Part I: Awareness and Knowledge – ELA/Literacy

**Getting to the Core: Florida College and Career Readiness Standards for Adult Education**



**Workshop Guide Fall 2014**

Institute for the Professional Development of Adult Educators

Part I: Awareness and Knowledge – ELA/Literacy

**Getting to the Core: Florida College and Career Readiness Standards for Adult Education**

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**Activity**

1

# **The Ideal Graduate and Academic Success**

* What academic knowledge and skills do you hope all of your graduates possess?
* After three years, what do you want a graduate to say was the most important thing he/she learned in your program?
* How could you use this activity to create a shared vision of what you want to achieve as a campus/department?
  + How does your program currently create a shared vision for academic success?
  + Is your vision learner oriented?

## **Implementation Process for Florida College and Career Readiness Standards for Adult Education (ABE Curriculum Framework)**

**2016-17**

Full Implementation of the Florida CCRS for Adult Education

Continued Support and Professional Development for Innovations with Florida CCRS for Adult Education

**2015-16**

Fall Digging Deeper into Math Standards and Practices

Ongoing Support for ELA/Literacy

Spring Assessing Programmatic Structure and Developing Curricula, Instructional Strategies, and Materials to Implement Math Standards and Practices

**2014-15**

Fall Implementation of CCRS for Adult Education and Building of Professional Learning Communities

Digging Deeper into ELA/Literacy Standards and Shifts

Spring Assessing Programmatic Structure, and Developing Curricula, Instructional Strategies, and Materials for Implementing ELA/Literacy Standards and Shifts

**Activity**

2

# **Exploring a Language Standard**

*Review Language Arts Standard (SA) CCR.LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

Discuss the following questions with your table. Be prepared to report your ideas to the group.

* As you reviewed the anchor standard regarding demonstrating command of the conventions of standard English grammar and usage when writing or speaking, did you have any surprises? Any concerns?
* Is there a continuum to teaching these skills?
* Are your programs teaching grammar and usage through a contextualized approach?
* Are your materials teaching these skills at the appropriate levels?
* Are some of these skills taught in your GED® Preparation programs? Is this an appropriate place for teaching these skills? Why or why not?

**Activity**

3

# **Standards Need Analysis Template**

## **Associations – Assets – Abilities**

**(A Method to Determine Professional Development Needs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Area:** | | | | |
| **Standards** | **Connection to Teaching? (Associations)** | **Resources?**  **(Assets)** | **Content Training? (Abilities)** | **Methods Training? (Abilities)** |
|  | *Is this standard new to you or are you already teaching it?* | *What do you need to teach this standard? Do you have what you need?* | *Is content training for this standard needed? (Include percentage of staff requiring this training.)* | *Do you need instructional methods training for this standard? (Include percentage of staff requiring this training.)* |

**Activity**

4

# **What is complex text?**

Brainstorm for a moment your ideas on complex text. What is it? What are its traits?

**Activity**

5

# **Determining Text Complexity**

# ***Sample Text***

**Joy Hakim – A History of US, Excerpt from Book 4, Chapter 3 – “The Parties Begin”**

Those two opposites—Jefferson and Hamilton—had ideas that needed balancing. They helped found the country’s first political parties. They respected, but didn’t understand, each other.

“Mr. Jefferson,” wrote Hamilton, “is at the head of a faction decidedly hostile to me and…dangerous to the union, peace, and the happiness of the country.”

Jefferson replied that Hamilton’s ideas “flowed from principles adverse to liberty, and…calculated to undermine and demolish the Republic.”

Whew! Those are strong words. “Dangerous,” “hostile,” “adverse to liberty”—did they really mean it? These were men who had built the country together. What was going on?

To put it simply: they disagreed about power and who ought to have it. It was that old conflict that had kept everyone arguing when the Constitution was being written. Jefferson and Hamilton were both concerned about liberty and about power. How do you balance the two? How do you guarantee freedom? How do you create a government that can keep order and make sure that government doesn’t oppress people? How strong should the government be?

Hamilton believed the government should be strong. If the government was to work for all the people, instead of just those with the loudest voices, it needed to be powerful. Hamilton thought that government should be run by aristocratic leaders, that is, by the prosperous, well-educated citizens who he thought had the time and talents to best run a country. He feared the masses. He said they sometimes acted like sheep, mindlessly following a leader.

But Hamilton was also wary of the rich. He thought they often acted out of self-interest—that means they did what was good for themselves. Hamilton knew the government needed checks and balances so no group could gain control.

“Give all power to the many,” wrote Hamilton, “and they will oppress the few. Give all power to the few, they will oppress the many. Both therefore ought to have power, that each may defend itself against the other.”

Thomas Jefferson feared powerful government. It was justice and liberty for the individual that concerned him. He saw a strong, centralized government as an enemy of individual liberty. Jefferson had been in Europe and had seen kings in action: he hated monarchies. He feared a king-like president.

Jefferson had faith in ordinary people. He thought they could govern themselves—if they were educated. And so he wrote a plan for public schools and colleges. He wanted an amendment to the Constitution that would provide for free education.

Because of the differences in ideas, it became clear that political parties were needed. Hamilton’s followers formed the “Federalist Party.” Jefferson’s followers were called “Democratic-Republicans,” or sometimes just Republicans.

# **Reading Excerpts**

### ***Excerpt 1***

**St. George, Judith. *So You Want to Be President?* Illustrated by David Small. New York: Philomel, 2000. (2000)**

Every single President has taken this oath: “I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.”

Only thirty-five words! But it’s a big order if you’re President of this country. Abraham Lincoln was tops at filling that order. “I know very well that many others might in this matter or as in others, do better than I can,” he said. “But…I am here. I must do the best I can, and bear the responsibility of taking the course which I feel I ought to take.”

That’s the bottom line. Tall, short, fat, thin, talkative, quiet, vain, humble, lawyer, teacher, or soldier—this is what most of our Presidents have tried to do, each in his own way. Some succeeded. Some failed. If you want to be President— a good President—pattern your self after the best. Our best have asked more of themselves than they thought they could give. They have had the courage, spirit, and will to do what they knew was right. Most of all, their first priority has always been the people and the country they served.

### ***Excerpt 2***

**Gibbs, W. Wayt. “Untangling the Roots of Cancer.” *Scientific American Special Edition* June 2008**

Recent evidence challenges long-held theories of how cells turn malignant—and suggests new ways to stop tumors before they spread.

What causes cancer? Tobacco smoke, most people would say. Probably too much alcohol, sunshine or grilled meat; infection with cervical papillomaviruses; asbestos. All have strong links to cancer, certainly. But they cannot be root causes. Much of the population is exposed to these carcinogens, yet only a tiny minority suffers dangerous tumors as a consequence.

A cause, by definition, leads invariably to its effect. The immediate cause of cancer must be some combination of insults and accidents that induces normal cells in a healthy human body to turn malignant, growing like weeds and sprouting in unnatural places.

At this level, the cause of cancer is not entirely a mystery. In fact, a decade ago many geneticists were confident that science was homing in on a final answer: cancer is the result of cumulative mutations that alter specific locations in a cell’s DNA and thus change the particular proteins encoded by cancer-related genes at those spots. The mutations affect two kinds of cancer genes. The first are called tumor suppressors. They normally restrain cells’ ability to divide, and mutations permanently disable the genes. The second variety, known as oncogenes, stimulate growth—in other words, cell division. Mutations lock oncogenes into an active state. Some researchers still take it as axiomatic that such growth-promoting changes to a small number of cancer genes are the initial event and root cause of every human cancer.

### ***Excerpt 3***

**“Wind Power.” *National Geographic Young Explorers* November/December 2009.**

Wind is air on the move.

See what wind can do.

Wind can whip up some fun!

Wind starts with the sun.

The sun warms land and water.

The air above warms up too.

Warm air rises.

Cooler air rushes in.

That moving air is wind.

Wind is energy.

It can push a sailboat.

Look at the windmills spin!

They turn wind energy into electricity.

What else can wind do?

*Copyright © 2009 National Geographic*

### ***Excerpt 4***

**Hakim, Joy. *A History of US*. Oxford: Oxford University Press, 2005. From Book 1: The First Americans, Prehistory to 1600; Chapter 7: “The Show-Offs”**

In case you forgot, you’re still in that time-and-space capsule, but you’re not a baby anymore. You’re 10 years old and able to work the controls yourself. So get going; we want to head northwest, to the very edge of the land, to the region that will be the states of Washington and Oregon.

The time? We were in the 13th century; let’s try the 14th century for this visit.

Life is easy for the Indians here in the Northwest near the great ocean. They are affluent (AF-flew-ent –it means “wealthy”) Americans. For them the world is bountiful: the rivers hold salmon and sturgeon; the ocean is full of seals, whales, fish, and shellfish; the woods are swarming with game animals. And there are berries and nuts and wild roots to be gathered. They are not farmers. They don’t need to farm. Those Americans go to sea in giant canoes; some are 60 feet long. (How long is your bedroom? Your schoolroom?)

Using stone tools and fire, Indians of the Northwest cut down gigantic fir trees and hollow out the logs to make their boats. The trees tower 200 feet and are 10 feet across at the base. There are so many of them, so close together, with a tangle of undergrowth, that it is sometimes hard for hunters to get through the forest. Tall as these trees are, there are not as big as the redwoods that grow in a vast forest to the south (in the land that will become California).

### ***Excerpt 5***

***Martin Luther King, Jr. -* April 16, 1963 – “Letter from the Birmingham Jail”**

My Dear Fellow Clergymen,

While confined here in the Birmingham City Jail, I came across your recent statement calling our present activities “unwise and untimely.” Seldom, if ever, do I pause to answer criticism of my work and ideas … But since I feel that you are men of genuine good will and your criticisms are sincerely set forth, I would like to answer your statement in what I hope will be patient and reasonable terms.

I think I should give the reason for my being in Birmingham, since you have been influenced by the argument of “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every Southern state with headquarters in Atlanta, Georgia. We have some 85 affiliate organizations all across the South … Several months ago our local affiliate here in Birmingham invited us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented.

In any nonviolent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have gone through all of these steps in Birmingham … Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of the country. Its unjust treatment of Negroes in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of these conditions Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good faith negotiation.

Then came the opportunity last September to talk with some of the leaders of the economic community. In these negotiating sessions certain promises were made by the merchants—such as the promise to remove the humiliating racial signs from the stores. On the basis of these promises Reverend Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to call a moratorium on any type of demonstrations. As the weeks and months unfolded we realized that we were the victims of a broken promise. The signs remained. As in so many experiences in the past, we were confronted with blasted hopes, and the dark shadow of a deep disappointment settled upon us. So we had no alternative except that of preparing for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and national community. We were not unmindful of the difficulties involved. So we decided to go through the process of self-purification. We started having workshops on nonviolence and repeatedly asked ourselves the questions, “are you able to accept the blows without retaliating?” “Are you able to endure the ordeals of jail?”

You may well ask, “Why direct action? Why sit-ins, marches, etc.? Isn’t negotiation a better path?” You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue.

My friends, I must say to you that we have not made a single gain in civil rights without legal and nonviolent pressure. History is the long and tragic story of the fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and give up their unjust posture; but as Reinhold Niebuhr has reminded us, groups are more immoral than individuals.

### ***Excerpt 6***

**“Space Probe.” *Astronomy & Space: From the Big Bang to the Big Crunch*. Edited by Phillis Engelbert. Farmington**

**Hills, Mich.: Gale Cengage Learning, 2009. (2009)**

A space probe is an unpiloted spacecraft that leaves Earth’s orbit to explore the Moon, planets, asteroids, comets, or other objects in outer space as directed by onboard computers and/or instructions send from Earth. The purpose of such missions is to make scientific observations, such as taking pictures, measuring atmospheric conditions, and collecting soil samples, and to bring or report the data back to Earth.

Numerous space probes have been launched since the former Soviet Union first fired Luna 1 toward the Moon in 1959. Probes have now visited each of the eight planets in the solar system.

In fact, two probes—Voyager 1 and Voyager 2—are approaching the edge of the solar system, for their eventual trip into the interstellar medium. By January 2008 Voyager 1 was about 9.4 billion miles (15.2 billion kilometers) from the Sun and in May 2008 it entered the heliosheath (the boundary where the solar wind is thought to end), which is the area that roughly divides the solar system from interstellar space. Voyager 2 is not quite as far as its sister probe. Voyager 1 is expected to be the first human space probe to leave the solar system. Both Voyager probes are still transmitting signals back to Earth. They are expected to help gather further information as to the true boundary of the solar system. The earliest probes traveled to the closest extraterrestrial target, the Moon. The former Soviet Union launched a series of Luna probes that provided humans with first pictures of the far side of the Moon. In 1966, Luna 9 made the first successful landing on the Moon and sent back television footage from the Moon’s surface.

The National Aeronautics and Space Administration (NASA) initially made several unsuccessful attempts to send a probe to the Moon. Not until 1964 did a Ranger probe reach its mark and send back thousands of pictures. Then, a few months after Luna 9, NASA landed Surveyor on the Moon.

In the meantime, NASA was moving ahead with the first series of planetary probes, called Mariner. Mariner 2 first reached the planet Venus in 1962. Later Mariner spacecrafts flew by Mars in 1964 and 1969, providing detailed images of that planet. In 1971, Mariner 9 became the first spacecraft to orbit Mars. During its year in orbit, Mariner 9’s two television cameras transmitted footage of an intense Martian dust storm, as well as images of 90 percent of the planet’s surface and the two Martian natural satellites (moons).

Encounters were also made with Mars in 1976 by the U.S. probes Viking 1 and Viking 2. Each Viking spacecraft consisted of both an orbiter and a lander. Viking 1 made the first successful soft landing on Mars on July 20, 1976. Soon after, Viking 2 landed on the opposite side of the planet. The Viking orbiters made reports on the Martian weather and photographed almost the entire surface of the planet.

**Activity**

6

# **The Necessity of Text Complexity: Implications for the ABE/ASE Classroom**

Why is text complexity so essential in the ABE/ASE classroom?

What are the implications for instruction when using complex, nonfiction text in the ABE/ASE classroom?

**Activity**

7

# **Text-Dependent Question Types**

There are numerous tools to assist instructors in developing different text-dependent question types – from charts like the following to guides to assessment tools. Different tools are available in the resource section of the Florida IPDAE website.



# **Guide to Creating Text-Dependent Questions**

**Text-Dependent Questions: What Are They?**

The reading standards of the College and Career Readiness Standards (CCRS) for Adult Education strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, nearly all of the Reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text-dependent questions:

* *Why did the North fight the Civil War?*
* *Have you ever been to a funeral or grave site?*
* *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text-specific questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

* Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
* Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
* Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
* Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
* Question why authors choose to begin and end when they do
* Note and assess patterns of writing and what they achieve
* Consider what the text leaves uncertain or unstated

**Creating Text-Dependent Questions for Close Analytic Reading of Texts**

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

**Step One: Identify the Core Understandings and Key Ideas of the Text**

As in any good reverse engineering or “backwards design” process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

**Step Two: Start Small to Build Confidence**

The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

**Step Three: Target Vocabulary and Text Structure**

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students’ attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words (“Tier Two”) that are abstract and likely to be encountered in future reading and studies.

**Step Four: Tackle Tough Sections Head-on**

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

**Step Five: Create Coherent Sequences of Text-dependent Questions**

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

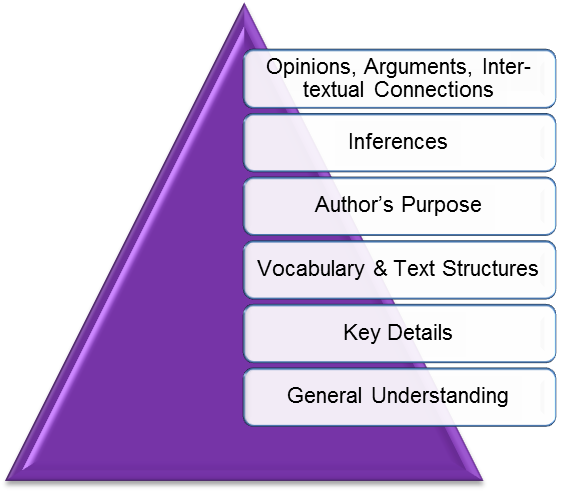
**Step Six: Identify the Standards That Are Being Addressed**

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

**Step Seven: Create the Culminating Assessment**

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

# **Progression of Text-Dependent Questions**



Whole

Part

*Across texts*

*Entire texts*

*Segments*

*Paragraph*

*Sentence*

*Word*

Source: Frey, N. & Fisher, D. Common core language arts in a PLC at work. Bloomington, IN: Solution Tree.

# **Developing Text-Dependent Questions**

Review the excerpt from **“Untangling the Roots of Cancer”** on pages 8 and 9. In your groups, develop two text dependent questions for that text. Be prepared to share your questions with the rest of the group and discuss how the skills of developing text-dependent questions will be useful to ABE/ASE instructors.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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# **Checklist for Evaluating Question Quality**

**Text Under Review (include page #s**):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **✓if yes** | **Criteria:** | **Comments/Questions/Fixes (refer to specific questions!):** |
| **A. Text Dependent: These things must be true of every question in the set. When evaluating questions, discard all questions that get a “no” in Section A.** | | |
|  | Does the student have to read the text to answer each question? |  |
|  | Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims? |  |
| **B. Important Considerations: These are design factors to keep in mind for the entire question and task set.** | | |
|  | Do students have an opportunity to practice speaking and listening while they work with these questions and tasks? |  |
|  | Do questions include appropriate scaffolding so all students can understand what is being asked? (Are the questions worded in such a way that all students can access them?) |  |
|  | At tricky or key points in the text are there check-in questions for students to answer so that teachers can check on students’ understanding and use these sections to enhance reading proficiency? |  |
|  | Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? When possible, do some of these questions explore some aspect of the text as well as important vocabulary? |  |
|  | Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text? |  |
| **C. Text Specific:** | | |
|  | Are the questions specific enough so they can only be answered by reference to this text? |  |
|  | Are the inferences students are asked to make grounded logically in the text? (Can they be answered with careful reading rather than background knowledge?) |  |
| **D. Organization of the Questions:** | | |
|  | Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks? |  |
|  | Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning? |  |
|  | Do the questions stay focused on the text and only go beyond it to make other connections in extension activities *after* the text has been explored? |  |
|  | If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections among texts? |  |
| **E. Culminating Activity or Writing Prompt:** | | |
|  | Does the culminating task call on the knowledge and understanding acquired through the questions? |  |
|  | Does the writing prompt in the culminating task demand that students write to the text and use evidence? |  |
|  | Are the instructions to teacher and student clear about what must be performed to achieve proficiency? |  |
|  | Is this a task worthy of the student and classroom time it will consume? |  |

# **Key Advances (Shifts) for ELA/Literacy**

|  |  |
| --- | --- |
| 1. Regular practice with complex text and its academic language | Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than at the end of the ASE level. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). |
| 1. Reading, writing and speaking grounded in evidence from text, both literary and informational | The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts closely. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.  Likewise, the reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text. |
| 1. Building knowledge through content-rich nonfiction | Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In ABE 1 and 2, fulfilling the standards requires a 50-50 balance between informational and literary reading.  Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the ABE 1 and 2 Standards strongly recommend that students build coherent general knowledge.  In ABE 3 and 4 and ASE, ELA classes should place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In ABE 3 and 4 and ASE, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. |

**Activity**

8

# **Processing the Shifts: Reflection on Actions to Implement the College and Career Readiness Standards for ELA/Literacy in ABE Programs**

When planning for the implementation of the Florida College and Career Readiness Standards for ELA/Literacy in ABE Programs, this framework can help guide the work of first steps.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *What it looks like/sounds like when it is happening* | *Challenges to getting our program there* | *Opportunities that we have that lay a good foundation* | *Early action – steps that we can take right away* |
| 1. Regular practice with **complex text** and its **academic vocabulary** |  |  |  |  |
| 1. Reading, writing, and speaking grounded in **evidence from text**, both fiction and non-fiction |  |  |  |  |
| 1. **Building knowledge** through **content-rich nonfiction** |  |  |  |  |

**Activity**

9

# **Getting Started**

# **A Worksheet for Planning How to Introduce the College and Career Readiness Standards Professional Development Workshops**

Purpose and Objectives: (Why?)

*(Keep it simple.)*

Audience and strategies for contacting/getting folks there: (Who?)

*(Helpful Hints: What and to whom do adult educators pay attention? What vehicle for communication works best to alert adult educators to the possibilities: e-mail, web-postings, flyers, calls.)*

Description of the Content: (What?)

*(Helpful Hints: Don’t try to do too much at once. Get focused.)*

Description of the Delivery Mode/Process: (How?)

*(Helpful Hints: Don’t forget about electronic communications and the old-fashioned newsletters to keep adult educators current. For in person meetings, match content/purpose to group size.)*

Dates, Times, Meeting Place: (When? Where?)

*(Helpful Hints: Be sure you have not scheduled your activity the same time as another event for adult educators. Know your audience!)*

Resources Needed:

1. Identify Staff/Personnel *(Helpful Hints: Don't have one person try to do everything. Spread tasks to several people.)*
2. Secure Facility *(Helpful Hints: Is the facility centrally located? Is there adequate parking? Is the facility part of your site or is there a fee to use the facility?)*
3. Order Food *(Helpful Hints: Even if you don’t meet over a meal, food is always appreciated and helps to set the right tone.)*
4. Secure Equipment/materials *(Helpful Hints: Projectors, writing boards, pencils, pads, handouts, etc.)*

Assessment/Evaluation to Determine Success:

*(Helpful Hints: Prepare a workshop evaluation that gives participants an option of leaving their name or being anonymous. Ask them to give you feedback on what they liked and what could be improved. Ask them what concerns they may have regarding implementation of new standards. Ask them what issues they would like covered in future workshops and/or information that would assist them in future integration of standards. Think through what your measures of success will be.)*

# **Developing an Action Plan**

By our next meeting I will have . . .

* Determined school and staff readiness
* Determined who will lead the change
* Identified barriers and boosters (resources)
* Developed and implemented first steps in our action plan
* Begun with the learning through providing professional development activities

