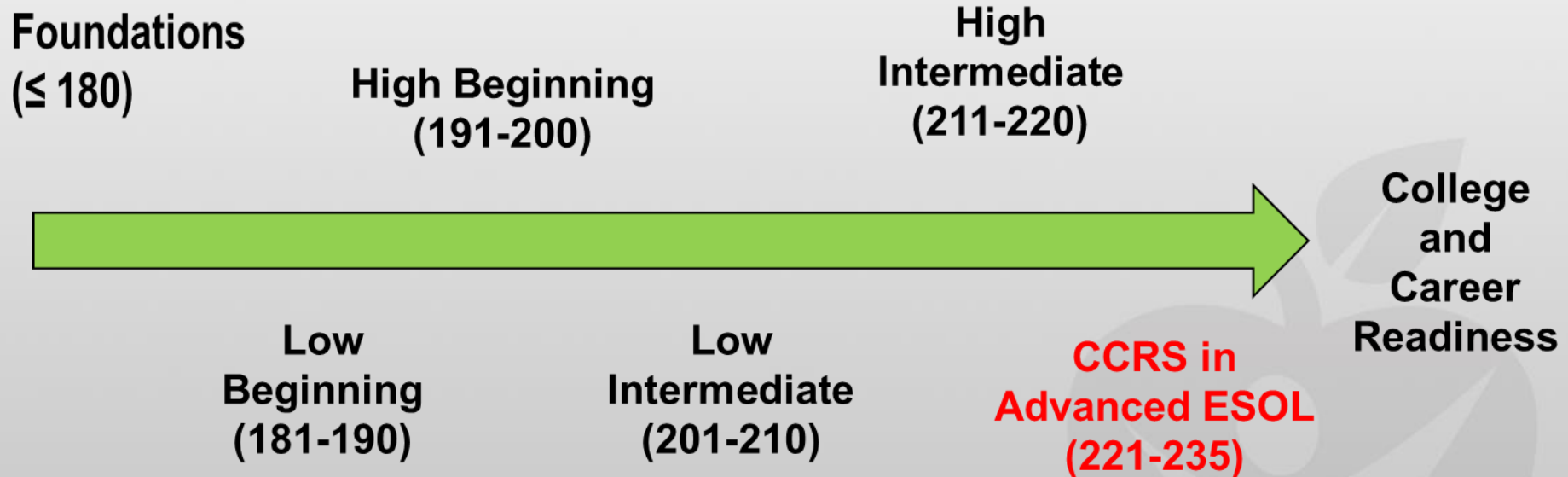


English Language Arts/Literacy Standards demand

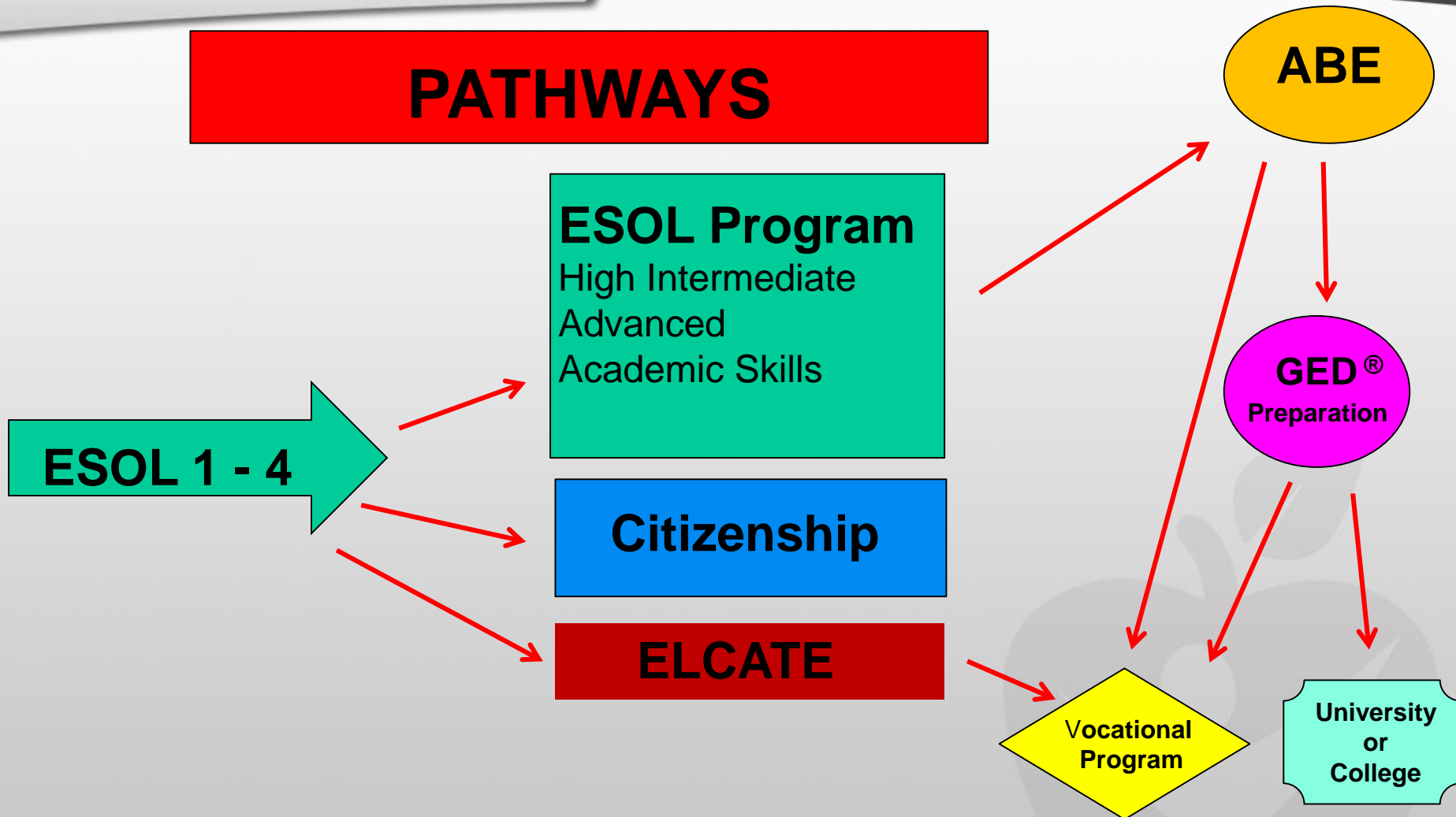
- Robust **analytic and reasoning skills**
- **Strong oral and written communication skills**



ESOL



PATHWAYS



The CCRS have been embedded into Advanced ESOL, Academic Skills, ABE, and GED® Preparation

What does this mean for Advanced ESOL teachers?

ESOL Teachers must

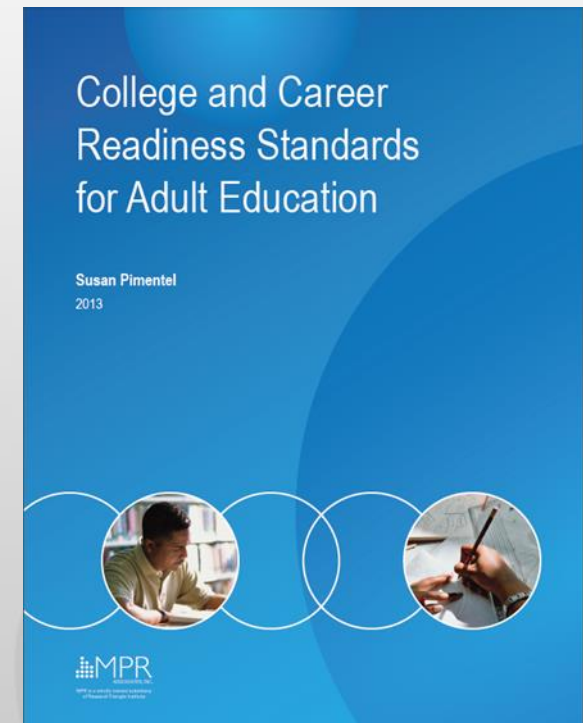
- Rethink content
- Rethink instructional practices and materials
- Rethink process
- Rethink programmatic structure



ESOL Students must

- Read more **rigorous text**;
- Read **literary** and **informational** texts
- Produce **evidence-based writing**; and
- Achieve **higher-order problem-solving skills**

*“To become college and career ready, students need to **grapple with works of exceptional craft** and thought whose range extends across genres, cultures, and centuries. By engaging with **increasingly complex readings**, students gain the ability to **evaluate intricate arguments** and the capacity to surmount the challenges posed by **complex texts.**”*



Advanced ESOL CCR Standards

EXPLORING THE STANDARDS

- **Four Academic Strands:**
Reading, Writing, Speaking and Listening, and Language
- **Standards for Each Strand**
 - Reading: 27
 - Writing: 6
 - Speaking and Listening: 24
 - Language: 4

Strands

Standards

Eight Life and Work Skills:

- Employability (20)
- Career Planning (4)
- Civics, Environment and Family in the U.S. (19)
- Consumer Education (20)
- Health and Nutrition (9)
- Transportation and Travel (5)
- Safety and Security (3)
- Technology (4)

**Life and Work
Skills**

Advanced ESOL CCR Standards

EXPLORING THE STANDARDS

Reading Standards

6.01.01 Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words).

6.01.02 Interpret idioms (e.g., *out of the blue*) and collocations (e.g., make progress, come prepared) as used in the text.

6.01.03 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

6.01.04 Interpret word relationships, nuances, connotative meaning of words, and figurative language including analogies, similes and metaphors-as used in the text.

6.01.05 Interpret common roots, prefixes and suffixes (e.g., unhappy, workerer) and less common prefixes and suffixes to determine the meaning of words (e.g., impossible, anti-war, employeeee).

6.01.06 Interpret meaning from word forms (e.g., abstract nouns, regular and irregular verbs, adjectives, plurals, possessives, comparative forms).

6.01.07 Interpret signal words in a variety of contexts such as organization and content (e.g., first... then...next, it's important that...); simple relationships (e.g., because, and); spatial and temporal relationships (e.g., before, after); contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

6.01.08 Interpret and evaluate measurement scales and diagrams.

There are 27
CCR Reading
Standards for
Advanced ESOL
that include
vocabulary, and
require students
to **identify**,
interpret,
analyze, and
evaluate text.

Advanced ESOL Reading Standard

6.01.23 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

What will ESOL students be expected to know when they read text?

Are your ESOL students currently prepared to demonstrate mastery of the above CCR Reading Standard?



Advanced ESOL CCR Reading Standard

6.01.23 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

What will ESOL students be expected to know if they enter an ABE program?

CCR.RE.ABE.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)			
NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4
GE: 0.0 - 1.9	GE: 2.0 - 3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p>5.1. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>5.2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>a) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>5.3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text.</p> <p>a) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5.4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>a) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>

Florida ABE Curriculum Framework

- **Close reading strategies** are explicitly taught
- **Complex nonfiction and fiction** text used
- Reading skill levels increased
- Ensure students use **complex thinking skills** in order to derive meaning from text

What can we do to assist our ESOL students to be able to be successful in reading text of this complexity?

Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940." *Lend Me Your Ears: Great Speeches in History*, 3rd Edition. Edited by William Safire. New York: W. W. Norton, 2004. (1940)

From "Winston Churchill Braces Britons to Their Task"

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

What Is Close Reading?

Close reading is thoughtful, **critical analysis of a text** that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. **Close reading includes:**

- Using short passages and excerpts
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Reading with a pencil (annotation)
- Noticing things that are confusing
- Discussing the text with others
- Responding to text-dependent questions

Handout: CCRS Reading Crosswalk

Comparison of CCRS in Advanced ESOL to CCRS in ABE Reading

CCRS in Advanced ESOL	Analyze what students would need to KNOW to demonstrate mastery of this Standard? (nouns)	Analyze what students would need to DO to demonstrate mastery of this Standard? (verbs)	Similarities or Differences to Current Curriculum	CCRS in ABE Reading	Teacher Reflection
6.01.01 Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words).	Multiple-meaning words ,strategies: sentence-level context, affix, root words	Interpret, choose	The materials I use and the texts I have my students read do not include multiple-meaning words.		I need to model for students how to use strategies to determine the meaning of unknown words
6.01.02 Interpret idioms (e.g., <i>out of the blue</i>) and collocations (e.g., <i>make progress</i> , <i>come prepared</i>) as used in the text.					
6.01.03 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	
6.01.04 Interpret word relationships, nuances, connotative meaning of words, and figurative				CCR.R.ABE.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and	

Writing

6.03.01 Write routinely for longer and shorter times on a range of topics. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.03.02 Write arguments to support claims with clear reasons and relevant evidence.

6.03.03 Write an informative text on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a formal style throughout the text.

6.03.04 Write narratives of an event or sequence of events. Incorporate narrative into arguments and/or informative texts.

6.03.05 Plan, revise, edit, and rewrite texts to develop and strengthen writing.

6.03.06 Use technology to produce writing that includes citations and links to sources and other related information, if possible and/or appropriate.

There are 6 CCR Writing Standards for Advanced ESOL that require students to **write for longer periods of time, use arguments to support claims, and use technology to produce writing.**

- 6.03.01** Write routinely **for longer and shorter times** on a range of topics. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.03.02** Write **arguments to support claims** with clear reasons and relevant evidence.
- 6.03.03** Write an **informative text** on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a **formal style throughout the text**.
- 6.03.04** Write narratives of an event or sequence of events. Incorporate narrative into arguments and/or informative texts.
- 6.03.05** Plan, revise, edit, and rewrite texts to develop and strengthen writing.
- 6.03.06** Use **technology to produce writing** that includes citations and links to sources and other related information, if possible and/or appropriate.

Advanced ESOL CCR Writing Standard

6.03.02 Write arguments to support claims with clear reasons and relevant evidence.

What will ESOL students be expected to do when they write?

What kind of writing do you currently engage your students in?



Advanced ESOL Writing Standard

6.03.02 Write arguments to support claims with clear reasons and relevant evidence.

What type of writing will your ESOL students be expected to produce if they enter an ABE program?

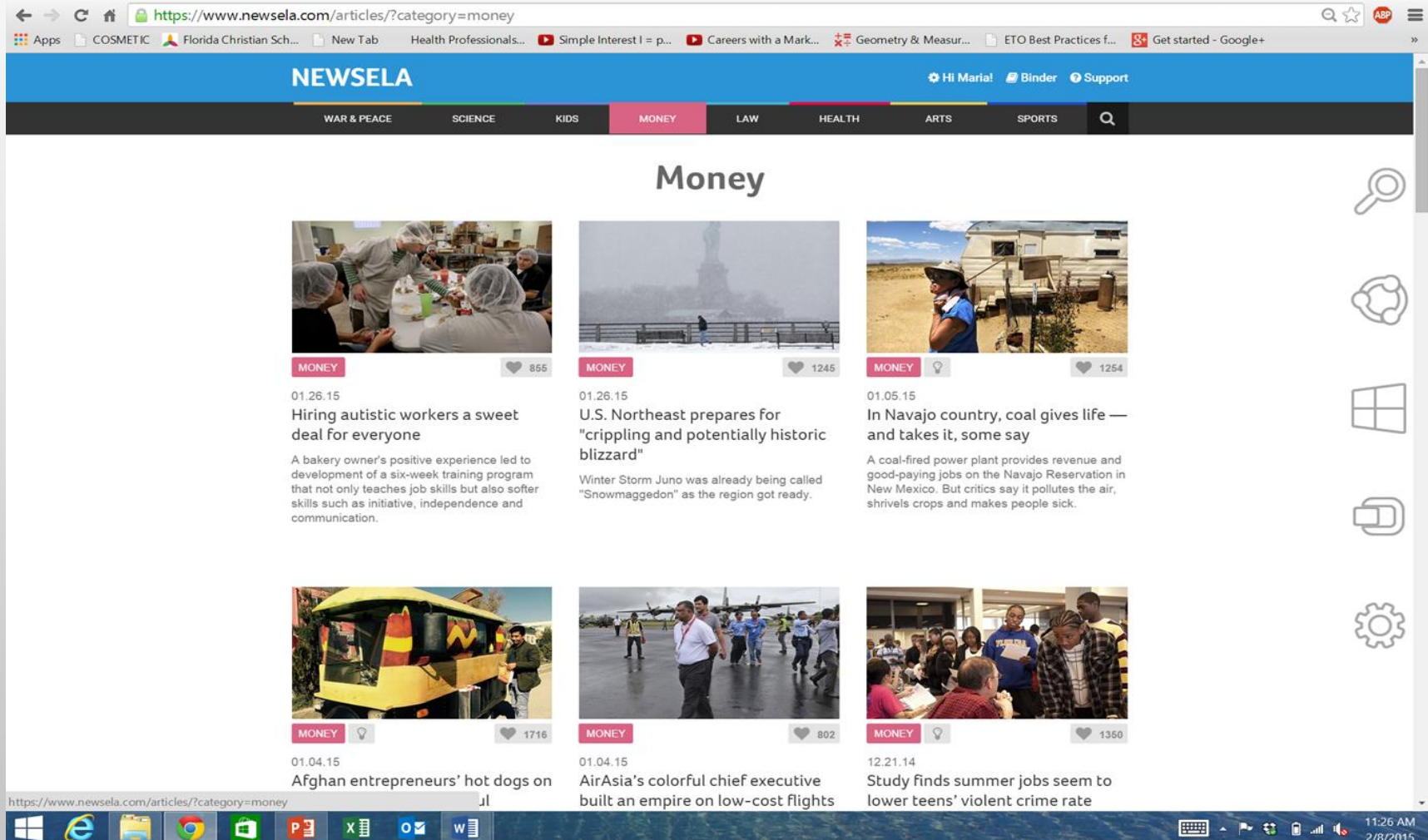
Writing (WR)			
Anchor Standards and Benchmark Skills			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons.	1.3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	1.4. Write arguments to support claims with clear reasons and relevant evidence.
	a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d) Provide a concluding statement or section.	a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b) Provide logically ordered reasons that are supported by facts and details. c) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d) Provide a concluding statement or section related to the opinion presented.	a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. e) Provide a concluding statement or section that follows from and supports the argument presented.

Handout: CCRS Writing Crosswalk

Comparison of CCRS in Advanced ESOL to ABE CCRS in Writing

CCRS in Advanced ESOL in Writing	Analyze what students would need to KNOW to demonstrate mastery of this Standard? (nouns)	Analyze what students would need to DO to demonstrate mastery of this Standard? (verbs)	Similarities or Differences to Current Curriculum	ABE CCRS in Writing	Teacher Reflection
6.03.01 Write routinely for longer and shorter times on a range of topics. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				CCR.WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
6.03.02 Write arguments to support claims with clear reasons and relevant evidence.				CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
6.03.03 Write an informative text on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a formal				CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	

www.newsela.com




The screenshot shows the Newsela website interface. At the top, there is a navigation bar with the Newsela logo and user options like 'Hi Maria!', 'Binder', and 'Support'. Below this is a category menu with 'MONEY' highlighted. The main content area is titled 'Money' and displays six article cards in a 2x3 grid. Each card includes a thumbnail image, a 'MONEY' tag, a heart icon with a count, a date, a title, and a short summary. On the right side of the page, there is a vertical sidebar with icons for search, home, window, print, and settings. At the bottom, a Windows taskbar is visible with various application icons and a system tray showing the date and time as 11:26 AM on 2/3/2015.

NEWSELA Hi Maria! Binder Support


WAR & PEACE SCIENCE KIDS **MONEY** LAW HEALTH ARTS SPORTS

Money




MONEY ❤️ 855

01.26.15
Hiring autistic workers a sweet deal for everyone
 A bakery owner's positive experience led to development of a six-week training program that not only teaches job skills but also softer skills such as initiative, independence and communication.




MONEY ❤️ 1245

01.26.15
U.S. Northeast prepares for "crippling and potentially historic blizzard"
 Winter Storm Juno was already being called "Snowmaggedon" as the region got ready.




MONEY 💡 ❤️ 1254

01.05.15
In Navajo country, coal gives life — and takes it, some say
 A coal-fired power plant provides revenue and good-paying jobs on the Navajo Reservation in New Mexico. But critics say it pollutes the air, shrivels crops and makes people sick.




MONEY 💡 ❤️ 1716

01.04.15
Afghan entrepreneurs' hot dogs on



MONEY ❤️ 802

01.04.15
AirAsia's colorful chief executive built an empire on low-cost flights



MONEY 💡 ❤️ 1360

12.21.14
Study finds summer jobs seem to lower teens' violent crime rate

https://www.newsela.com/articles/?category=money

www.newsela.com



HEALTH   1466

PRO/CON: Are federal school meal standards fit for consumption?

By William Rice and Daren Bakst, McClatchy-Tribune News Service
09.29.14

Grade Level 12
Word Count 1,423





HEALTH   1466

PRO/CON: What should students have for lunch?

By McClatchy-Tribune News Service, adapted by Newsela staff
09.29.14

Grade Level 5
Word Count 1,085




 **Quiz**
1200L

1 C	2 C	3 B	4 C
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GRADES 11 - 12, STANDARD 6: POINT OF VIEW/PURPOSE

All of the following are arguments the PRO author uses to convince the reader, EXCEPT which one?

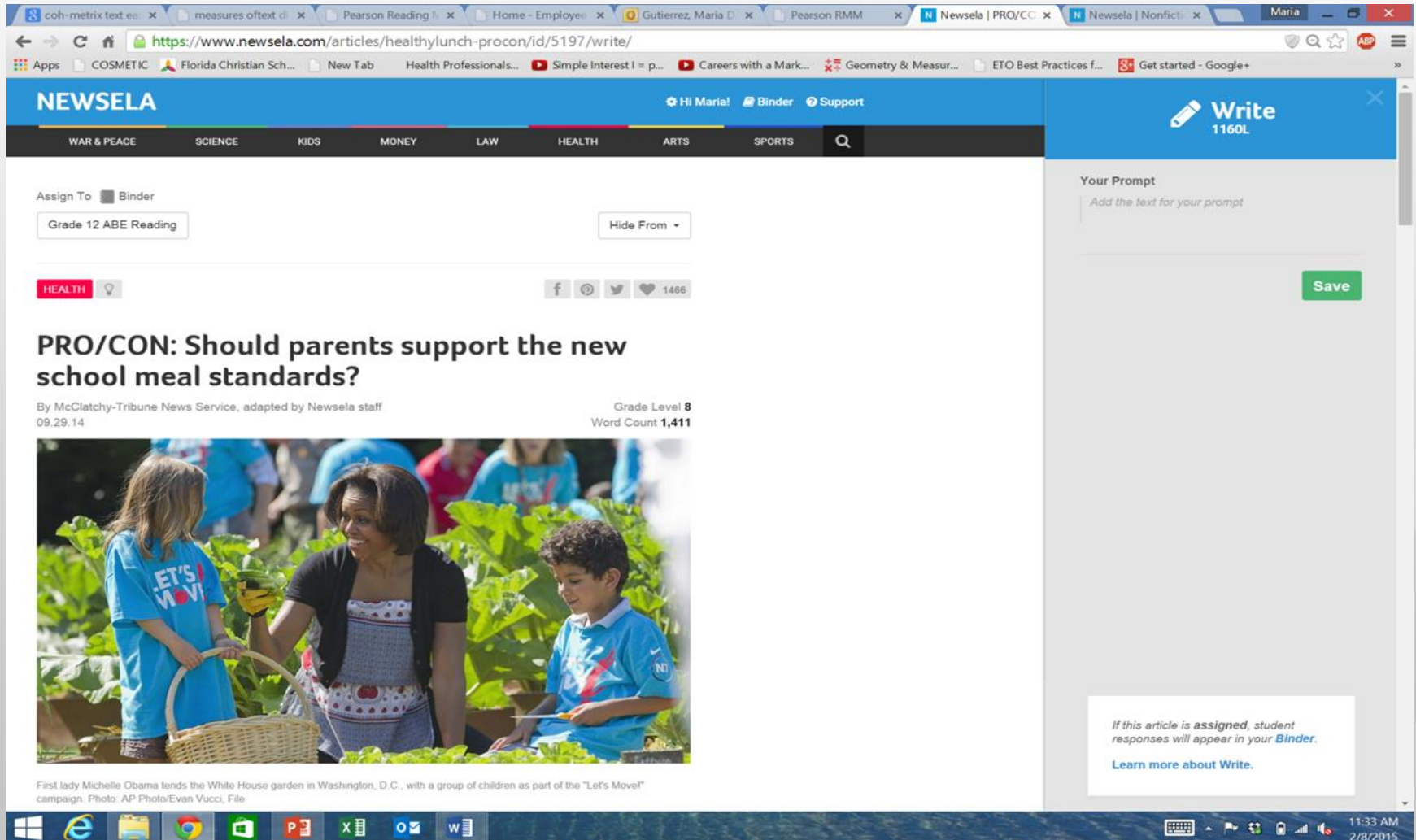
 **Quiz**
790L

A that t neces prog	B that t action	1 C	2 A	3 D	4 D
---------------------------	--------------------	-----	-----	-----	-----

GRADE 5, STANDARD 6: POINT OF VIEW

What point do the two authors DISAGREE on?

A that children's health should improve through healthy eating	
B that there have been problems with how the law has worked	
C if nutritionists agree with the law	CORRECT ANSWER
D that the law is too expensive	



The screenshot shows a web browser window displaying the Newsela website. The browser's address bar shows the URL <https://www.newsela.com/articles/healthylunch-procon/id/5197/write/>. The Newsela interface includes a navigation bar with categories like WAR & PEACE, SCIENCE, KIDS, MONEY, LAW, HEALTH, ARTS, and SPORTS. The article title is "PRO/CON: Should parents support the new school meal standards?". The article is assigned to "Grade 12 ABE Reading" and is categorized under "HEALTH". The article is by "McClatchy-Tribune News Service, adapted by Newsela staff" and is "Grade Level 8" with a "Word Count 1,411". The article features a photograph of Michelle Obama and children in a garden. The right side of the interface shows a "Write" prompt area with a "Save" button and a note: "If this article is assigned, student responses will appear in your Binder. Learn more about Write."

Writing Frame- A Summary of Informational Text

In the [article, report, essay, editorial] entitled [title],
[author's complete name] [verb: explores, investigates,
discusses] [topic and main idea, thesis]. First, [author's
last name] [verb]_____ The [writer.
author/journalist] _____[verb]
_____ In addition, he/she points out that
_____ Moreover, he/she emphasizes
that. Finally, [author's last name] concludes that



Using frames or templates is a great way to **scaffold instruction and build learners' confidence in writing**, A writing frame consists of a skeleton outline given to learners to scaffold their writing. They also help learners incorporate vocabulary they have learned in a given topic and create more sophisticated sentences and paragraphs.

Advantages of frames include the following:

- Provide a structure on which to hang ideas.
- Can provide suitable sentence starters.
- Provide support for struggling writers.
- Can be differentiated to stretch more competent writers.

Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Setting goals for student writing
- Teaching sentence combining
- Involving students in prewriting activities
- Providing models of good writing

<http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>

Amy Gillespie and Steve Graham reveal the techniques that have been proven to work when teaching students to write -John Hopkins School of Education

College and Career Readiness Sample Literary Texts

- Stories e.g., historical fiction, mysteries, myths, science fiction, realistic fiction, etc.
- Dramas
- Poetry



College and Career Readiness Sample Informational Texts

- Literary nonfiction e.g., personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, etc.
- Primary and secondary sources e.g., *The Declaration of Independence*, *Gettysburg Address*
- Social studies, science, math and technical subjects (including digital sources)

6.04.00 Demonstrate command of the conventions of standard English grammar capitalization, punctuation, spelling, and usage upon exit of the Advanced Level.

Does your current ESOL program prepare students to apply the conventions of standard English grammar, punctuation, spelling, and usage when they write and speak?

Verb Tenses:

- Present Perfect Progressive
- Past Perfect Progressive
- Future Perfect Progressive

Verb Moods:

- Indicative
- Imperative
- Interrogative
- Conditional
- Subjunctive

Future with Probably

Active/Passive Voice

Adverbial Clauses

Verbals

- Gerunds
- Participles
- Infinitives

Pronouns:

- Reflexive
- Intensive
- Subjective, objective, and possessive case

Sentence Structures:

- Simple
- Compound
- Complex
- Compound-complex

Punctuation:

- Comma
- Parenthesis
- Quotation marks
- Ellipsis
- Dash
- Colon
- Semicolon

- 6.04.01 Determine and/or clarify the meaning of **unknown and multiple-meaning words and phrases by consulting references, using context, affixes, and roots of words.**
- 6.04.02 **Interpret** figurative language, idioms, proverbs, similes, metaphors, word relationships, and nuances in word meanings, common idioms.
- 6.04.03 **Acquire and use** accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.

What activities do you currently have your ESOL students engage in that requires them to apply their knowledge of language?

Academic Vocabulary

The vocabulary critical to understanding the concepts of the content taught in schools. Academic vocabulary includes content related vocabulary and high frequency academic words such as Bloom's verbs.

Academic Discourse

Academic discourse provides students with the language tools (vocabulary and syntax) necessary to competently discuss the topic using complete sentences. Structured dialogue in the form of "sentence stems" provides a scaffold for students to appropriately use academic language in meaningful contexts.

Sweetwater District-Wide Academic Support Teams, October 2010 *(from K. Kinsella)

- Look beyond the workbooks and worksheets
- **Move away from teaching grammar in isolation**
- Help students understand how they will use what they learn with what they do in the **real-world of work, home, and community**
- Identify materials that more clearly connect basic skills with their application
- Help students recognize that they can be effective writers

Handout: CCRS Language Crosswalk

Comparison of CCRS in Advanced ESOL to ABE CCRS in Language

CCRS in Advanced ESOL	Analyze what students would need to KNOW to demonstrate mastery of this Standard? (nouns)	Analyze what students would need to DO to demonstrate mastery of this Standard? (verbs)	Similarities or Differences to Current Curriculum	ABE CCRS in Language	Teacher Reflection
<p>6.04.00 Demonstrate command of standard English grammar capitalization, punctuation, spelling, and usage upon exit of the Advanced Level. Note: students should have a firm grasp of the following language standards of the previous levels before entering the Advanced level, however some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.</p>				<p>CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>6.04.01 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by consulting references, using context, affixes, and roots of words.</p>					
<p>6.04.02 Interpret figurative language, idioms, proverbs, similes, metaphors, word relationships, and nuances in word meanings, common</p>					

Speaking and Listening

- 6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
- 6.02.02 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- 6.02.03 Recognize location of stress in multi-syllable words (e.g., *My address is 312 Date Street.* vs. *Please address this envelope.*).
- 6.02.04 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change *I don't believe it!* from an expression of skepticism to an exclamation of surprise).
- 6.02.05 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., *to be late vs. running behind schedule*) on a variety of topics.
- 6.02.06 Comprehend specialized vocabulary (e.g., technical, academic).
- 6.02.07 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., *first, then, however, it's important that, well, anyway, that being said, etc.*).
- 6.02.08 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences).
- 6.02.09 Recognize a range of question types (e.g., embedded questions, tag questions).
- 6.02.10 Comprehend communicative function of speech (e.g., polite disagreement: *Do you really think so?*).
- 6.02.11 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies).
- 6.02.12 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts).
- 6.02.13 Comprehend instructions or requests given tentatively or indirectly (e.g., *Why don't you ...? You may want to...*).
- 6.02.14 Identify the topic, main idea, or gist of brief discourse or information.
- 6.02.15 Listen for simple specific details of brief discourse (e.g., *What time will the train leave?*).
- 6.02.16 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.).
- 6.02.17 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions).

There are 24 Speaking and Listening CCRS in Advanced ESOL. The expectation is that students are able to engage in **oral discussions using standard English**, listen and understand information that is **conveyed via dialogue and conversation.**


Handout: CCRS Speaking and Listening Crosswalk

Comparison of CCRS in Advanced ESOL to ABE CCRS in Speaking and Listening

CCRS in Advanced ESOL	Analyze what students would need to KNOW to demonstrate mastery of this Standard? (use nouns)	Analyze what students would need to DO to demonstrate mastery of this Standard? (look at the verbs)	ABE CCRS in Speaking & Listening	Teacher Reflection
6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.			CCR.SL.ABE.1: 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.	
6.02.02 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			CCR.SL.ABE.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
6.02.03 Recognize location of stress in multi-syllable words (e.g., <i>My address is 312 Date Street.</i> vs. <i>Please address this envelope.</i>).				
6.02.04 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise).				
6.02.05 Comprehend a wide range of vocabulary such as synonyms				

Active participation in classroom discussion is a key vehicle for deepening understanding and building comprehension. Regardless of the topic, any question worth posing is worth insuring every student thinks about and productively responds to.

Feldman, K. and Kinsella, K. *Improving Academic Discussions*, 2005

ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

Handout: Language Discussion Stems

Student Discussion Guide

Ground Rules for Class Discussion

1. Be prepared to share your idea when instructed to do so, first with your partner and next with the class.
2. No blurting (ever) or hand raising (until I ask for volunteers).
3. Use the assigned sentence starter to share your idea.
4. Use your public discussion voice to share your idea: two times slower and three times louder than conversation.
5. Listen attentively while classmates are sharing and jot down new ideas.
6. If your idea is similar to someone else's, acknowledge your classmate's contribution before sharing your idea.

Language Class Discussion Sentence Starters

<p><u>Expressing an Opinion</u> I think/believe that ... In my opinion ... Based on my experience, I think ...</p> <p><u>Predicting</u> I predict/imagine that ... Based on ... I infer that ... I hypothesize that ...</p> <p><u>Asking for Clarification</u> What do you mean? Will you explain that again? I have a question about that.</p> <p><u>Paraphrasing</u> So you are saying that ... In other words, you think ... What I hear you saying is ...</p> <p><u>Soliciting a Response</u> What do you think? We haven't heard from you yet. Do you agree? What answer did you get?</p> <p><u>Acknowledging Ideas</u> My idea is similar to/related to I agree with (a person) that ... My idea builds upon ____'s idea.</p>	<p><u>Reporting a Partner's Idea</u> _____ indicated that ... _____ pointed out to me that ... _____ emphasized that ... _____ concluded that ...</p> <p><u>Reporting a Group's Idea</u> We decided/agreed that ... Our group sees it differently. We had a different approach.</p> <p><u>Disagreeing</u> I don't agree with you because ... I got a different answer than you. I see it another way.</p> <p><u>Offering a Suggestion</u> Maybe we could ... What if we ... Here's something we might try.</p> <p><u>Affirming</u> That's an interesting idea. I had not thought of that. I see what you mean.</p> <p><u>Holding the Floor</u> As I was saying ... If I could finish my thought ... What I was trying to say was ...</p>
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Adapted from Sweetwater District-Wide Academic Support Teams, October 2010 (from K. Kinsella)

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Practice with Key Shifts

ELA/LITERACY SHIFTS

- **Shift 1: Complexity**

Regular practice with complex text and its academic language

- **Shift 2: Evidence**

Reading, writing, and speaking grounded in evidence from text, both literary and informational

- **Shift 3: Knowledge**

Building knowledge through content-rich nonfiction

Handout: Understanding the Shifts

Transitioning from ESOL to College and Career Readiness Standards

Shift 1: Text Complexity

Questions	Advanced ESOL	CCRS Shift 1: Regular practice with complex text and its academic language
<p>What types of text do you have your ESOL students read? (informational, literary, etc.)</p>		<ul style="list-style-type: none"> ▪ Passages should be worthy of close reading ▪ Uncommon vocabulary ▪ Lengthy paragraphs ▪ Text structure that is less narrative and/or mixes structures ▪ Subtle and/or frequent transitions ▪ Multiple and/or subtle themes and purposes ▪ Dense information ▪ Unfamiliar topics or events

Shift 1 – Complexity: Regular practice with complex text and its academic language

- Complexity of text that students can read is the greatest predictor of success
- **Gap between complexity of college and high school texts is huge (four grade levels)**
- **Too many students are reading at too low a level (less than 50% of graduates can read sufficiently complex texts)**
- Focus needed on addressing **academic vocabulary** of students

- Standards have raised the bar for what students should read and understand at each level.
- Passages should be of high quality so that they are **worthy of close reading.**
- Text complexity and text quality share powerful links:
 - **Only by reading a complex text is one able to increase reading proficiency.**
 - CCR-aligned questions cannot be asked of passages lacking complexity and fully developed ideas.

What type of texts do your students currently read?



What is complex text?

- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Lengthy paragraphs
- Text structure that is less narrative and/or mixes structures

- Subtle and/or frequent **transitions**
- Multiple and/or subtle **themes and purposes**
- **Dense** information
- **Unfamiliar** settings, topics or events
- Lack of repetition, overlap, or similarity in words and sentences



Why is text complexity so essential?

Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks.

Shift 2 – Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational

- Priority placed on textual evidence based on national assessment data
- Focus is on students' ability to **cite evidence** from text in order to present
 - Careful analyses
 - Well-defended claims
 - Clear information

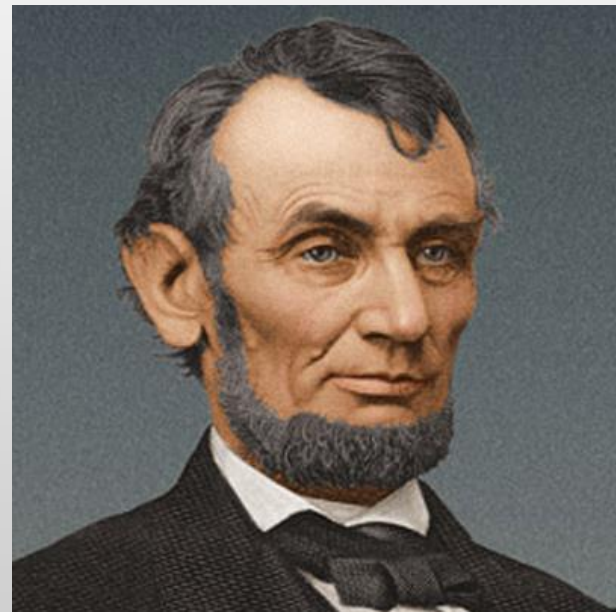
- Require students to follow the details of what is explicitly stated and **make valid claims that square with text evidence.**
- Ask questions that do not require information or evidence from outside the text.
- Include effective sequences of questions that build on one another so students stay focused on the text and learn fully from it.
- Check textbooks and **substitute text-dependent questions for non-text-dependent 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.

What type of questions are your ESOL students asked to respond?

Answering Text-Dependent Questions

1. Have you ever been to a funeral? Compare your experience to that at Gettysburg.
2. Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?



Would you need to read the *Gettysburg Address* to answer these questions?

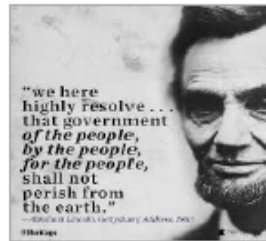
Lincoln, "Gettysburg Address," Speech Text

ABRAHAM LINCOLN, "GETTYSBURG ADDRESS" (19 NOVEMBER 1863)

[1] Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

[2] Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

[3] But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth.

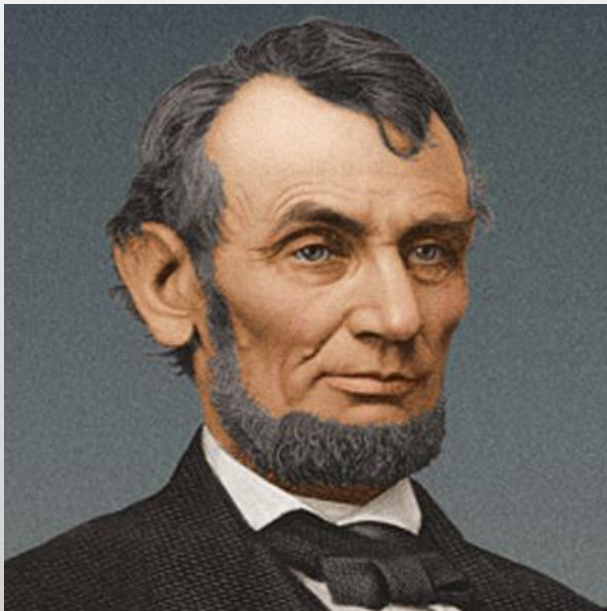


<http://voicesofdemocracy.wm.edu/lincoln-gettysburg-address-speech-text/>

What reading and language demands does this type of text require of a student?

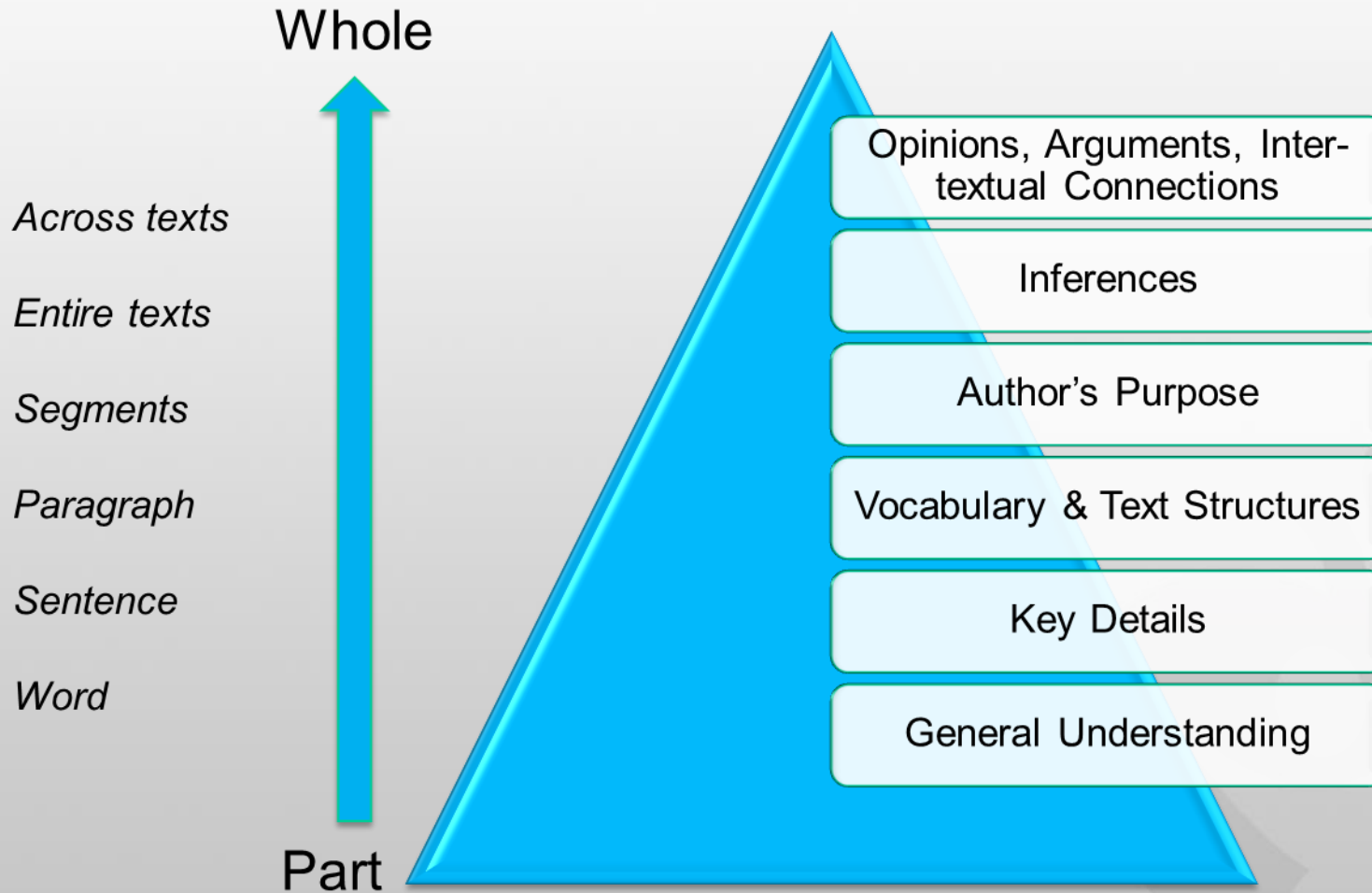
What skills and strategies are necessary for students to be able to read and comprehend complex text such as this?

Answering Text-Dependent Questions



How about these questions?

1. Did Lincoln think that the North was going to “pass the test” that the civil war posed?
2. Why did Lincoln give this speech? Why does Lincoln shift the focus of his speech from what he says is the purpose at the end of the second paragraph?
3. Explain the logical progression of Lincoln’s argument.



- **Type I: Find it**
(Most literal – requires reader to find explicitly stated facts and details in text.)
- **Type II: Look Closer**
(Literal, but requires searching in more than one place.)
- **Type III: Prove It**
(Inferential/critical thinking/problem solving – readers search for clues/evidence to support their answers.)



Developing Text Dependent Questions

Draft Criteria for High-Quality Writing Prompts

- **Is the question worth asking?**
- Does it provide students with an opportunity to explore what they have learned from texts?
- Does it ask students to include **evidence from the text in their response?**
- Does the prompt use the language of the CCR standard where appropriate?
- Is the prompt reasonable for the time and energy allotted?

What is one important goal you would like to achieve in the next few years?

In your essay, identify that one goal and explain how you plan to achieve it. Use your personal observations, experience, and knowledge to support your essay.

While Dr. Silverton's speech outlines the benefits of cloud seeding, the editorial identifies drawbacks of this process.

In your response, analyze both the speech and the editorial to determine which position is best supported. Use relevant and specific evidence from both sources to support your response.

Shift 3 – Knowledge: Building knowledge through **content-rich nonfiction**

- Focus not limited to English language arts, but also literacy across the disciplines of
 - Science
 - Social studies
 - Technical subjects
- Focus shifts to nonfiction text that constitutes the majority of what people read in college and the workplace

- Focus on content-rich informational **texts—texts worth reading and rereading**—in curriculum.
- Provide coherent selections of strategically sequenced texts so that students can build knowledge about a topic.
- Gear writing toward informational, procedural or argumentative tasks rather than personal narration.
- ***Always demand evidence in student writing.***
- Include conducting short research projects to answer a question, drawing on several sources.

What types of nonfiction texts are your students reading in your ESOL class?

- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is more difficult for students to comprehend than narrative text.
- Males lag females in reading; however, research shows males prefer reading informational texts over stories.

Three Shifts in CCRS ELA/Literacy Boil Down to . . .

Reading complex
nonfiction and
literary texts!

Answering text-
dependent
questions!

More
Nonfiction
reading!

**What steps can we take to begin to prepare our
Advanced ESOL students to be college and career
ready?**

Effective July, 2015

**Florida Department of Education
Adult General Education-ESOL
Curriculum Framework**

ADULT ENGLISH AS A SECOND LANGUAGE (ESOL)	
Program/Course Title	Adult English as a Second Language
Program/Course Number	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

I. **PURPOSE:** Provide English language instruction to adult learners who are able to read and write in at least one language other than English. Prepare adult learners to use English for entering career and technical (CTE) or another postsecondary education, employment, and participation in the civic life in the United States.

II. **LABORATORY ACTIVITIES:** Computer based instruction is recommended.

III. **PROGRAM STRUCTURE:** Adult ESOL is a non-credit course with six levels. The levels correlate with the six Educational Functioning Levels (EFLs) of the National Reporting System (NRS).

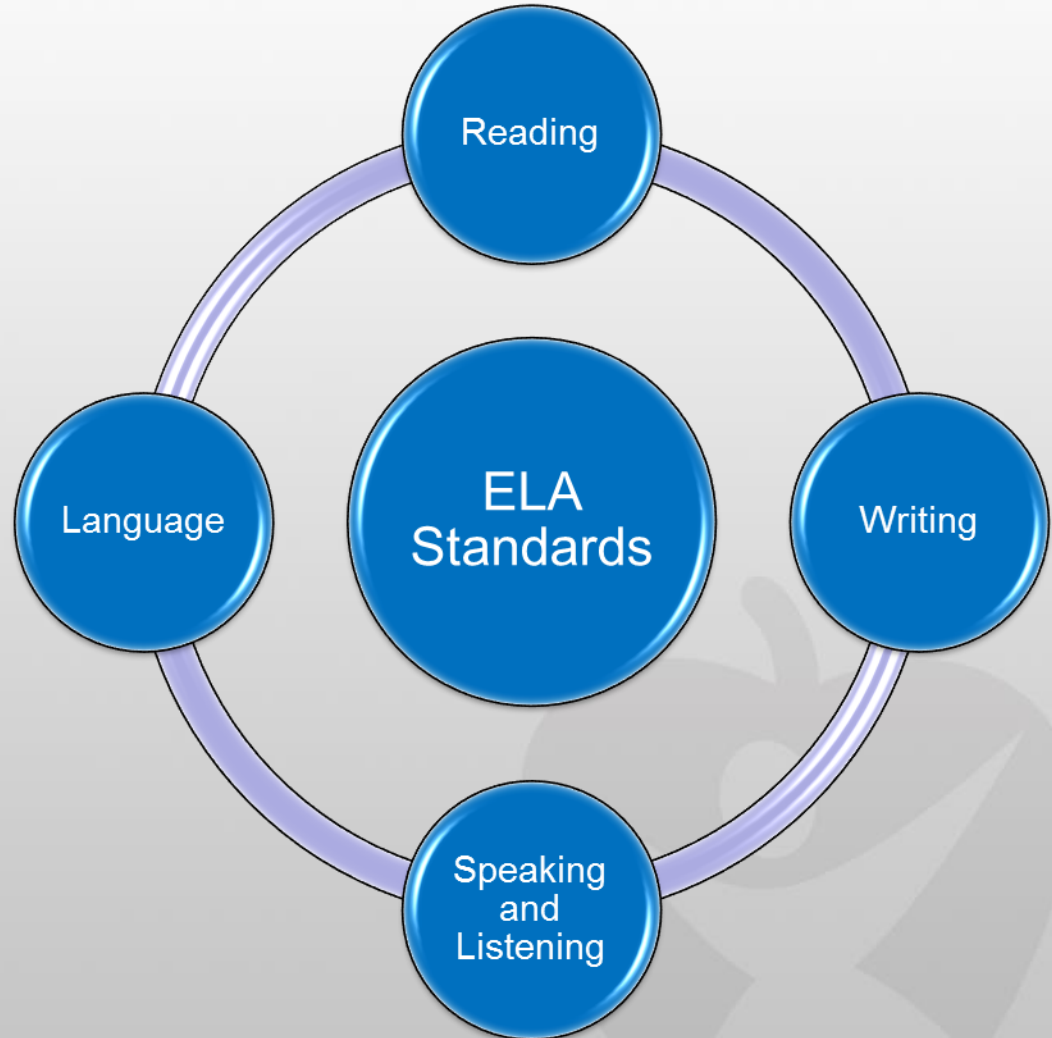
Florida Department of Education Adult ESOL Levels	National Reporting System Adult ESOL Educational Functioning Levels
Foundations	1
Low Beginning	2
High Beginning	3
Low Intermediate	4
High Intermediate	5
Advanced	6

The first five levels of the Adult ESOL Curriculum Framework are presented in a matrix format, showing the progression of levels from left to right across the page. The Advanced level is presented in a list format due to the integration of the College and Career Readiness (CCR) Standards for Adult Education for the Program Year 2015-2016.

The CCR Standards have been integrated into the following academic subject areas of the Advanced level: Reading, Listening, Speaking, Writing and Language. The Academic Standards are listed first. The Life and Work Standards and Competencies are listed next.

The Academic Standards of reading, writing, listening, speaking, and language support the instruction of the Life and Work Standards and Competencies. When preparing daily lesson

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IN	OUT

IN	OUT
Focusing on the complexity of what students can read	Focusing only on what students can do with what they read (skills)
Texts worthy of close attention	Reading any 'ol text
Emphasizing informational texts	Emphasizing narratives
Coherent sequences of texts	Collection of unrelated texts
Mostly text-dependent questions	Mostly text-to-self questions
Writing evidence-based analyses	Writing personal narratives
Accent on academic vocabulary	Accent on literacy terminology
Emphasis on reading and re-reading	Emphasis on pre-reading strategies
Emphasis on particular content (e.g., U.S. Founding Documents)	Content-free



You will:

- Participate in ongoing professional development (workshops and webinars) for implementation of Florida's college and career readiness standards. Complete tasks beneficial for development and implementation of a college and career ready curricula
- Be an integral part of the regional/statewide professional learning community via IPDAE
- Be provided with resources that supports the continued implementation of the Advanced ESOL CCRS and ELA/Literacy Standards and Shifts
- Integrate new strategies for implementing standards




BY EDUCATORS FOR EDUCATORS
Select an area below to view available resources.

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GED® Preparation
& Adult High School

 **ESOL**
English for Speakers
of Other Languages

 **AACP**
Adult Education
Career Pathways

IPDAE WELCOMES EDUCATORS

IPDAE (Institute for the Professional Development of Adult Educators) is a resource center that offers information, training and professional development resources for adult educators.

We work to ensure the development of necessary skills and to assist with AACP (Adult Education Career Pathways).

[+ Learn more](#)

FEATURED EVENTS

JUL
21 **TABE – Test of Adult Basic Education
Training**

Tuesday, July 21, 2015

Wakulla Education Center (WEC) - This training is for personnel that administer the TABE test. This workshop requires the passing of a posttest in order to become certified.

TIP OF THE WEEK

Did You Know...

With the Discounted Retake program every student is eligible for two discounted retakes for each GED test subject taken? Discounted retakes (\$12.00 in Florida) are valid for 12 months after the initial test attempt. Use students' enhanced score reports to ensure they are ready for their retakes.

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

Always here to assist!

The IPDAE Team

*Stay
Connected*