



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Preparing English Learners for Postsecondary Success

[www.floridaipdae.org](http://www.floridaipdae.org)

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!

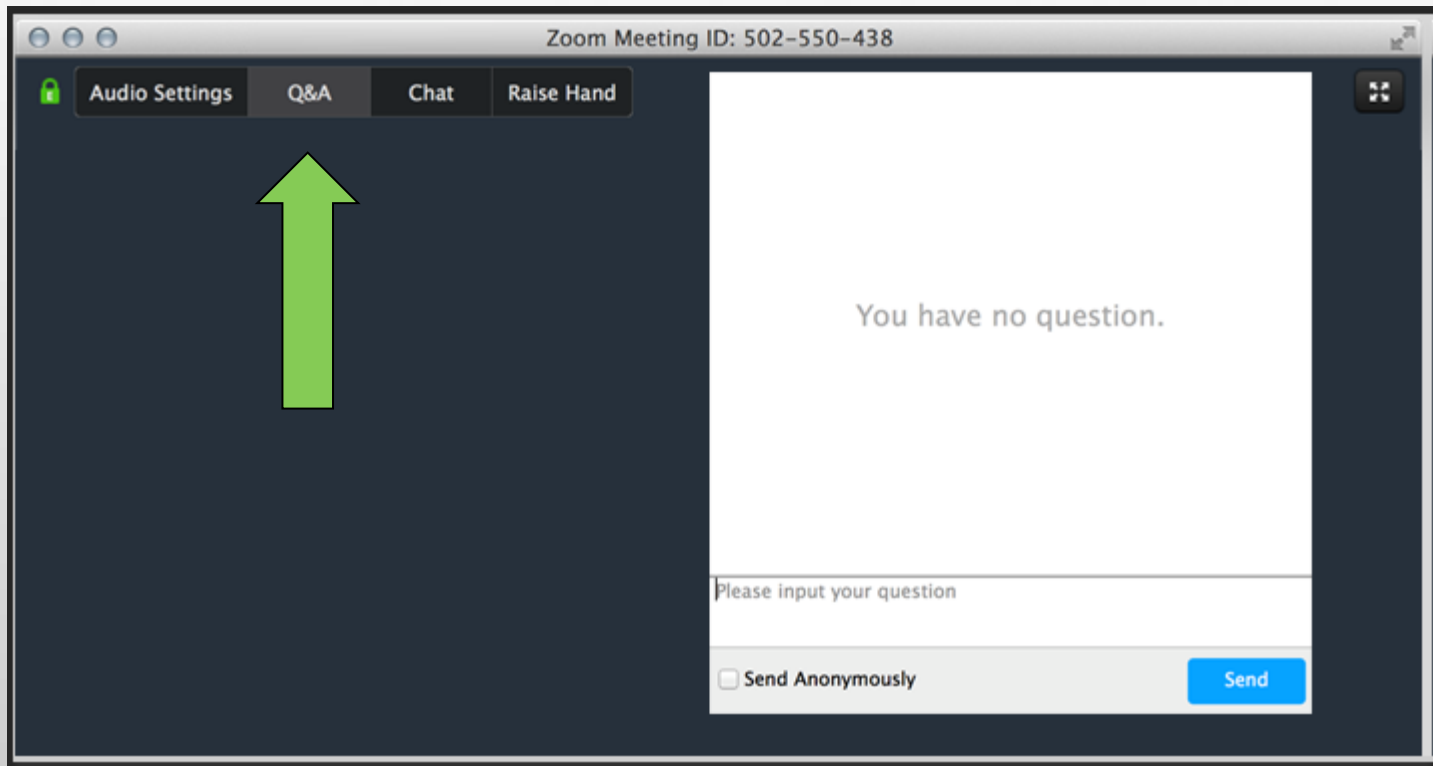


June Rall



**Jenna Moniz, NBCT, M.S.**  
Department Chair, Pre-College Academic Studies  
Atlantic Technical College  
Broward County Public Schools

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

## In this session, we will explore:



- **WIOA** Expectations for AGE programs
- Preparing **AGE** students for postsecondary options
- **Student retention & progress monitoring**
- Considerations for **integrated education programs**

## 2017-2018 Adult Education Curriculum Frameworks

### Adult Basic Education (ABE)

- [Adult Basic Education Language Arts \(RTF\)](#)
- [Adult Basic Education Mathematics \(RTF\)](#)
- [Adult Basic Education Reading \(RTF\)](#)

### Adult General Education for Adults with Disabilities

- [Adult General Education for Adults with Disabilities \(RTF\)](#)

### Adult High School

- [Adult High School \(RTF\)](#)
- [Adult High School \(Co-Enrolled\) \(RTF\)](#)
- [Approved Co-Enrolled Adult High School Course List \(RTF\)](#)

### Applied Academics for Adult Education (AAAE)

- [Applied Academics for Adult Education \(RTF\)](#)

### English for Speakers of Other Languages (ESOL)

- [Adult English for Speakers of Other Languages \(RTF\)](#)
- [Adult ESOL College and Career Readiness \(RTF\)](#)
- [Adult ESOL Literacy Skills \(RTF\)](#)
- [Citizenship \(RTF\)](#)
- [English Literacy for Career and Technical Education \(ELCATE\) \(RTF\)](#)

### GED® Preparation Program

- [GED® Reasoning through Language Arts \(RTF\)](#)
- [GED® Science \(RTF\)](#)
- [GED® Social Studies \(RTF\)](#)
- [GED® Mathematical Reasoning \(RTF\)](#)
- [GED® Preparation Comprehensive \(RTF\)](#)
- [GED® Integrated Preparation Comprehensive \(RTF\)](#)

Share  
the  
Tools!

**NEW!**

# ADULT ESOL DESCRIPTORS

Released January, 2018



NATIONAL  
REPORTING SYSTEM  
for Adult Education

[HOME](#)

[ABOUT US](#)

[POLICY & DATA](#)

[TRAINING & TECHNICAL ASSISTANCE](#)



[CONTACT US](#)

Welcome  
to the  
NRS!

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program.

[LEARN MORE](#)



## FEATURED RESOURCES

Explore featured resources related to WIOA and the NRS including: state guidance,



Correspondences of the College and Career Readiness Standards and the English Language Proficiency Standards for Adult Education

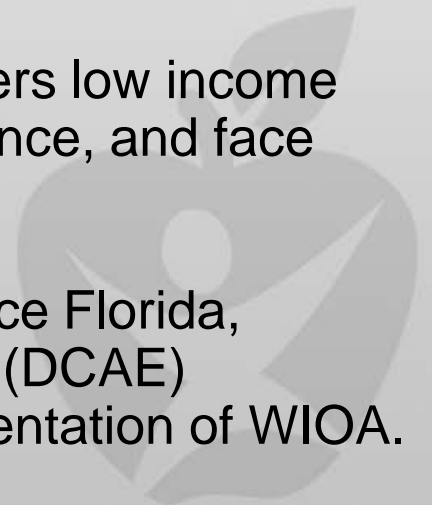
CCR  
Correspondence

College and Career Readiness Standards		English Language Proficiency Standards									
		ELP1	ELP2	ELP3	ELP4	ELP5	ELP6	ELP7	ELP8	ELP9	ELP10
Reading Foundations	RF1										
	RF2										
	RF3										
	RF4										
Reading	R1	1								9 (E)	
	R2	1								9	
	R3	1								9	
	R4								8	9	
	R5										
	R6										
	R7	1									
	R8						6				
	R9										
	R10										
Writing	W1				4		6				
	W2			3							
	W3			3							
	W4										
	W5							7			
	W6		2								
	W7					5					
	W8					5					
	W9					5					
Speaking and Listening	SL1		2								
	SL2	1									
	SL3						6				
	SL4			3	4	5				9	
	SL5			3		5					
	SL6							7		9	
Language	L1										10
	L2										
	L3										10
	L4								8		
	L5								8		
	L6							7			



# WIOA Expectations

- The Workforce Innovation Opportunity Act (WIOA), was passed in 2014 and reauthorized the Adult Education and Family Literacy Act.
- WIOA expands adult education and literacy to promote transitions from adult education to postsecondary education and training through career pathways.
- Accelerate achievement of diplomas and credentials through career pathways.
- Increases the focus on serving the most vulnerable workers low income adults and youth who have limited skills, lack work experience, and face other barriers to economic success.
- Core partners are Vocational Rehabilitation, CareerSource Florida, Department of Economic Opportunity and Adult Education (DCAE) collaborated to develop a unified state plan for the implementation of WIOA.



# SHIFT



## 21st Century Skills

Tulare County  
Office of Education

Jim Vidak, County Superintendent of Schools



Learning is not a  
one-time event. It is a  
continuous process.

# SHIFT

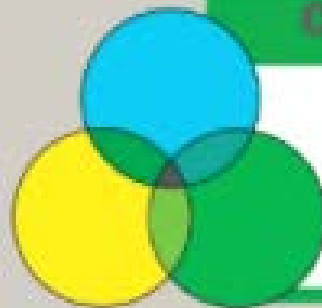
## 21st Century Skills

### Metro 4Cs Rubric Performance Areas



#### Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking



#### Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback



#### Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

#### Writing to:

- Inform
- Support an Argument With Claims
- Engage and Entertain



#### Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation



**This RESOURCE addresses the following guiding questions:**

- What preparation do adult English learners (ELs) need to tackle the language and skill demands of the 21st-century workplace?
- What are evidence-based instructional models for infusing or integrating occupational training with English language instruction?
- What types of lessons, tasks, and strategies support ELs' transition to postsecondary training and education as part of a career pathway?



## Preparing English Learners FOR WORK AND CAREER PATHWAYS Companion Learning Resource



Welcome to the Preparing English Learners for Work and Career Pathways: Companion Learning Resource (RESOURCE), a collection of strategies, tools, lesson ideas, and tasks to support the creation of career-focused, contextualized, English language acquisition (ELA) instruction. There are also numerous links to follow, each an invitation to explore contextualized ELA instruction a little more deeply, helping you prepare your learners for the career pathways that match their goals.



### CONTENTS

#### INTRODUCTION

About this Resource 2

Five Approaches to Contextualized English Language Instruction 4

#### CONCEPTS IN ACTION

Identifying Future Pathways 6

Learning to Learn 11

Developing Workplace and Training Vocabulary 16

Demonstrating Workplace Soft Skills 22

Problem Solving 28

Conclusion and Next Steps 31

#### ADDITIONAL RESOURCES

Resource Index 32





Works Cited 33

## FIVE APPROACHES



### FIVE APPROACHES TO CONTEXTUALIZED ENGLISH LANGUAGE INSTRUCTION

The following lists the five basic approaches to contextualized English language instruction:

-  Contextualized ELA classes
-  Bridge courses
-  Concurrent ELA and career training courses
-  I-BEST classes
- SITE** Work-based ELA classes

Each of these focuses on developing learners' English language proficiency in the context of career awareness, employment, and/or skills training. The descriptions below include links to instructional materials or a video for a closer look at each learning environment. For more detailed descriptions and a step-by-step process for selecting and implementing an approach that best fits your setting, see **Preparing English Learners for Work and Career Pathways: Professional Development Module**.

# 1

## THE CONTEXTUALIZED ENGLISH LANGUAGE CLASS



Language Skills Development

AND

Career Awareness, Career Exploration, and Goal Setting



# THE BRIDGE COURSE



Build Background Knowledge, Academic Skills and Vocabulary needed to Succeed in the Training Program



# 3

## CONCURRENT ENROLLMENT IN ELA AND CAREER AND TRAINING COURSES



Simultaneous enrollment in Career and Technical Education (CTE) and ESL courses.

# 4

## INTEGRATED BASIC EDUCATION AND SKILLS TRAINING (I-BEST)



ESL instructor Donna Price and Registered Nurse Manuel Gallegos team-teach the Personal Caregiver—Pre-Certified Nursing Assistant (CNA) I-BEST course for San Diego Community College District's Continuing Education program.



Team-teaching by a CTE and an English Language Instructor

# 5

## THE WORK-BASED COURSE

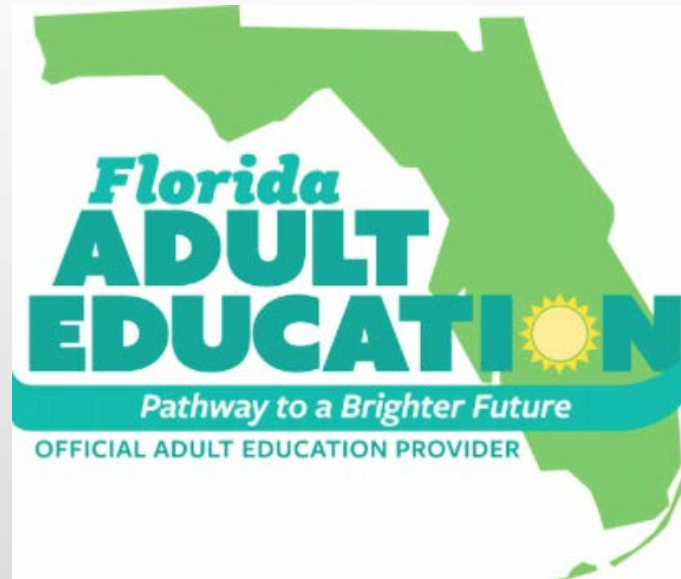


In this work-based course, Leander Independent School District custodians meet weekly to develop their English language communication skills.

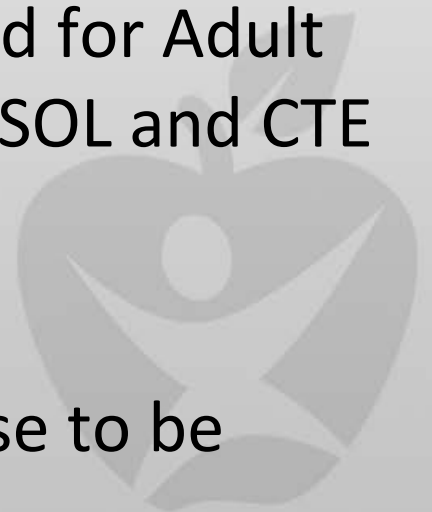
Partnership between Employers and Adult Education  
Instruction based on worksite-specific curriculum



# ELCATE



- In Florida, ELCATE is the course name used for Adult ESOL students who are enrolled in both ESOL and CTE programs.
- A student **must** be enrolled in a CTE course to be enrolled in ELCATE.



# Choosing a Career



How can we build upon the strengths students bring?

# Explore Options



# Choose a CTE Program

FloridaShines



Go to College



Succeed in College



Find a Career



<https://www.floridashines.org/find-a-career>





## Tied to WIOA Goal of Employer Engagement



Pizza Hut



**YOU EARNED IT, NOW GET COLLEGE CREDIT FOR IT!**



Learn how you can receive **FREE** college credits!

• HIGH SCHOOL

• TECHNICAL COLLEGE

• INDUSTRY CERTIFICATIONS

Students can earn college credits  
in some CTE programs

# Financial Aid

<https://fafsa.gov/>



The image shows the homepage of the Federal Student Aid (FAFSA) website. At the top left, the text reads "Federal Student Aid" with "An OFFICE of the U.S. DEPARTMENT of EDUCATION" below it. To the right, it says "PROUD SPONSOR of the AMERICAN MIND®". Further right, the "FAFSA®" logo is displayed above the text "Free Application for Federal Student Aid". Below this is a navigation bar with icons for Home, About Us, FSA ID, StudentAid.gov, and Help. A search bar with a "SEARCH" button and language options for "English" and "Español" is also present. A large blue banner in the center contains the text "Get help paying for college" and "Submit a Free Application for Federal Student Aid (FAFSA)". Below the banner is a collage of four photos showing diverse college students. At the bottom, there are two columns: "New to the FAFSA?" with a "Start A New FAFSA" button, and "Returning User?" with a list of actions (Make a correction, Add a school, View your Student Aid Report (SAR), and more...) and a "Login" button.

Federal Student Aid  
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of  
the AMERICAN MIND®

FAFSA®  
Free Application for Federal Student Aid

Home About Us FSA ID StudentAid.gov Help

SEARCH  
English | Español

## Get help paying for college

Submit a Free Application for Federal Student Aid (FAFSA)



**New to the FAFSA?**

**Start A New FAFSA**

**Returning User?**

- Make a correction
- Add a school
- View your Student Aid Report (SAR), and more...

**Login**

# RESIDENCY

<https://floridaimmigrant.org/our-work/education-immigrant-youth/in-state-tuition/>

## FLORIDA IN-STATE TUITION LAW FOR UNDOCUMENTED STUDENTS



If you are an undocumented student in **FLORIDA**, or if you have received DACA, this law might allow you to pay fair tuition rates at state colleges and universities.

### WHO QUALIFIES?

Students that attended and graduated from a Florida High School (GED is not eligible) for at least 3 years AND have applied to a higher education institution within 24 months of graduation.

### HOW?

Your college or university provides an out-of-state tuition waiver so you can pay the same as every other student.

### MYTHS ABOUT IN-STATE TUITION LAW

1. Does this mean I am an "in-state student?" No. You will be categorized as a non-Florida resident with a partial tuition waiver.
2. Am I eligible for financial aid? No. This law DOES NOT grant eligibility for government financial support. Students are encouraged to seek financial aid from private, non-government scholarships.

### WHAT'S THE BIG DEAL?

Out-of-state tuition can be more than **DOUBLE** the amount of in-state tuition.

Find out more about scholarships: [www.floridaimmigrant.org](http://www.floridaimmigrant.org)  
Call our FREE hotline at 1-888-600-5762



[floridaimmigrant.org](http://floridaimmigrant.org)



Florida Immigrant Coalition



@FLImmigrant





# CTE Preparation



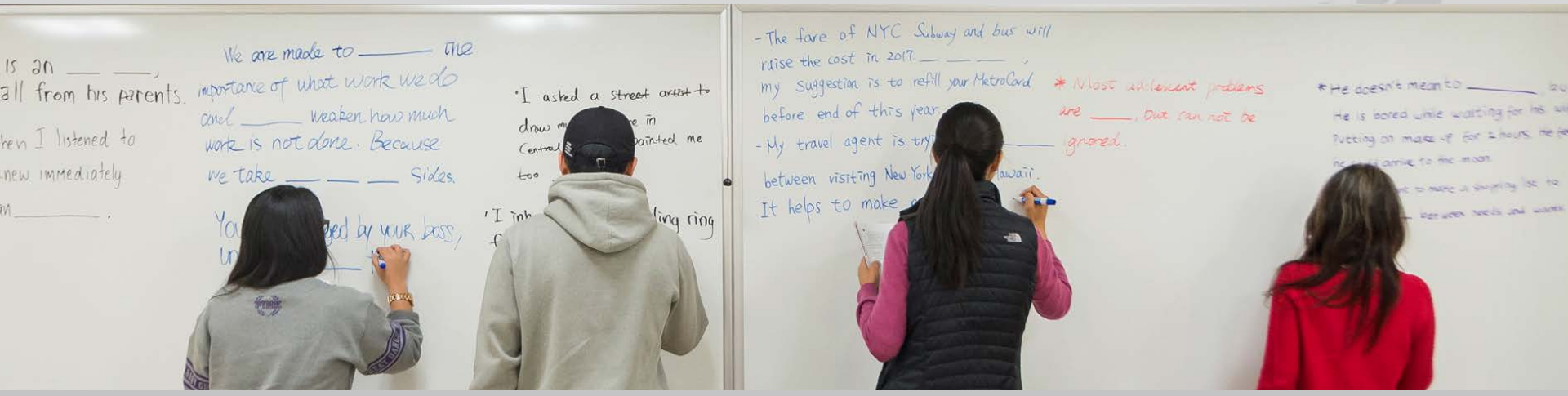


BRIDGE TO COLLEGE AND CAREERS PROGRAM



Misconception: ELLs are not ready to engage in higher level thinking until they learn basic skills.  
Reality: ELLs are as intelligent as fully proficient peers and should have frequent opportunities to engage in higher level thinking.

## Rigor and Relevance





## Students will be able to...

Students will...

Today I will...

The learner will...

We will...

## Language Objectives

While writing content objectives is critical to the delivery of effective instruction, educators in the 21st Century are also charged with the imperative of writing language objectives in order to sustain academic language development. In addition, teachers of ELLs have the responsibility to also increase social language skills for ELLs (Francis et al., Gersten et al., 2007; Saunders & Goldenberg, 2010; Torgesen et al., 2007).

Language objectives outline the communication skills that will be used to make the content comprehensible, including Listening, Speaking, Reading, and Writing. In the Introduction to Week 4, you accessed the WIDA Can Do Descriptors, while earlier in the course you were introduced to Broward County's Language Classifications and Descriptors, both of which address the four domains of language.

There are some key elements that educators must become cognizant of in order to write clear, precise and useful language objectives. Subject area teachers must not only have profuse knowledge of the content but also know how language is used within the content in order to communicate the material through class readings, writings and discussions. This also requires that the teacher knows the students' language proficiency levels to facilitate targeting the individual language needs.

When writing language objectives, educators must keep in mind that second language learning is a process, as discussed in previous modules. Therefore, language objectives cover process-oriented and performance-oriented statements over a period of time. This allows students to explore, practice and eventually master the objective.

## Language Objective Starters

### Students will discuss...

We will read...

Learners will write...

I will converse..

We will confer...

~ Making Content Comprehensible for English Language Learners: The SIOP Model. Pearson (2013). Check out the Center for Applied Linguistics for information about SIOP (Sheltered Instruction Observation Protocol), a model for teaching ELLs and examples of both content and language objectives in lessons at <http://www.cal.org/siop/>.

# VOCABULARY

## VOCABULARY LEARNING STRATEGIES



**Determination:** the “look-it-up” or analysis strategies. Learners make use of their dictionary and word analysis skills when they employ this type of strategy.



**Social:** the “ask someone” strategies. Learners use a variety of questions to get the meaning of a word—in the moment—from a teacher, classmate, coworker, or stranger.



**Mnemonic:** the strategies that can help learners define and retain new terms by having them “get the picture” or make an association with a term they already know.



**Cognitive:** the strategies that help the learner “work on it” to move the new vocabulary from short-term to long-term memory.



**Metacognitive:** the “take control” strategies that learners employ to “own” the new words. Setting learning goals; working with authentic media sources (videos, radio, Internet sites); and self-assessment are examples of these types of strategies.

(Schmitt, 2000)

- Develop Workplace and Domain-specific Vocabulary

# Vocabulary

“Do I know this word in my L1?”

**GREEK ROOTS**

ΡΩΛ	ΜΕΛΩΝΙΣ	ΛΟΓΟΣ
από, από	δημι-, κατα-	από, απολογία
αρχή	Chief, first, rule	δοσολογία, απολογία
από, από	Δεν, δια-	απολογία, απολογία
βίος	Life	βιολογία, βιολογία
χρόνος	Time	χρονολογία, χρονικό
κύκλος	Circle	βιολογία, βιολογία
γεν	Birth	γενεολογία, γενεολογία
γράφω	Write	βιολογία, βιολογία
λόγος	Word	βιολογία, βιολογία
μάθη	Learn	απολογία, βιολογία
μάθη	μάθη	βιολογία, βιολογία
μάθη	Large, abundant	βιολογία, βιολογία
μάθη	Change	βιολογία, βιολογία
μάθη	Love	βιολογία, βιολογία
μάθη	Fear	βιολογία, βιολογία
μάθη	Point	βιολογία, βιολογία
μάθη	Right	βιολογία, βιολογία
μάθη	Right	βιολογία, βιολογία



# Career & Technical Vocabulary



LEARN



FLASHCARDS



WRITE



SPELL



TEST



MATCH



GRAVITY

planning, recording, analyzing, and  
interpreting financial information



CLICK TO FLIP

<https://quizlet.com/9048302/212-cte-vocabulary-flash-cards/>

# BLOOMS & WEBB'S

[https://www.ncea.org/sites/default/files/publications/DOKreading\\_KH08.pdf](https://www.ncea.org/sites/default/files/publications/DOKreading_KH08.pdf)

**Table 2: Hess' Cognitive Rigor Matrix with Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions**

Bloom's Revised Taxonomy of Cognitive Process Dimensions	Webb's Depth-of-Knowledge (DOK) Levels			
	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, ideas, principles</li> <li>Recall or identify conversions: between representations, numbers, or units of measure</li> <li>Identify facts/details in texts</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Compose &amp; decompose numbers</li> <li>Evaluate an expression</li> <li>Locate points (grid/, number line)</li> <li>Represent math relationships in words pictures, or symbols</li> <li>Write simple sentences</li> <li>Select appropriate word for intended meaning</li> <li>Describe/explain how or why</li> </ul>	<ul style="list-style-type: none"> <li>Specify and explain relationships</li> <li>Give non-examples/examples</li> <li>Make and record observations</li> <li>Take notes; organize ideas/data</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence</li> <li>Explain thinking when more than one response is possible</li> <li>Explain phenomena in terms of concepts</li> <li>Write full composition to meet specific purpose</li> <li>Identify themes</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Follow simple/routine procedure (recipe-type directions)</li> <li>Solve a one-step problem</li> <li>Calculate, measure, apply a rule</li> <li>Apply an algorithm or formula (area, perimeter, etc.)</li> <li>Represent in words or diagrams a concept or relationship</li> <li>Apply rules or use resources to edit spelling, grammar, punctuation, conventions</li> </ul>	<ul style="list-style-type: none"> <li>Select a procedure according to task needed and perform it</li> <li>Solve routine problem applying multiple concepts or decision points</li> <li>Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>Use models to represent concepts</li> <li>Write paragraph using appropriate organization, text structure, and signal words</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve non-routine problems</li> <li>Design investigation for a specific purpose or research question</li> <li>Conduct a designed investigation</li> <li>Apply concepts to solve non-routine problems</li> <li>Use reasoning, planning, and evidence</li> <li>Revise final draft for meaning or progression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise an approach among many alternatives to solve a novel problem</li> <li>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Retrieve information from a table or graph to answer a question</li> <li>Identify or locate specific information contained in maps, charts, tables, graphs, or diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Categorize, classify materials</li> <li>Compare/ contrast figures or data</li> <li>Select appropriate display data</li> <li>Organize or interpret (simple) data</li> <li>Extend a pattern</li> <li>Identify use of literary devices</li> <li>Identify text structure of paragraph</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> </ul>	<ul style="list-style-type: none"> <li>Compare information within or across data sets or texts</li> <li>Analyze and draw conclusions from more complex data</li> <li>Generalize a pattern</li> <li>Organize/interpret data: complex graph</li> <li>Analyze author's craft, viewpoint, or potential bias</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence or multiple works by the same author, or across genres, or time periods</li> <li>Analyze complex/abstract themes</li> <li>Gather, analyze, and organize information</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for concepts</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify conclusions made</li> </ul>	<ul style="list-style-type: none"> <li>Gather, analyze, &amp; evaluate relevancy &amp; accuracy</li> <li>Draw &amp; justify conclusions</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Formulate an original problem, given a situation</li> <li>Develop a complex model for a given situation</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Design a model to inform and solve a real-world, complex, or abstract situation</li> </ul>



## DOK Question Stems

<p><b>DOK 1</b></p> <ul style="list-style-type: none"><li>• Can you recall ___?</li><li>• When did ___ happen?</li><li>• Who was ___?</li><li>• How can you recognize ___?</li><li>• What is ___?</li><li>• How can you find the meaning of ___?</li><li>• Can you recall ___?</li><li>• Can you select ___?</li><li>• How would you write ___?</li><li>• What might you include on a list about ___?</li><li>• Who discovered ___?</li><li>• What is the formula for ___?</li><li>• Can you identify ___?</li><li>• How would you describe ___?</li></ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"><li>• Can you explain how ___ affected ___?</li><li>• How would you apply what you learned to develop ___?</li><li>• How would you compare ___?</li><li>• Contrast ___?</li><li>• How would you classify ___?</li><li>• How are ___ alike? Different?</li><li>• How would you classify the type of ___?</li><li>• What can you say about ___?</li><li>• How would you summarize ___?</li><li>• How would you summarize ___?</li><li>• What steps are needed to edit ___?</li><li>• When would you use an outline to ___?</li><li>• How would you estimate ___?</li><li>• How could you organize ___?</li><li>• What would you use to classify ___?</li><li>• What do you notice about ___?</li></ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"><li>• How is ___ related to ___?</li><li>• What conclusions can you draw ___?</li><li>• How would you adapt ___ to create a different ___?</li><li>• How would you test ___?</li><li>• Can you predict the outcome if ___?</li><li>• What is the best answer? Why?</li><li>• What conclusion can be drawn from these three texts?</li><li>• What is your interpretation of this text? Support your rationale.</li><li>• How would you describe the sequence of ___?</li><li>• What facts would you select to support ___?</li><li>• Can you elaborate on the reason ___?</li><li>• What would happen if ___?</li><li>• Can you formulate a theory for ___?</li><li>• How would you test ___?</li><li>• Can you elaborate on the reason ___?</li></ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"><li>• Write a thesis, drawing conclusions from multiple sources.</li><li>• Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.</li><li>• Write a research paper on a topic.</li><li>• Apply information from one text to another text to develop a persuasive argument.</li><li>• What information can you gather to support your idea about ___?</li><li>• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.</li><li>• DOK 4 requires time for extended thinking.</li></ul>



(Spanish)

## Preguntas DOK Para Profundizar el Conocimiento

("DOK Question Stems")

<p><b>DOK 1</b></p> <ul style="list-style-type: none"> <li>• ¿Puedes recordar ____?</li> <li>• ¿Cuándo ocurrió ____?</li> <li>• ¿Quién fue ____?</li> <li>• ¿Cómo puedes reconocer ____?</li> <li>• ¿Qué es ____?</li> <li>• ¿Cómo puedes hallar el significado de ____?</li> <li>• ¿Puedes recordar ____?</li> <li>• ¿Puedes seleccionar ____?</li> <li>• ¿Cómo escribirías ____?</li> <li>• ¿Qué incluirías en una lista acerca de ____?</li> <li>• ¿Quién descubrió ____?</li> <li>• ¿Cuál es la fórmula para ____?</li> <li>• ¿Puedes identificar ____?</li> <li>• ¿Cómo describirías a ____?</li> </ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>• ¿Puedes explicar cómo ____ afectó ____?</li> <li>• ¿Cómo aplicarías lo aprendido para desarrollar ____?</li> <li>• ¿Cómo compararías ____?</li> <li>• ¿...contrastarías ____?</li> <li>• ¿Cómo clasificarías ____?</li> <li>• ¿En qué se parecen ____? ¿En qué se diferencian?</li> <li>• ¿Cómo clasificarías este tipo de ____?</li> <li>• ¿Qué puedes decir acerca de ____?</li> <li>• ¿Cómo resumirías ____?</li> <li>• ¿Qué pasos se necesitan para editar ____?</li> <li>• ¿Cuándo utilizarías un bosquejo para ____?</li> <li>• ¿Cómo harías un estimado de ____?</li> <li>• ¿Cómo organizarías ____?</li> <li>• ¿Qué utilizarías para clasificar ____?</li> <li>• ¿Qué observas acerca de ____?</li> </ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"> <li>• ¿Cómo se relacionan ____ y ____?</li> <li>• ¿A qué conclusiones puedes llegar sobre ____?</li> <li>• ¿Cómo puedes adaptar ____ para crear un ____ diferente?</li> <li>• ¿Cómo probarías ____?</li> <li>• ¿Puedes predecir el resultado si ____?</li> <li>• ¿Cuál es la mejor respuesta? ¿Por qué?</li> <li>• ¿A qué conclusión puedes llegar a partir de estos tres textos?</li> <li>• ¿Cuál es tu interpretación de este texto? Justifica tu argumento.</li> <li>• ¿Cómo describirías la secuencia de ____?</li> <li>• ¿Qué hechos seleccionarías para respaldar ____?</li> <li>• ¿Puedes elaborar en tu razonamiento?</li> <li>• ¿Qué ocurriría si ____?</li> <li>• ¿Puedes formular una teoría para ____?</li> <li>• ¿Cómo probarías ____?</li> </ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"> <li>• Escribe una tesis utilizando diversas fuentes para llegar a conclusiones.</li> <li>• Diseña y realiza un experimento. Recopila información para desarrollar varias explicaciones para los resultados del experimento.</li> <li>• Escribe un proyecto investigativo sobre algún tema.</li> <li>• Aplica la información de un texto a otro para crear un argumento persuasivo.</li> <li>• ¿Qué información puedes recopilar para respaldar tu idea acerca de ____?</li> <li>• Una actividad a nivel DOK 4 probablemente sea realizar y escribir un proyecto investigativo o aplicar información de un texto a otro para desarrollar un argumento persuasivo.</li> <li>• DOK 4 requiere tiempo adicional para pensar.</li> </ul>





## DOK Keksyon Stems

(DOK Question Stems)

### DOK 1

- Ou ka raple \_\_\_\_?
- Kilès sa te \_\_\_\_ pase?
- Kilès ki te \_\_\_\_?
- Kouman ou rekonnèt \_\_\_\_?
- Ki sa \_\_\_\_ ye?
- Kijan ou ka jwenn siyifikasyon \_\_\_\_?
- Ou ka chonje \_\_\_\_?
- Ou ka chwazi \_\_\_\_?
- Kouman ou ta ekri \_\_\_\_?
- Kisa ou ka enkli nan yon lis sou \_\_\_\_?
- Kilès ki te dekouvri \_\_\_\_?
- Kisa ki fòmil pou \_\_\_\_?
- Ou ka idantifye \_\_\_\_?
- Kouman ou ta dekri \_\_\_\_?

### DOK 2

- Ou ka esplike kouman \_\_\_\_ te afekte \_\_\_\_?
- Kouman ou ta aplike sa ou te aprann pou devlope \_\_\_\_?
- Kouman ou ta konpare \_\_\_\_? Opoze \_\_\_\_?
- Kouman ou ta klasifye \_\_\_\_?
- Kijan yo \_\_\_\_ sanble? Diferan?
- Kouman ou ta klasifye tip \_\_\_\_?
- Kisa ou ka di sou \_\_\_\_?
- Kouman ou ta rezime \_\_\_\_?
- Kouman ou ta rezime \_\_\_\_?
- Ki etap ki nesesè pou edite \_\_\_\_?
- Kouman ou ta itilize yon plan pou \_\_\_\_?
- Kouman ou ta evalye \_\_\_\_?
- Kouman ou ta òganize \_\_\_\_?
- Kisa ou ta itilize pou klasifye \_\_\_\_?
- Kisa ou remake sou \_\_\_\_?

### DOK 3

- Ki jan \_\_\_\_ rapòte ak \_\_\_\_?
- Ki konklizyon ou ka tire \_\_\_\_?
- Kouman ou ta adapte \_\_\_\_ pou kreye yon diferan \_\_\_\_?
- Kouman ou ta teste \_\_\_\_?
- Kouman ou ka predi rezilta, konklizyon si \_\_\_\_?
- Ki meyè repons-la? Poukisa?
- Ki konklizyon yo ka tire de twa tèks sa-yo?
- Ki entèpretasyon ou ta bay tèks-sa-yo? Bay rezon pou sipòte entèpretasyon-ou.
- Kouman ou ta dekri sekans \_\_\_\_?
- Ki fè reyèl ou ta chwazi pou sipòte \_\_\_\_?
- Ou ka elabore sou rezon-an \_\_\_\_?
- Kisa ki ta pase si \_\_\_\_?
- Ou ka fòmile yon teyori pou \_\_\_\_?
- Kouman ou ta teste \_\_\_\_?
- Ou ka elabore sou rezon-an \_\_\_\_?

### DOK 4

- Ekri yon tèz, tire konklizyon de plizyè sous.
- Konsevwa epi fè yon esperyans. Kolekte enfòmasyon avèk lide devlope espikasyon altènatif pou verifye rezilta esperyans-la.
- Redije yon dokiman de rechèch sou yon sijè.
- Aplike enfòmasyon de yon tèks a yon lòt pou prezante yon agiman konvenkan (pou pèswade).
- Ki enfòmasyon ou ka kolekte pou sipòte lide-ou sou \_\_\_\_?
- Keksyon DOK 4 va pwobableman sèvi pou redije yon dokiman de rechèch oswa aplike enfòmasyon de yon tèks a yon lòt pou prezante yon agiman konvenkan (pou pèswade).
- DOK 4 ekzije plis tan pou refleksyon.



## Perguntas Base de DOK

(DOK Question Stems)

### DOK 1

- Você lembra \_\_\_?
- Quando \_\_\_ aconteceu?
- Quem foi/era/estava \_\_\_?
- Como você pode reconhecer \_\_\_?
- O que é \_\_\_?
- Como você pode encontrar o significado de \_\_\_?
- Você pode selecionar \_\_\_?
- Como você escreveria \_\_\_?
- O que você incluiria em uma lista sobre \_\_\_?
- Quem descobriu \_\_\_?
- Qual é a fórmula para \_\_\_?
- Você pode identificar \_\_\_?
- Como você descreveria \_\_\_?

### DOK 2

- Você pode explicar como \_\_\_ afetou \_\_\_?
- Como você aplicaria o que aprendeu para desenvolver \_\_\_?
- Como você faria a comparação \_\_\_? Contraste \_\_\_?
- Como você classificaria \_\_\_?
- Qual a semelhança entre \_\_\_? Diferença?
- Como você classificaria o tipo de \_\_\_?
- O que você pode dizer sobre \_\_\_?
- Como você resumiria \_\_\_?
- Quais são os passos necessários para editar \_\_\_?
- Quando você usaria um esboço para \_\_\_?
- Como você faria uma estimativa de \_\_\_?
- Como você poderia organizar \_\_\_?
- O que você usaria para classificar \_\_\_?
- O que você observa sobre \_\_\_?

### DOK 3

- Como o(a) \_\_\_ está relacionado(a) com \_\_\_?
- Que conclusões você pode tirar \_\_\_?
- Como você adaptaria \_\_\_ para criar um(a) \_\_\_ diferente?
- Como você testaria \_\_\_?
- Você pode prever o resultado se \_\_\_?
- Qual é a melhor resposta? Por que?
- Que conclusão pode ser tirada destes três textos?
- Qual é a sua interpretação deste texto? Explique o seu raciocínio.
- Como você descreveria a sequência de \_\_\_?
- Que fatos você escolheria para apoiar \_\_\_?
- Você pode explicar em detalhes a razão \_\_\_?
- O que aconteceria se \_\_\_?
- Você pode formular uma teoria para \_\_\_?

### DOK 4

- Escreva uma tese, extraindo conclusões de múltiplas fontes.
- Planeje e realize um experimento. Colete informações para desenvolver explicações alternativas para os resultados do experimento.
- Escreva um trabalho de pesquisa sobre um tema.
- Aplique informações de um texto para outro para formar um argumento persuasivo.
- Que informações você pode coletar para apoiar a sua idéia sobre \_\_\_?
- DOK 4 seria mais provável a redação de um trabalho de pesquisa ou a aplicação de informações de um texto para outro para formar um argumento persuasivo.
- DOK 4 exige tempo para reflexão prolongada.





**ESOL Instructional Strategies Matrix**  
(How We Teach is as Important as *What* We Teach)

<b>A</b> Accommodations	<b>B</b> Clear Communication	<b>C</b> Assessments	<b>D</b> Vocabulary	<b>E</b> Collaboration & Conversation	<b>F</b> Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	<b>Grouping Configurations:</b> E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
<b>G</b> Context Embedded Supports & Close Reading		<b>H</b> Multimodal & Multimedia		<b>I</b> Advance Organizers	<b>J</b> Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants	

# 21<sup>ST</sup> CENTURY SKILLS

## EVERY GROUP PROJECT



## IN SCHOOL YOU HAVE EVER DONE

- Practice Problem-Solving in Teams



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# Language is a Means ... Not an End



Sam Landrian

# WHEN LEARNING

# SHOULD BE REAL



Students in the Marjory Stoneman Douglas High School debate program prepare for a competition.  
Courtesy of Katherine Guerra



Last fall, they debated gun control in class. Now, they debate lawmakers on TV.



BY KYRA GURNEY  
[kgurney@miamiherald.com](mailto:kgurney@miamiherald.com)



February 23, 2018 10:00 AM  
Updated February 25, 2018 07:52 PM



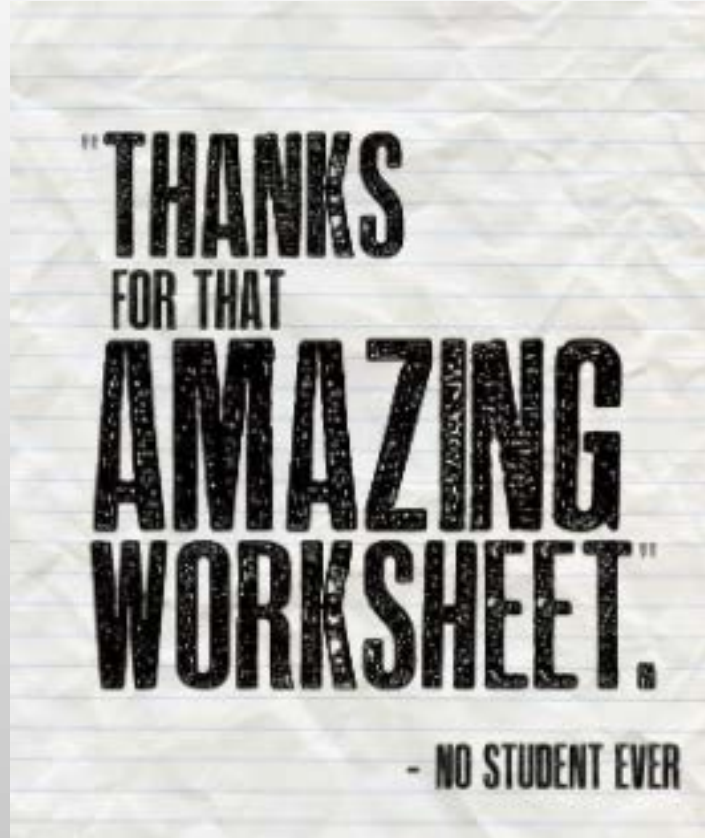
When students at Marjory Stoneman Douglas High debated gun control in class last November, they never imagined they were preparing to lead a national discussion on how to prevent school shootings.



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**Jenna Moniz**

jenna.moniz@browardschools.com

Atlantic Technical College

Broward County Public Schools

(754) 321-5248

