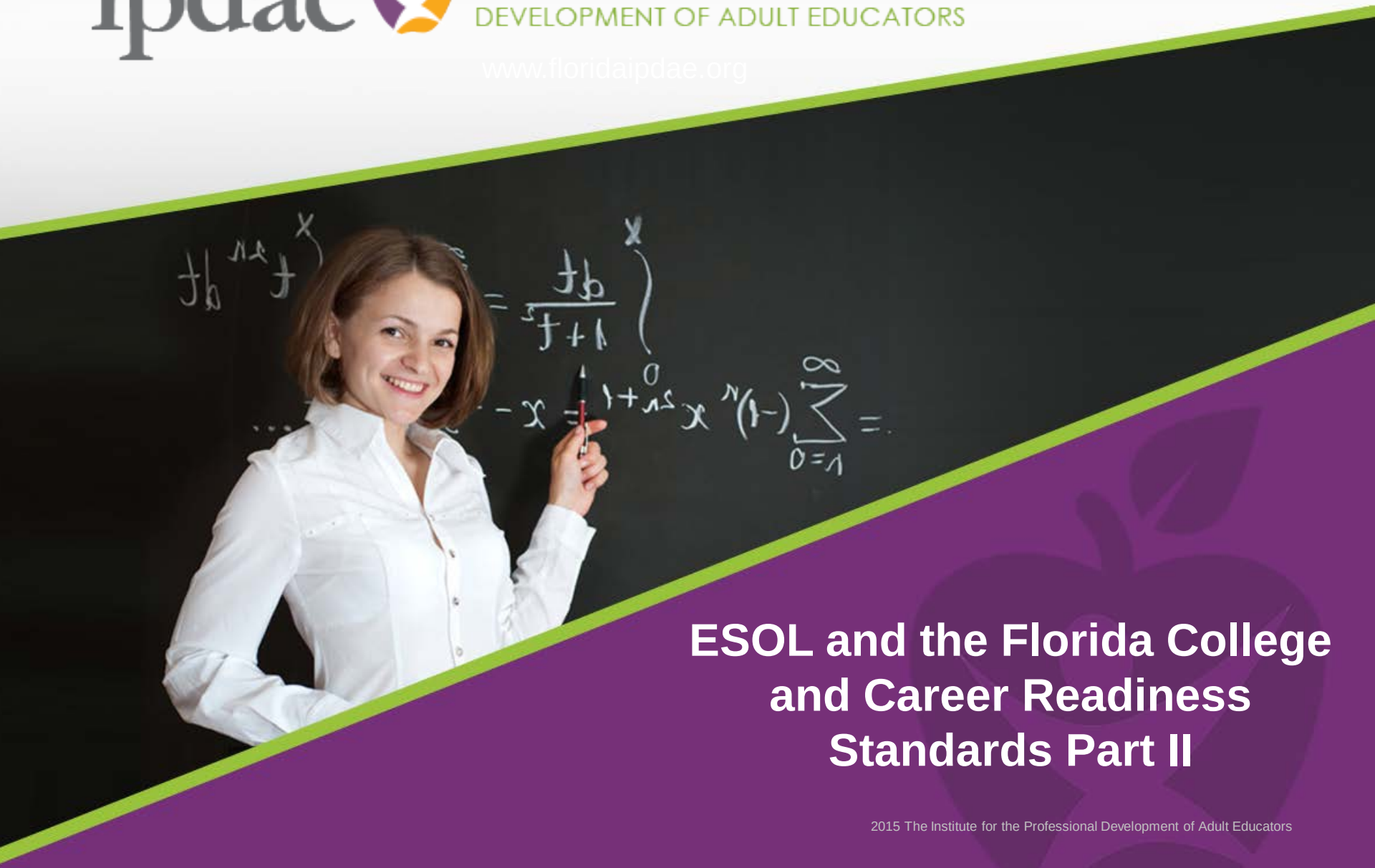
ipdae

INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

www.floridaipdae.org



ESOL and the Florida College and Career Readiness Standards Part II

2015 The Institute for the Professional Development of Adult Educators

Objectives

- Examine the changes in the Advanced ESOL standards
- Examine the CCR Speaking and Listening and Language 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

2015 The Institute for the Professional Development of Adult Educators

Let's Review

During Part I of the ESOL and College and Career Readiness Standards webinar we:

- Examined the changes in the Reading CCR Standards
- Examined the changes in the Writing CCR Standards
- Reviewed instructional resources to support the Reading and Writing CCR Standards

2015 The Institute for the Professional Development of Adult Educators

Advanced ESOL CCR Language Standards

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

2015 The Institute for the Professional Development of Adult Educators

Advanced ESOL CCR Language Standards (cont'd)

- 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?

2015 The Institute for the Professional Development of Adult Educators

Academic Vocabulary and Academic Discourse

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)*

2015 The Institute for the Professional Development of Adult Educators

Teach Grammar from Context

- 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

2015 The Institute for the Professional Development of Adult Educators

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

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
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.				**CCR.LA.ABE.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR.LA.ABE.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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					

2015 The Institute for the Professional Development of Adult Educators

Advanced ESOL CCR Standards for Speaking and Listening

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**.

2015 The Institute for the Professional Development of Adult Educators

CCRS Speaking and Listening Crosswalk

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

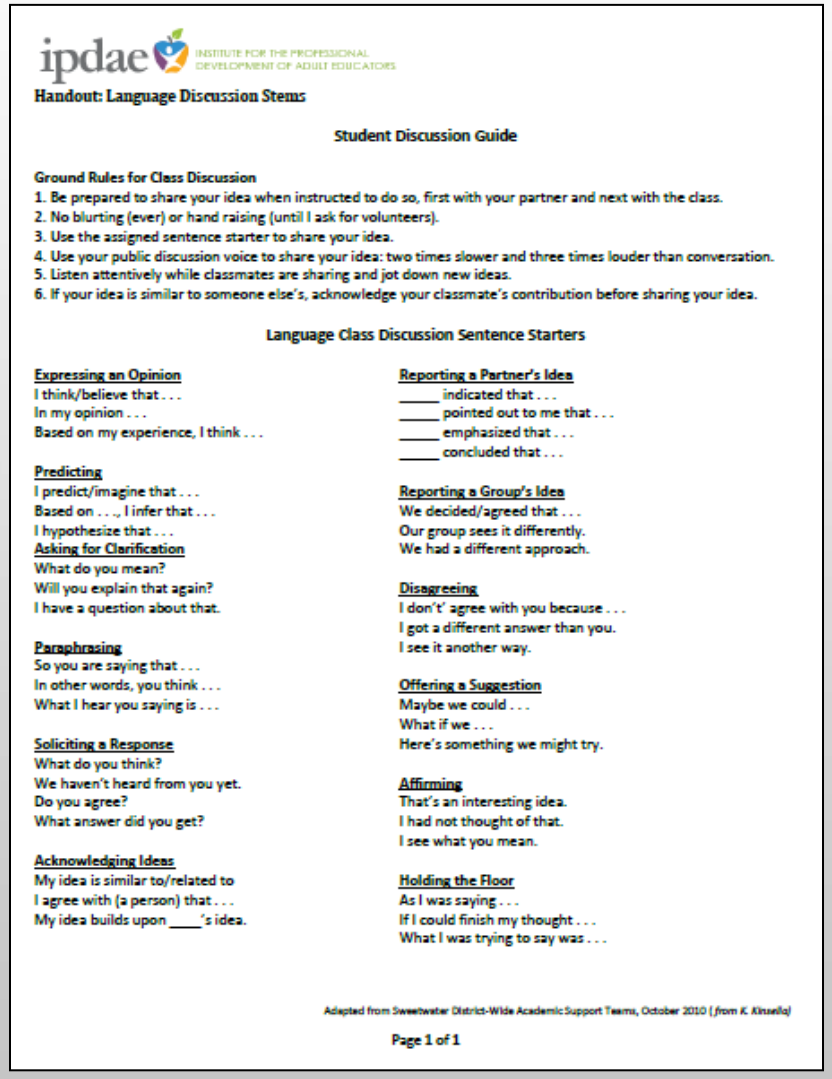
Handout: CCRS Speaking and Listening Crosswalk

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., *My áddress is 312 Date Street.* vs. *Please addréss 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				

2015 The Institute for the Professional Development of Adult Educators

Language Discussion Stems



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

Expressing an Opinion
I think/believe that . . .
In my opinion . . .
Based on my experience, I think . . .

Predicting
I predict/imagine that . . .
Based on . . ., I infer that . . .
I hypothesize that . . .

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Paraphrasing
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response
What do you think?
We haven't heard from you yet.
Do you agree?
What answer did you get?

Acknowledging Ideas
My idea is similar to/related to
I agree with (a person) that . . .
My idea builds upon ____'s idea.

Reporting a Partner's Idea
_____ indicated that . . .
_____ pointed out to me that . . .
_____ emphasized that . . .
_____ concluded that . . .

Reporting a Group's Idea
We decided/agreed that . . .
Our group sees it differently.
We had a different approach.

Disagreeing
I don't' agree with you because . . .
I got a different answer than you.
I see it another way.

Offering a Suggestion
Maybe we could . . .
What if we . . .
Here's something we might try.

Affirming
That's an interesting idea.
I had not thought of that.
I see what you mean.

Holding the Floor
As I was saying . . .
If I could finish my thought . . .
What I was trying to say was . . .

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

Page 1 of 1

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

2015 The Institute for the Professional Development of Adult Educators

Practice with Key Shifts

ELA/LITERACY SHIFTS

2015 The Institute for the Professional Development of Adult Educators

- **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

2015 The Institute for the Professional Development of Adult Educators

ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

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
What types of text do you have your ESOL students read? (informational, literary, etc.)		▪ 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

2015 The Institute for the Professional Development of Adult Educators

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

2015 The Institute for the Professional Development of Adult Educators

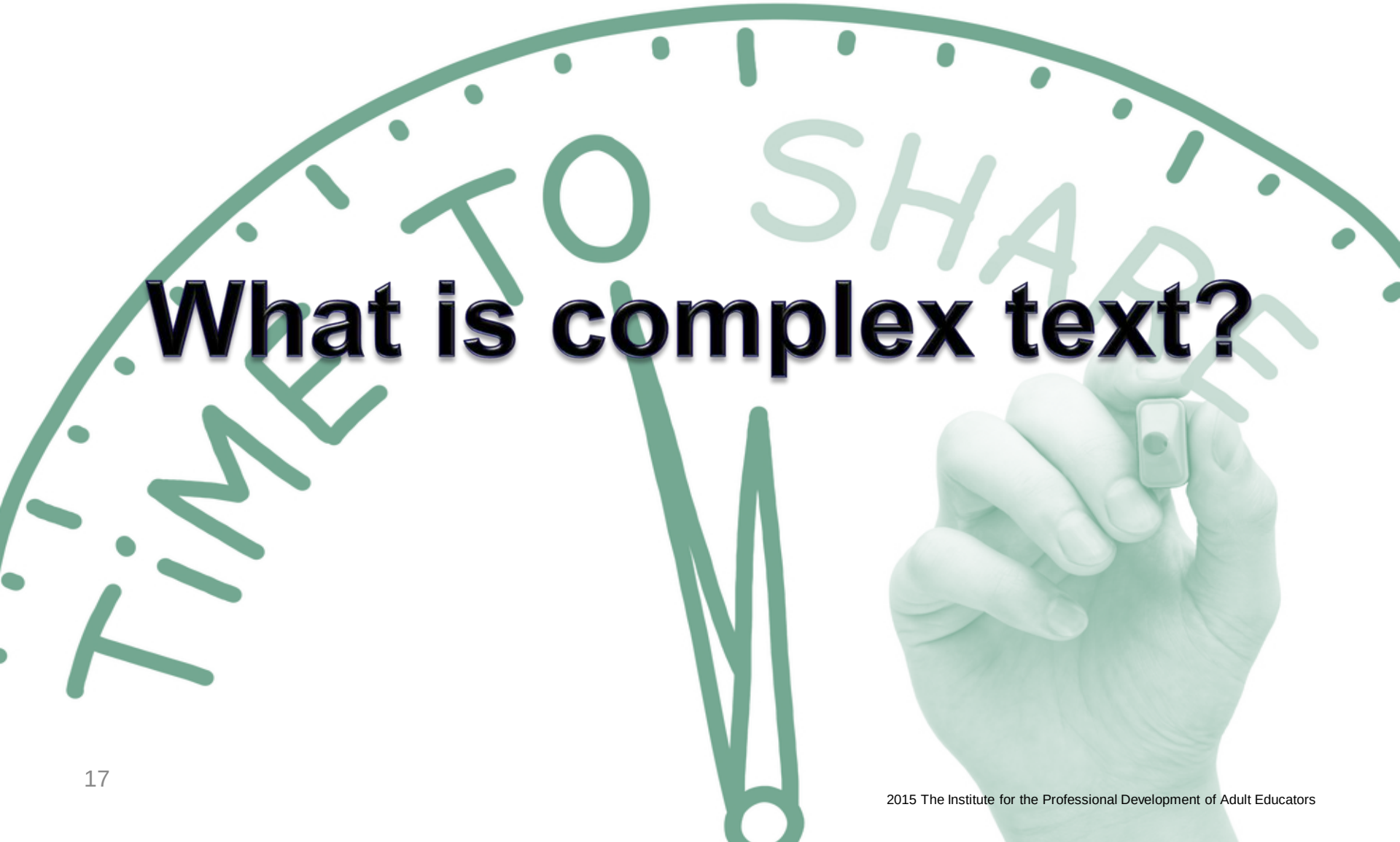
Implications for Instruction

- 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?

2015 The Institute for the Professional Development of Adult Educators

What is complex text?



2015 The Institute for the Professional Development of Adult Educators

What makes text Complex ?

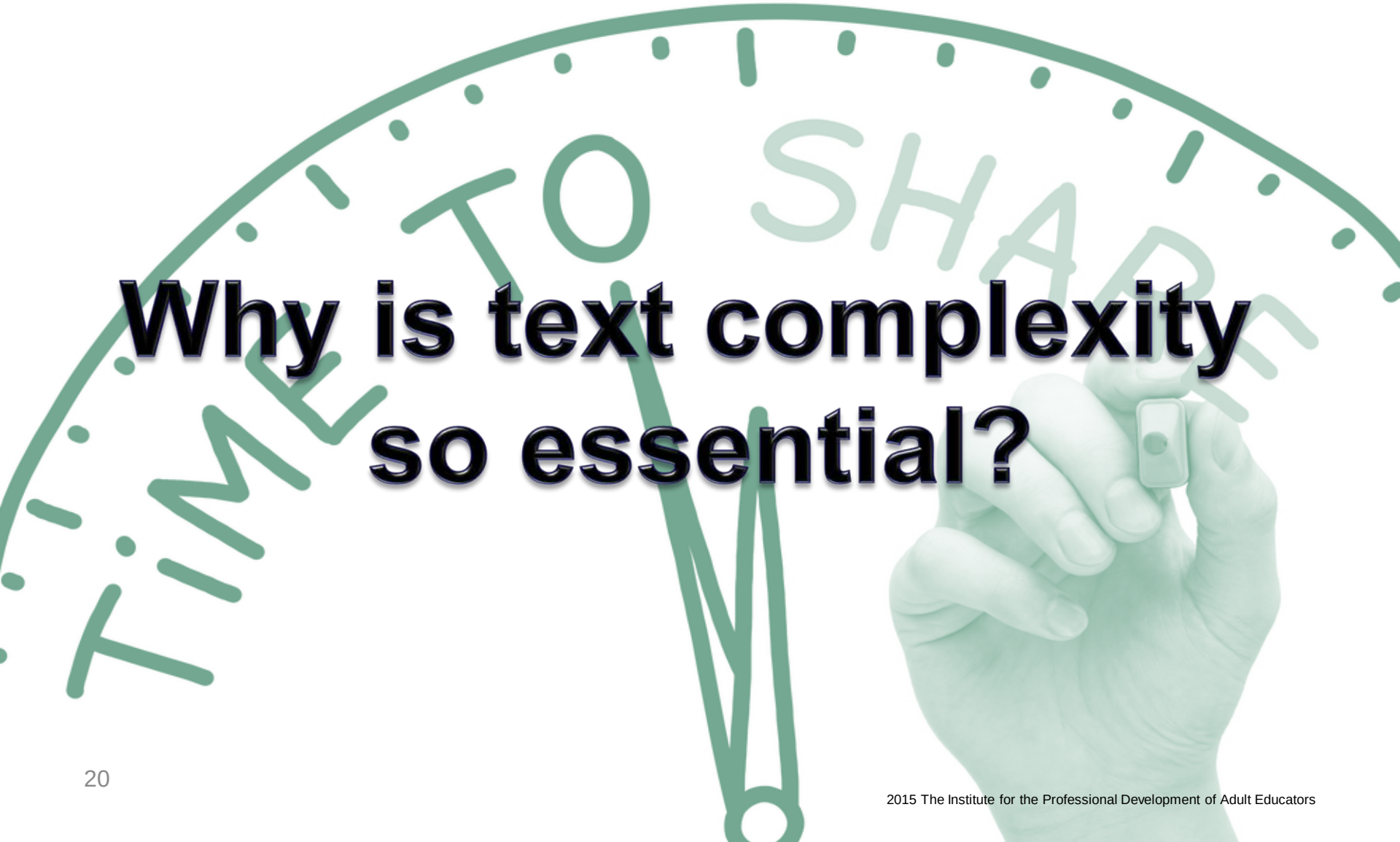
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Lengthy paragraphs
- Text structure that is less narrative and/or mixes structures

2015 The Institute for the Professional Development of Adult Educators

What makes text Complex ? (cont.)

- 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

2015 The Institute for the Professional Development of Adult Educators



Why is text complexity so essential?

2015 The Institute for the Professional Development of Adult Educators

Why is Complex Text Important?

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.

2015 The Institute for the Professional Development of Adult Educators

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

2015 The Institute for the Professional Development of Adult Educators

Implications for Instruction

- 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**.

2015 The Institute for the Professional Development of Adult Educators

Defining 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?

2015 The Institute for the Professional Development of Adult Educators

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?

2015 The Institute for the Professional Development of Adult Educators

BANCROFT COPY OF THE GETTYSBURG ADDRESS:

Four score 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.

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.

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 here 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.

2015 The Institute for the Professional Development of Adult Educators

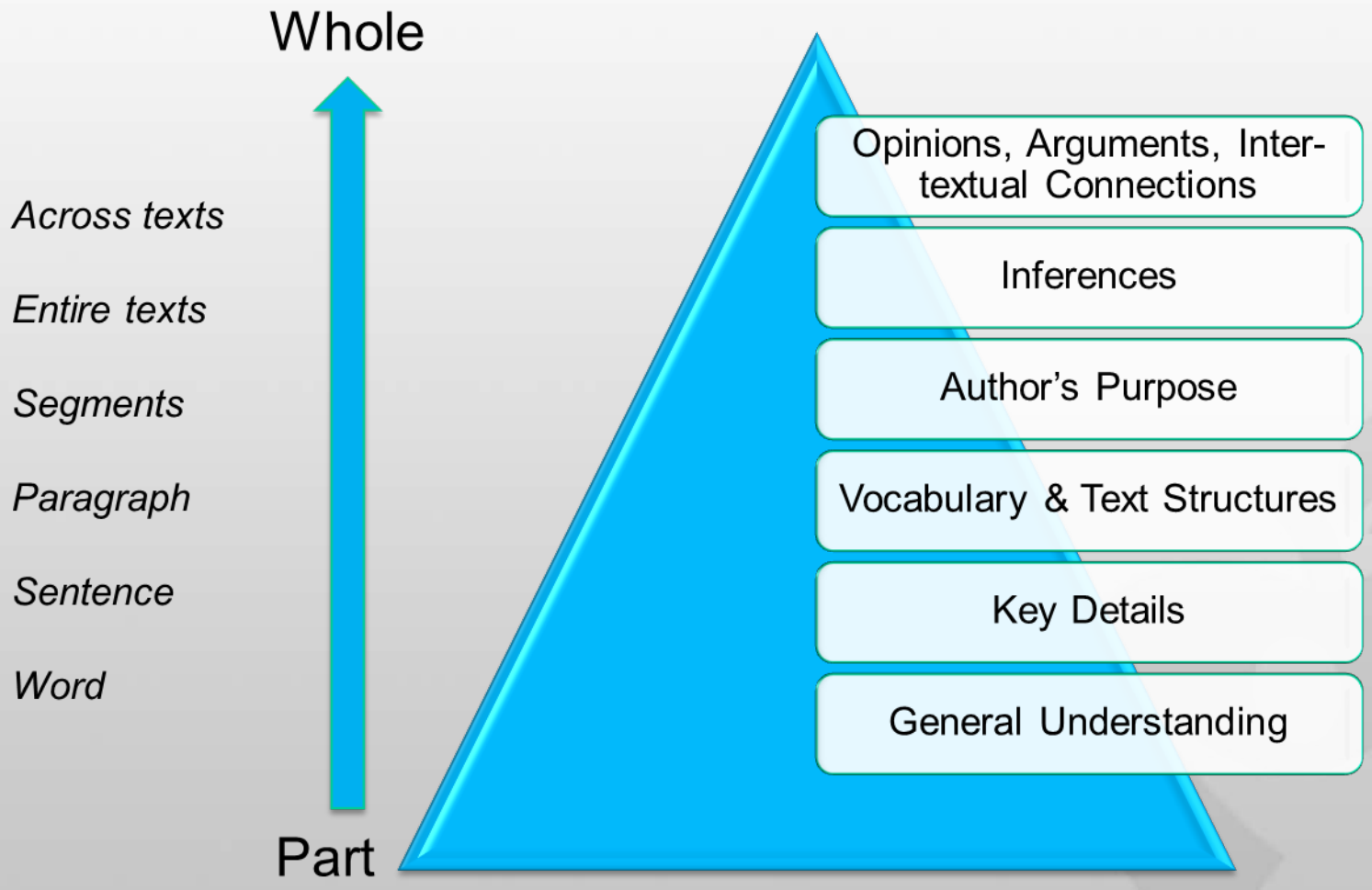
Answering Text-Dependent Questions

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.

2015 The Institute for the Professional Development of Adult Educators

Progression of Text-Dependent Questions



2015 The Institute for the Professional Development of Adult Educators

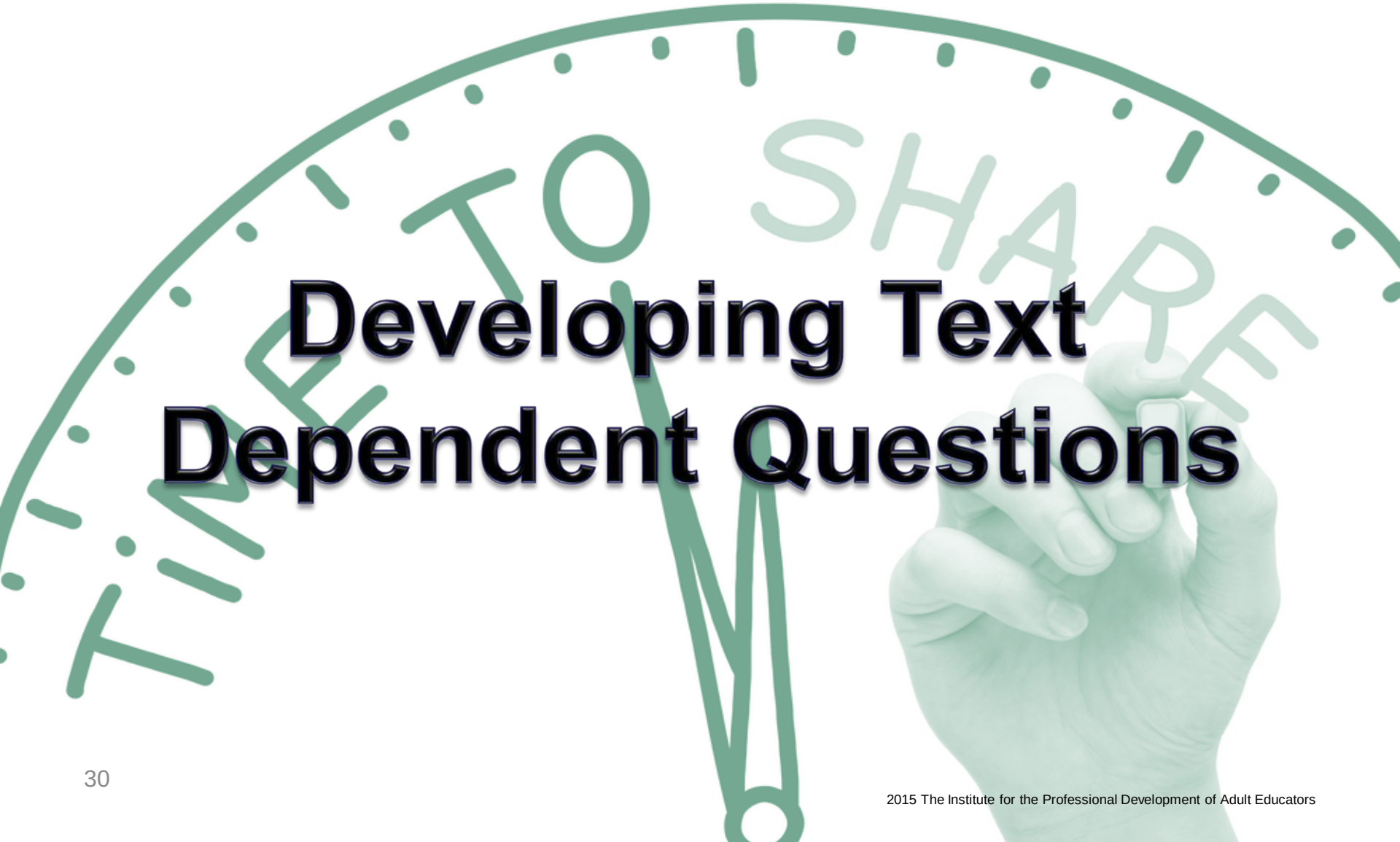
Question Types

- **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.)

2015 The Institute for the Professional Development of Adult Educators



Developing Text Dependent Questions

2015 The Institute for the Professional Development of Adult Educators

Evidence is about writing as well

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?

2015 The Institute for the Professional Development of Adult Educators

Evidence is about writing as well

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.

2015 The Institute for the Professional Development of Adult Educators

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

2015 The Institute for the Professional Development of Adult Educators

Implications for Instruction

- 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?

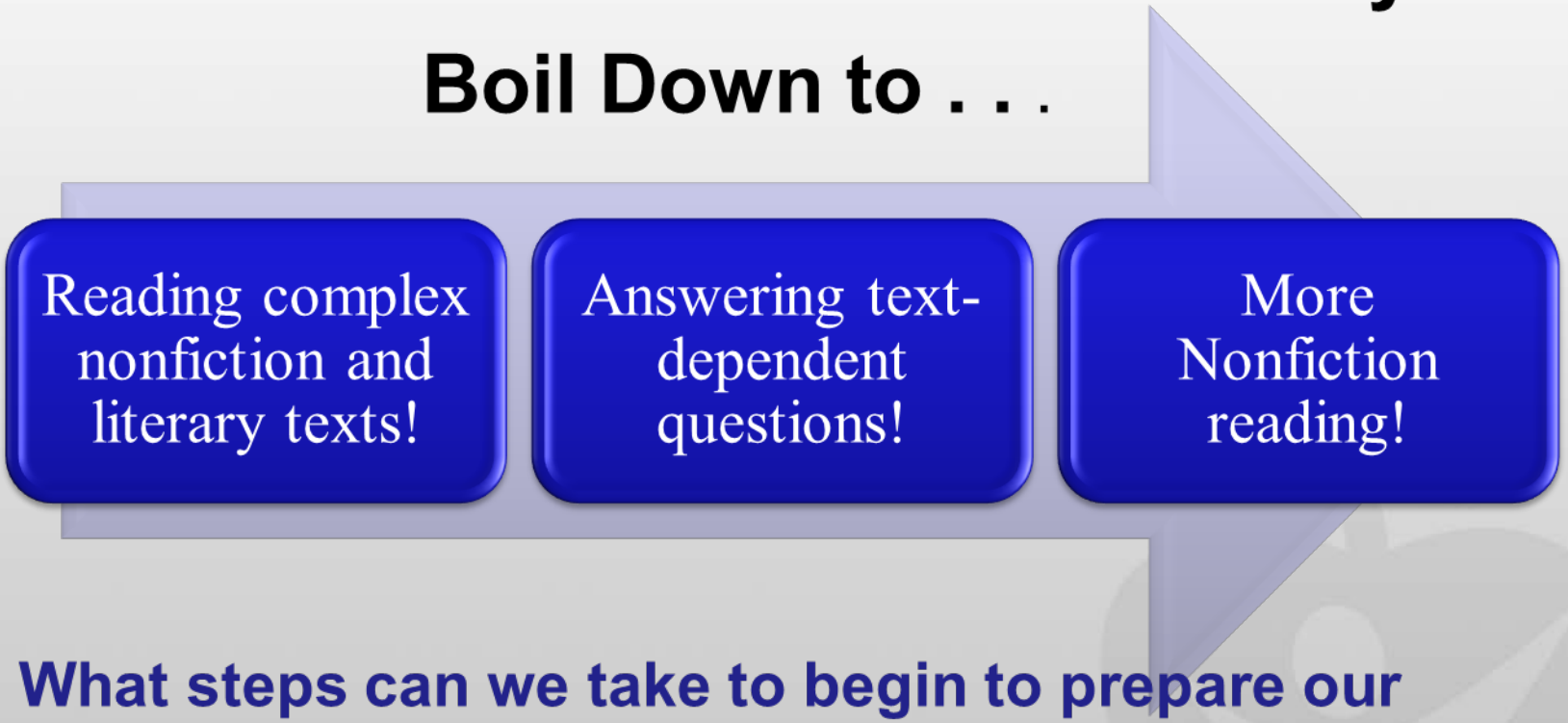
2015 The Institute for the Professional Development of Adult Educators

Why is reading non-fiction text important?

- 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.

2015 The Institute for the Professional Development of Adult Educators

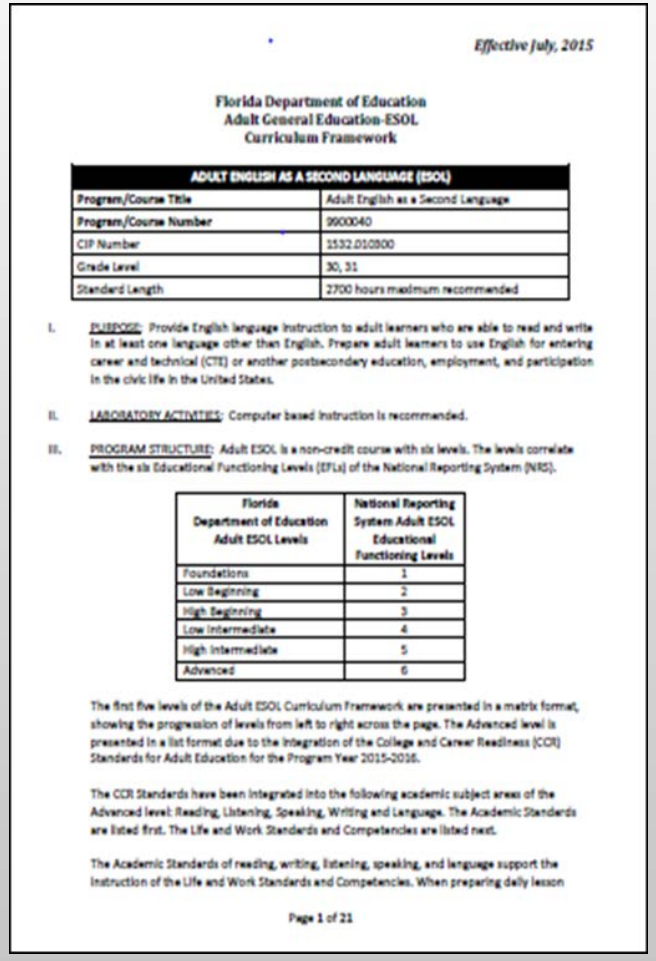
Three Shifts in CCRS ELA/Literacy Boil Down to . . .



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

2015 The Institute for the Professional Development of Adult Educators

The CCR Standards: How do they Connect?



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	1532.010800
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).

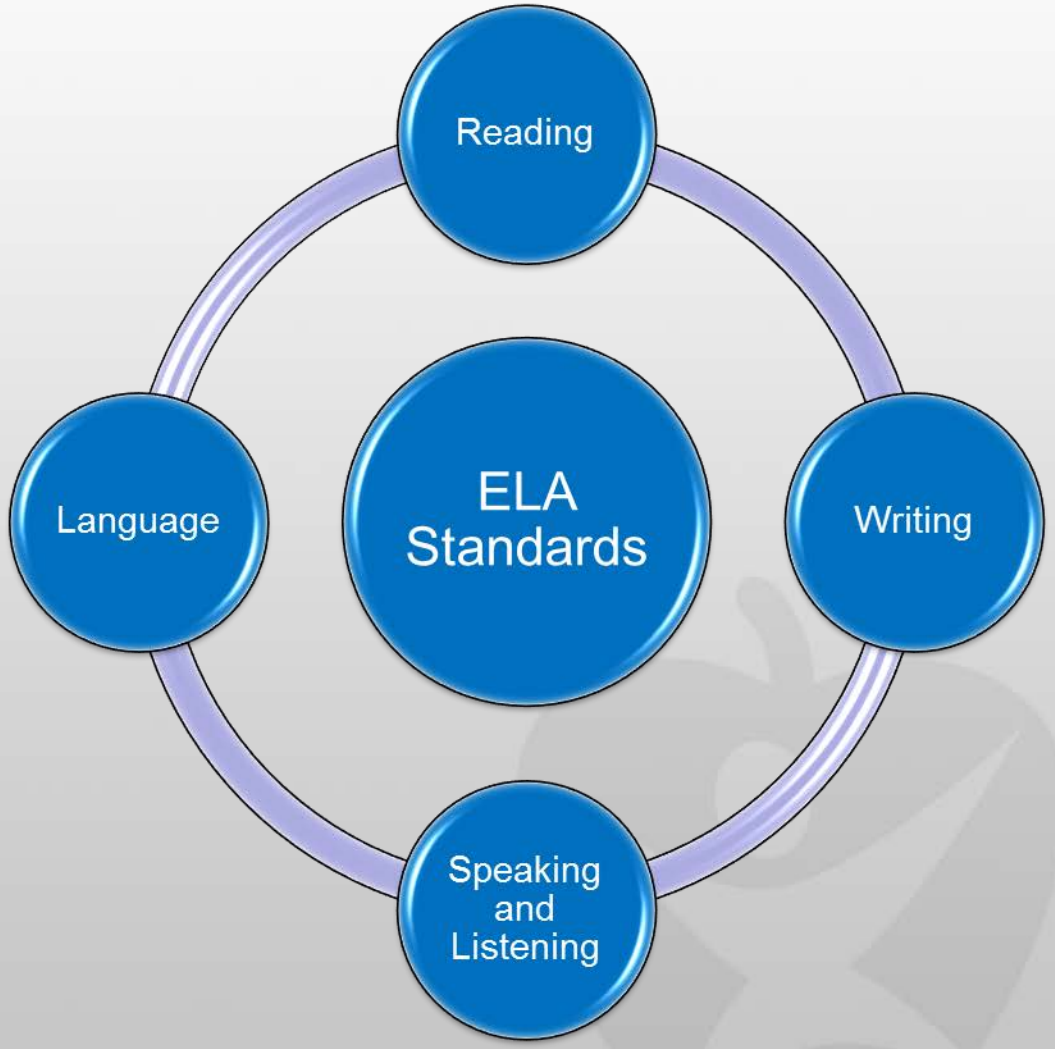
Florida Department of Education Adult ESOL Levels	National Reporting System Adult ESOL Educational Functioning Levels
Foundations	1
Low Beginning	2
High Beginning	3
Low Intermediate	4
High Intermediate	5
Advanced	6

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

Page 1 of 21



2015 The Institute for the Professional Development of Adult Educators

What's In and What's 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

Provided by Susan Pimentel

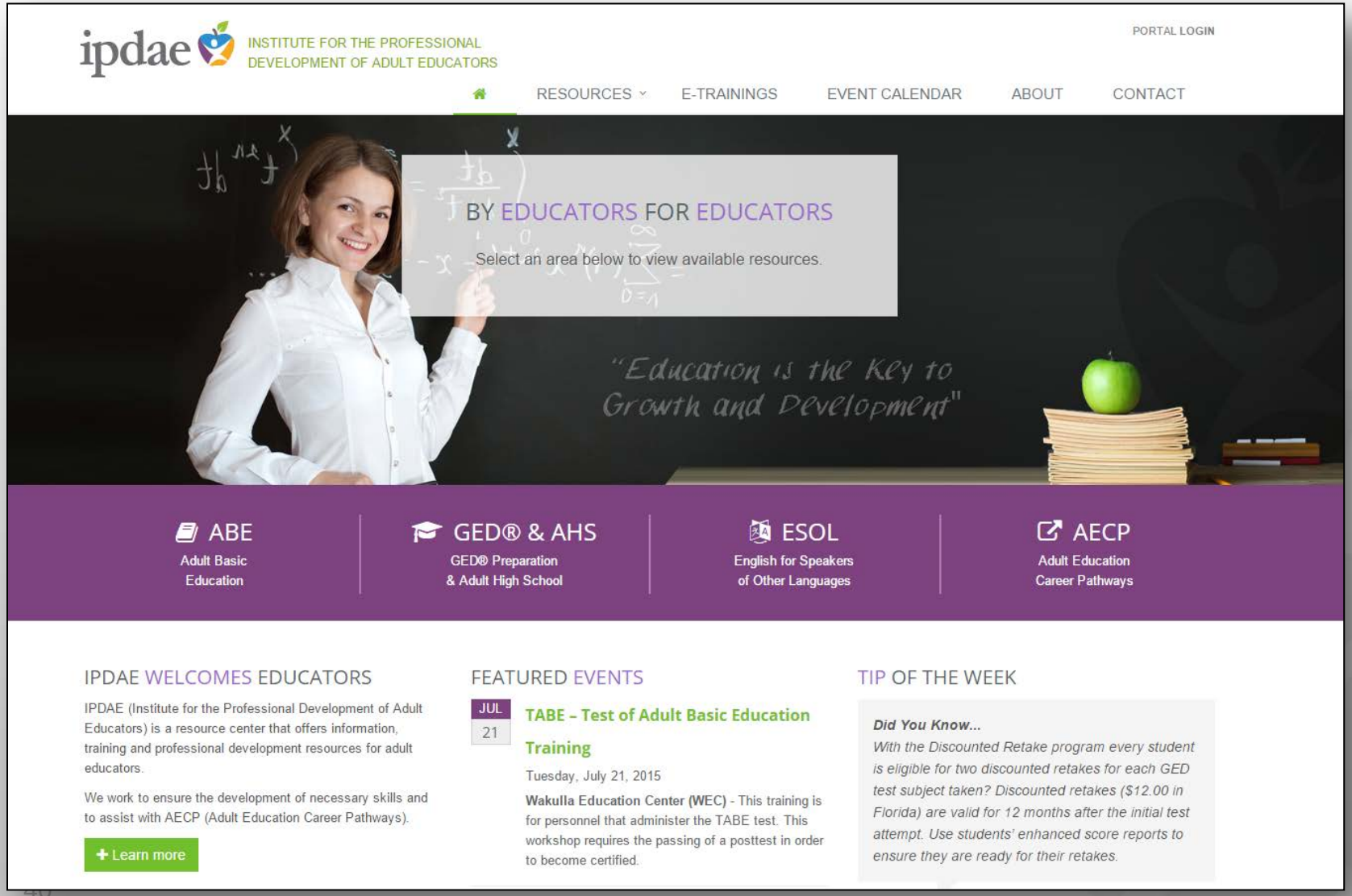
2015 The Institute for the Professional Development of Adult Educators

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

2015 The Institute for the Professional Development of Adult Educators

ipdae
BY EDUCATORS FOR EDUCATORS



2015 The Institute for the Professional Development of Adult Educators

2015 The Institute for the Professional Development of Adult Educators

“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

2015 The Institute for the Professional Development of Adult Educators