

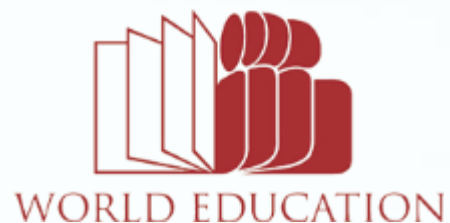
**College and Career Readiness Standards
for Adult Education:
Addressing the ELA Instructional Shifts with
high-level readers/writers**

March 12, 2014

NELRC ELA Group

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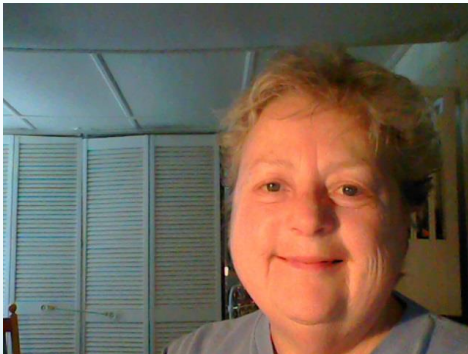


Today's Co-Presenters

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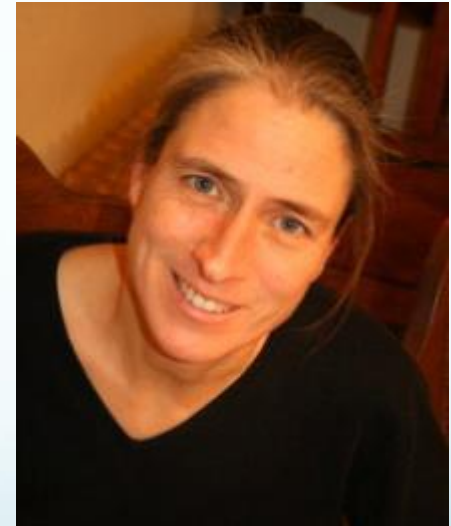
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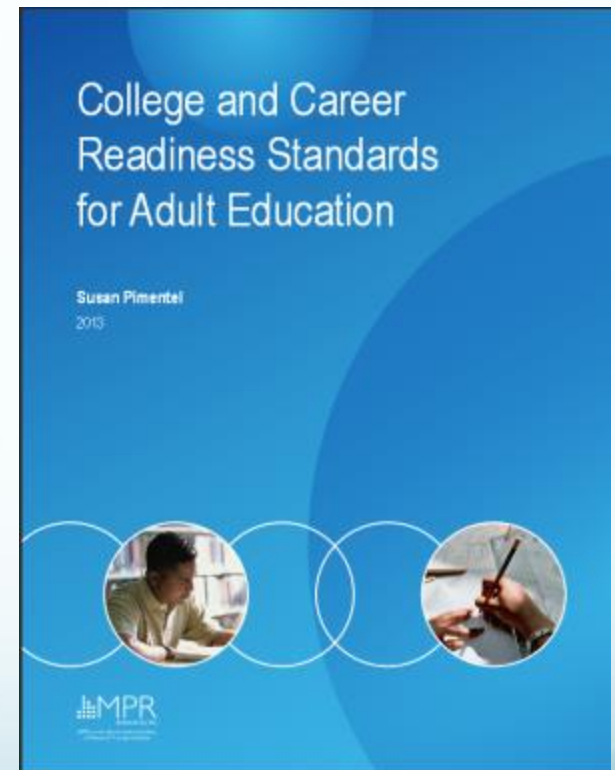
Editor, The Change Agent

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Getting oriented

- The Common Core vs. College and Career Readiness Standards
- The Instructional Shifts are expectations of teachers (vs. standards as expectations of students)



Why focus on the instructional shifts?

- They provide the opportunity to focus on analysis, evidence for opinions, and higher order thinking across the levels and to foreground those as essential aspects of ELA.
- They address a regional interest in supporting college and career readiness and in bridging the current gap.
- CCR standards are the anchor for all new assessments

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The 3 interrelated ELA Instructional Shifts

1 – Complexity: *Regular practice with complex TEXT and its academic LANGUAGE*

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

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

How can adult education teachers implement these interrelated “instructional shifts” in the decisions they make about what - and how - to teach?

By focusing on *their students’ purposes for learning*

Guided by our Students' Learning Purposes...

We can make instructional decisions and plan learning activities that integrate the shifts:

- What content knowledge will students need in order to meet their learning purposes?
- What tasks can I plan that will allow them to apply that content knowledge in a meaningful context?
- What kinds of text will I choose for students to “carefully examine” in order to acquire that content knowledge?
- What **knowledge, skills and strategies** will I teach them to read that text with comprehension?
- What **language** in the text will I target for direct instruction?
- What **writing/speaking skills** will I teach so students can show evidence that they have acquired and can use new content knowledge?

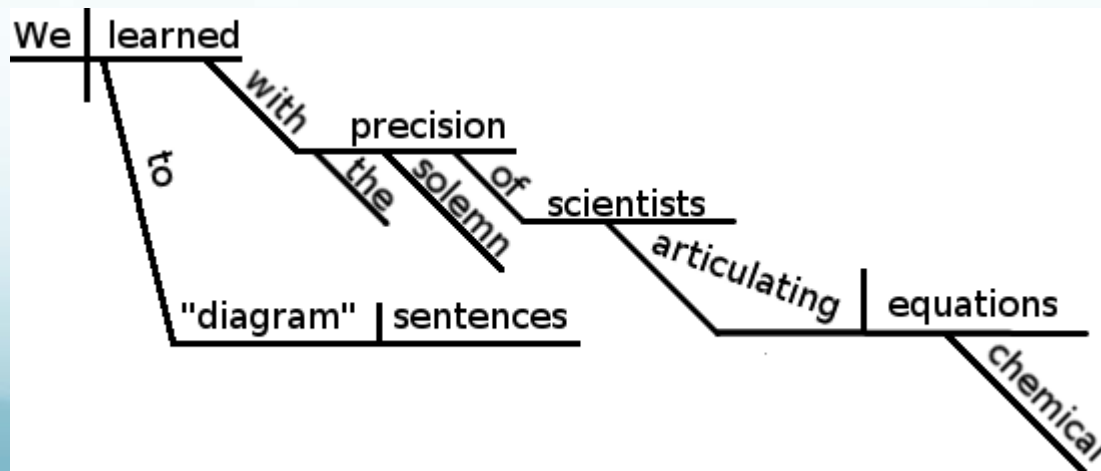
A CLOSER LOOK AT COMPLEXITY

Complexity: *Regular practice with complex TEXT and its academic LANGUAGE* exposing students to

- appropriately complex texts
- frequently encountered academic vocabulary—language common to complex texts across the disciplines of literature, science, history, and the arts.

What makes a **text** more (or less) complex?

- Consider its **CONTENT** (number, quality, depth of ideas, concepts, propositions, etc.)
- Consider its **FORM** (formal elements of its structure; inclusion of charts, graphs, tables, and other ways of displaying information as well as “straight text”; etc.)



How can teachers decide what is “appropriately complex text”?

- Use formative assessment strategies with students (like *The Informal Reading Inventory*), and your own professional wisdom, to decide the text complexity level your students can handle.
- Use a ***Quantitative Measurement Tool*** to assess the reading level of the text you are considering.
- Use a ***Qualitative Measurement Tool*** to assess the reading level of the text you are considering.

Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
2nd – 3rd (B)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th (D)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific Text Features: If used, are essential in understanding content Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits Text Features: If used, directly enhances the reader's understanding of content Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological Text Features: If used, enhance the reader's understanding of content Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> Conventionality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
PURPOSE	<ul style="list-style-type: none"> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Task and context??

So COMPLEXITY is also about the level of “cognitive complexity” or “demand on your brain” of different reading and writing activities and situations.



What makes a **task** more (or less) complex?

- Is it familiar? Have I ever done anything like it before? Seen someone else do it?
- How many different skills do I have to use at the same time?
- How “high stakes” is it? What are the consequences if I don’t succeed?
- Is anyone helping me with it?
- Where am I doing this task? How comfortable am I there?
- Is there an “audience” for what I’m doing? Can I see them? Are they familiar to me? What do they expect from me?
- Are there actual or potential distractions in the environment?
- What other obstacles might I have to deal with?

Stop for a chat?

- How do you make sure that text and task are “challenging, but not too difficult” so that your students will be able to learn from them?



A CLOSER LOOK AT EVIDENCE

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



For writing, the focus is on analyzing sources and conducting research... The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience.

A CLOSER LOOK AT EVIDENCE

- For reading, the focus is on students' ability to cite evidence from texts to present careful analyses, well-defended claims, and clear information.
- For speaking and listening, the focus is on purposeful academic talk, in which students contribute accurate, relevant information about a multitude of ideas they have studied or researched in various domains.

A CLOSER LOOK AT KNOWLEDGE

Knowledge: *Building knowledge through content-rich nonfiction*

- an extended focus on literacy – i.e., independent reading and comprehension of informational text -- in the domains of science, history, technical subject areas – and any other kinds of information our students want to understand

How can teachers decide what is “appropriately complex” content?

- Look at what the CCRS/A authors say: *works of exceptional craft and thought whose range extends across genres, cultures, and centuries.*
- Look at key documents of US History, Civics and Government, social and environmental sciences, economics, world cultures, etc.
- Check out publishers’ textbooks designed for new HSE Test preparation to find level-appropriate reading materials in relevant content areas
- Look at *Authentic Texts* that students need or want to read

Some Places To Find Informational Text in These Knowledge Domains:

The Annenberg Foundation. *Annenberg Learner*

<http://www.annenberglearner.org>

Khan Academy

<http://khanacademy.org>

Open Educational Resources (OER) Commons

<http://www.oercommons.org/>

WGBH Educational Foundation/National Science Foundation. Teachers' Domain

<http://www.teachersdomain.org/collection/kypl/kyaded/>

WorkKeys

<http://www.act.org/products/workforce-act-workkeys/>

Some Places To Find Authentic Text

- This I Believe <http://thisibelieve.org/>
- National Public Radio www.npr.org
- NY Times Science pages
<http://www.nytimes.com/pages/science/>
- National Geographic
<http://www.nationalgeographic.com/>
- National Geographic's Center for Geo-Education
<http://education.nationalgeographic.com/>

About teaching -- to reiterate:

Implementing these interrelated “instructional shifts” in the decisions we make about what/how to teach, and in the learning activities we plan, means . . .

- Teaching our students how to clarify their own reading/writing/speaking purposes, and the specific tasks that they want to accomplish by using these skills, across a variety of interests and disciplines
- Focusing on our students' self-identified learning purposes and planning teaching/learning activities around what our students will do, and what we will teach them, so that they can effectively use targeted skill(s) to meet those purposes.
- Teaching our students strategies for reading, writing/speaking about, and learning from content-rich nonfiction related to their self-identified goals/purposes and tasks

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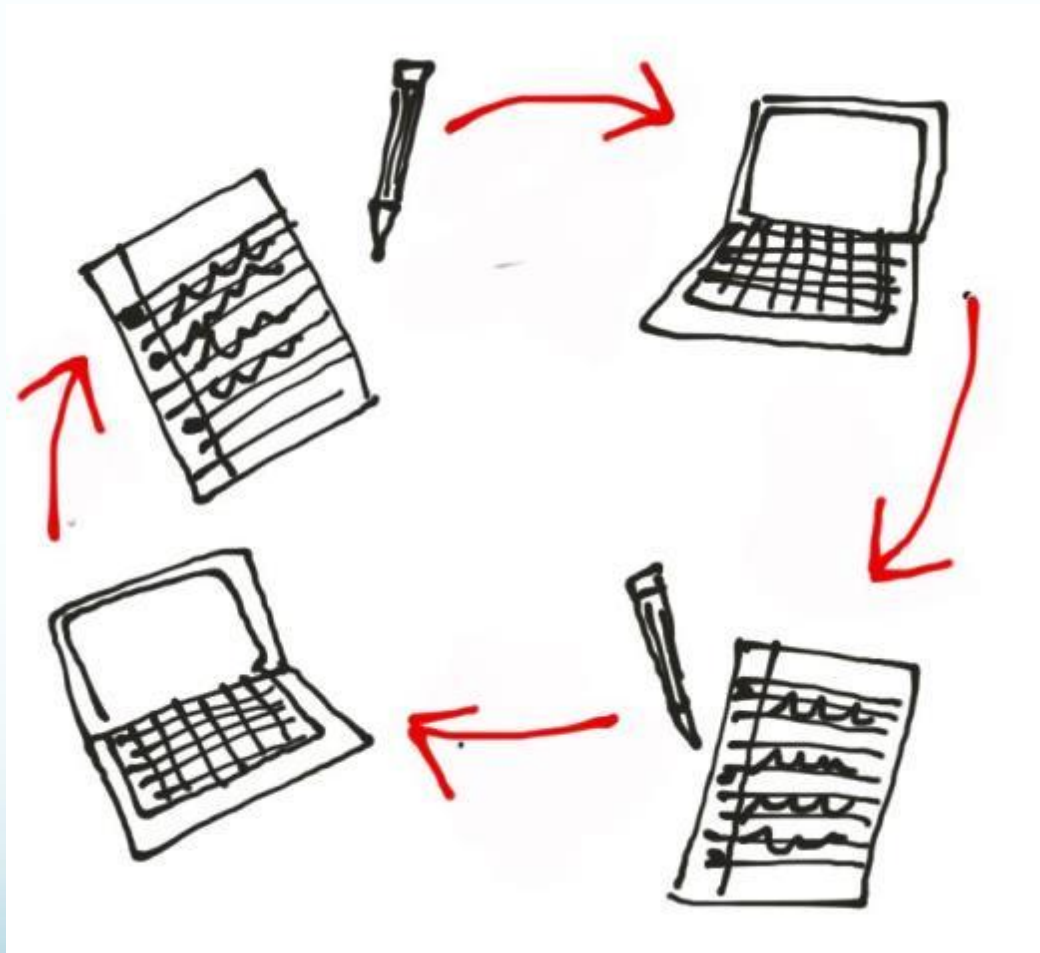
Making it Real
in the Classroom



Using Themes to S t r e t c h 1 assignment into many



Integrate Reading and Writing



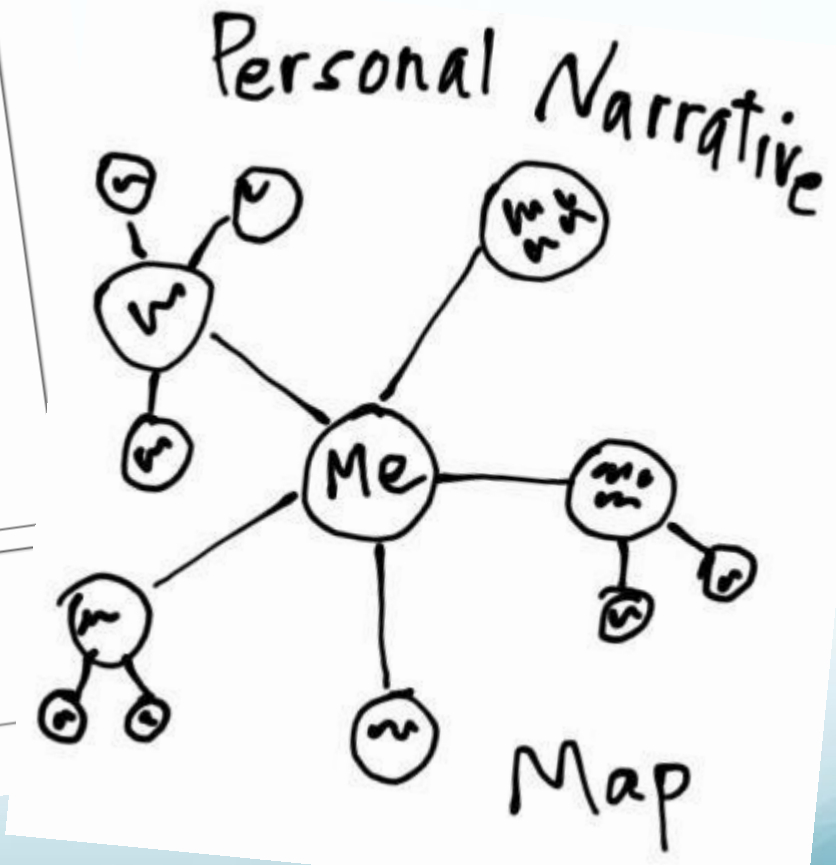
Narrative Graphic Organizer

What are you going to write about?
Introduction & Hook

Words from the prompt to state the theme of your paper (your thesis)

Describe the event(s) in chronological order		
First event...	Second event...	Third event...
DETAILS-----	DETAILS-----	DETAILS-----

What you just wrote about and wrap it up.
Conclusion: Go back to the beginning and answer the question using the words from the prompt.



Writing About Your Name

Our names are powerful parts of our identities. Please write about your name. You can choose any part—or all—of your name to discuss. Consider these questions as a way to get started: Do you know why your name was chosen? Were you named after someone? Do you have a nickname? Add anything you would like us to know about your name.





Reader Response Sheet

Reader: _____

Writer: _____

What interested you most about this piece of writing?
Why?

What stands out for you? Why?

What would you like to know more about?

Was anything confusing? Do you need more
information from the writer to understand something?

Do you think the writer likes her name, or would
she like to have a different name? Where in the piece of
writing can you show evidence for your answer?

Going Deeper: Researching Your Name

Names often have symbolic meanings beyond our own personal identities. Please explore the linguistic, political/historical, literary, and/or religious meanings of your name. Use at least three sources online to explore the following: what is the etymology of your name? Does your name have any symbolic significance in art, literature, politics, music, or religion? Write at least one page summarizing what you discovered, and reflect on how this information relates to your own self-identity. Limit your writing to no more than 2 pages.



Writing about your name: research

Names often have **symbolic** meanings beyond our own personal identities. Please explore the **linguistic, political/historical, literary**, and/or religious meanings of your name. Use at least three **sources** online to explore the following: what is the **etymology** of your name? Does your name have any symbolic significance in art, literature, politics, music, or religion? Write at least one page **summarizing** what you discovered, and **reflect** on how this information relates to your own **self-identity**. Limit your writing to no more than 2 pages



ஞாயிறு Sunday	திங்கள் Monday	செவ்வாய் Tuesday	புதன் Wednesday	வியாழன் Thursday	வெள்ளி Friday	சனி Saturday
 30 16 வைஷ்ணவ ஏகாதசி	 31 17 தை	ந.நேரம் கா மா 6.30 - 7.30 3.30 - 4.30 6.30 - 7.30 4.30 - 5.30 7.30 - 8.30 1.30 - 2.30 9.30 - 11.30 4.30 - 5.30 10.30 - 11.30 12.30 - 1.30 9.30 - 10.30 4.30 - 5.30 7.30 - 8.30 4.30 - 5.30	மெகண்டம் 12.30 - 1.30 10.30 - 12.00 9.00 - 10.30 7.30 - 9.00 6.00 - 7.30 3.00 - 4.30 1.30 - 3.00	ராகு குனிகை 4.30 - 6.00 3.00 - 4.30 7.30 - 9.00 1.30 - 4.00 3.00 - 4.30 12.00 - 1.30 12.00 - 1.30 10.30 - 12.00 1.30 - 3.00 9.00 - 10.30 10.30 - 12.00 7.30 - 9.00 9.00 - 10.30 6.00 - 7.30	 மிரதோஷம் சங்கடஹர சதுர்த்தி சதுர்த்தி கார்த்திகை கப முகூர்த்தம் சஷ்டி ஏகாதசி பெளர்ணமி அமாவாசை வாஸ்து	 1 மார்கழி 17
2 17 மாத சிவராத்திரி	3 19 போதாயன அமாவாசை	4 20 ஹனுமந்த ஜெயந்தி	5 21	6 22 சிவவண விரதம்	7 23	8 24
9 25	10 26	11 27	12 28	13 29	14 23 தசமி போகிப் பண்டிகை	15 1 தைப் பொங்கல்
16 2 மாட்டுப் பொங்கல்	17 3 காணும் பொங்கல்	18 4	19 5	20 6 தைப்பூசம்	21 7	22 8
23 9	24 10	25 11	26 12 9.15 am to 10.45 am	27 13	28 14	29 15

Evaluating Resources for Researching Your Name

- Is the source trying to sell you something?
- Can you find some of the same information given elsewhere?
- How credible is the author? If the document is anonymous, what do you know about the organization?

<http://owl.english.purdue.edu/owl/resource/553/03/>

<http://www.lib.unca.edu/library/lr/evalweb.html>

Reading in the Academic Disciplines



Using the theme of NAMES to explore social sciences
and literature

What's in a Name?

Sam Sommers , *Science Of Small Talk*, 2013

Retrieved from <http://www.psychologytoday.com/blog/science-small-talk/201207/whats-in-name>

January 30, 2014

...Take, for example, a [study](#) economists conducted a few years ago in which they sent out thousands of résumés to job openings in Boston and Chicago. At random, some résumés were given a “White-sounding” first name, like Emily or Greg. Others were given a “Black-sounding” name, like Lakisha or Jamal. Those résumés with a White-sounding name prompted 50% more callbacks from potential employers...

Racial Bias in Hiring

Marianne Bertrand

Capital Ideas: Research Highlights From the University of Chicago Graduate School of Business Vol. 4 No. 4| Spring 2003

<http://www.chicagobooth.edu/capideas/spring03/racialbias.html>

Are Emily and Brendan More Employable than Lakisha and Jamal?

My Name

From Sandra Cisneros, The House on Mango Street. New York: Vintage Books, 1984. 25-27.

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.



Show
evidence
to support
your answer.

- Illustrate
- Discuss
- Outline

- Analyze
- Evaluate
- Summarize

Career Readiness and the Instructional Shifts



Cynthia Peters
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The Change Agent

Everyday Toxins

[illegible]

Remembering 9-11

[illegible]

Good Jobs, Not Just Any Jobs!

THE CHANGE AGENT

Adult Education for
Transfer Students
Transfer and Online

GOOD JOBS, NOT JUST JOBS!

Good Jobs, Not Just Jobs! is a new book by the author of *Good Jobs, Not Just Jobs!* that provides a guide to finding a good job, not just a job. It is a must-read for anyone looking for a job in the 21st century.

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Paid Today, Broke Tomorrow

Almarie Dailo

A good job doesn't necessarily pay you your bills, but to not get credit advances anymore, on the weekend, and not to get late and disappointed when week number 31 has only, that a good job should pay you enough so at least you can get to the bank and enjoy a little bit.

I've been at my job almost 11 years but I never have enough a raise even though the price of every thing has gone up. I've received only minimum increases. We work hard for a paycheck that doesn't allow us to survive. Those who want a job where you can get paid today and pay for broke tomorrow? I realize you just like things falling apart around you because you know that you're not going to be able to pay your bills.

Proceeds, many small advances that don't have time to change for a better life. It's just want to accept what you have and to be satisfied. But there are a lot of good paid jobs - just that allow us and could to survive but to enjoy life now.

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March 2014

transfer@ua.edu

GoodJobs2014

Technology

[illegible]

What I Learned From My Challenges: If you Have Children with Disabilities, You Need to Reach Out

Fawkia S. Boulrice

It is hard to have kids with disabilities. My kids have autism, so it is difficult for them to communicate with me. Usually it is hard for them to tell me what they want, but sometimes they surprise

me with something they say. I have to be very patient, but it is worth it when we

wrote notes to me about homework and what happened that day in school. At night, when the boys were in bed, I wrote back to the teachers to tell them how the boys



At the beginning, I blamed myself that

A Battle Against Myself

Brian Washington

Have you ever hit rock bottom and wondered how you could ever recover? I am one of those people. In the early 1990s, I was not living well. I was not taking good care of myself. I was a mess because of my drinking and partying lifestyle. I was lost in a world of self-destruction. I thought I would die from it. I did not know myself anymore. The man who used to run 10 miles every day was gone. He was gone, and I d



shared ideas
vents got
signed up for
got accepted.

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est part of
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ition to be
t dude" had
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eved in Me

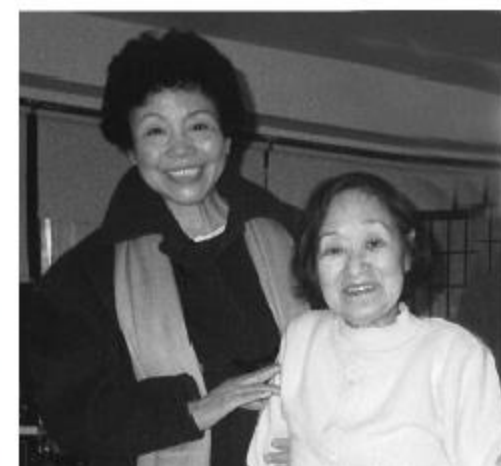
le on the run
signed up for
job corps and
got accepted.



Love Never Fails

Wendy Lu

I've had a deep pain in my heart since I lost my mother. I was her favorite child, and after my father passed away, she planned to live with me. I had worked very hard to get ready for her to move in with me, but unfortunately a heart attack took my mother's life. It was a bolt from the blue. Mother was strong and was always next to me when I needed her. I knew I couldn't touch her and she couldn't hear me anymore. She was totally gone. I



**Online version of *The Change Agent*
is available for Free
to New England programs!**



**Contact your state PD office to
get the username and password.**

What are those shifts again?

1 – Complexity: *Regular practice with complex TEXT and its academic LANGUAGE*

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

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

Two content areas that *The Change Agent* uses to address those shifts:

1 – Civics, U.S. History

I'll walk you through this one.



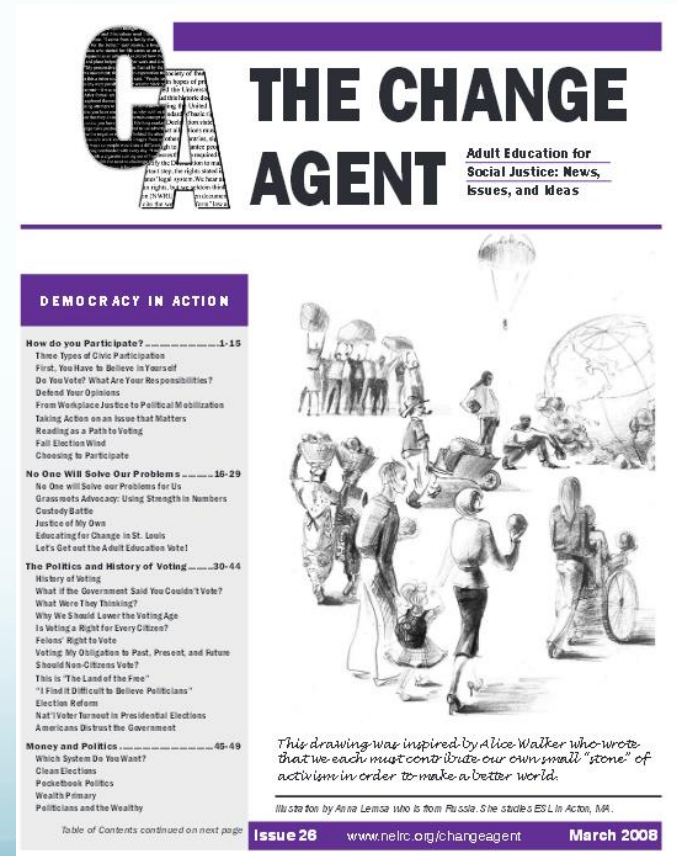
2 – Career Readiness

Then it will be your turn.



1 – Civics, U.S. History

- *Deepen students' knowledge of U.S. history*
- *Provide opportunities for them to step up to higher levels of complexity in the context of this key knowledge area.*



Voting: My Obligation to Past, Present, and Future

Sheila Mailman



It wasn't until 1954 that Native Americans in the state of Maine were allowed to vote in federal elections. As a full-blooded Native American (Cheyenne, Maliseet, and Penobscot) woman, I see voting as an obligation both to my

ancestors and to generations to come. I want to make a difference by exercising my right to vote and helping others do the same. In my neighborhood, I volunteer to help those that can't read that well so that they to have the opportunity to vote. I help shut-ins get their absentee ballots and campaign for my choices for Congress and governor. I also met our State House representative at the soup kitchen last fall.

My first voting experience resulted from a group effort of our ABE class to become active participants in the voting process. In class, we talked with some of the candidates. All of the students

From Your Point of View

List the ways that voting could be an obligation to the

PAST:

PRESENT:

FUTURE:

History of Voting

Most of us take our right to vote for granted. But our state and federal governments sometimes did not let certain groups of people vote—including women, African-Americans, Native Americans, young people, people who didn't own land and who couldn't pay poll taxes, and people who couldn't read and write. In history, these groups of people organized to fight for their right to vote.

Activities

Brainstorm about what you already know about the history of voting. Write it on newsprint or the white board.

Do the History of Voting activity at <www.nelrc.org/changeagent/extras>.

Read “What if the Government Said You Couldn't Vote?” (on the next page), and consider these questions about each group:

Who do you think did not allow this group the right to vote? Why did they want to do that?

Who do you think helped this group fight for the vote? Who maybe fought



Write a caption for this photo.



History of Voting Rights Activity

Updated February 2013

This activity, designed by the Community Leaders Program at The Literacy Project in Greenfield, MA, supplements pages 30-32 of Issue #26. Note: the script for this activity is available in two versions: ABE (pp. 2-3) and ESOL (pp. 4-5).

Purpose

To visually demonstrate when different groups of people had the right to vote in the United States, in law and in fact.

Summary

Each participant assumes an “identity” for the activity. Participants move to different sides of the room as the facilitator reads through a brief timeline of US history.

Before the Activity

1. Create cards labeled:
 - White male, wealthy property owner
 - Wealthy white female
 - Poor white male, unable to read or write
 - Poor white female
 - African American male
 - African American female
 - Native American female
 - Immigrant female, not a citizen, speaking and

Introduce the Activity

1. Explain that we are going to walk through a timeline of voting rights, to look at when different groups gained or lost the right to vote.
2. Give each person in the group a card with an “identity” written on it.
3. Have the group gather under the “can’t vote” sign.
4. Explain that you will give different dates, and ask the group to decide which groups of people had the right to vote at that point. Anyone with the right to vote should move to the “Can Vote” sign.

Begin the Activity

Using the chart, “The Right to Vote in the United States,” read the date, say what else was happening in the country, and ask: who can vote? Help the group move to the right places

Felons' Rights to Vote

Claudia Arredondo

In Illinois felons are allowed to vote as long as they're not incarcerated. After their release from prison, while on parole or probation, felons have the right to vote. In other states felons aren't allowed to vote, or they have to wait until they are off parole or probation. Our 15th Amendment says that states can't "prevent a citizen from voting because of race, color, or previous condition of servitude." Some felons in this country are having their right to vote taken away. I don't think this is fair.

Many felons are tax payers. The majority of felons who are not incarcerated work and pay taxes. They should be allowed to vote. If felons have paid their debt to society, society should not take their right to vote away.

People may think that felons are not capable of making "educated decisions" such as voting, yet they are released from prison to live among other human beings. What's going to happen next? Are states are going to start saying that poor people aren't allowed to vote, because they'd be considered "incapable of making such an educated decision?"

We, the people, make up this country. Some states are sending the message that felons aren't important enough to



Yusuf Stroud is currently working on his GED in St. Louis, MO.

Is Voting a Right for Every Citizen?

What if you commit a crime?

Andy Nash

"Our democracy is weakened when one sector of the population is blocked out of the voting process."

—U.S. Representative John Conyers, Jr.

In the above quote, who do you think Rep. Conyers is talking about? Who is "blocked out of the voting process" in the United States?

Since the founding of this country, most states in the U.S. have passed laws that take away the right to vote from felons and ex-felons (a felon is a person who has been convicted of a serious crime). These are called felony disenfranchisement laws.

Laws are different from state to state. However, in all states except Maine and Vermont, felons cannot vote while they are in prison. In many states, people who are on parole or have already served their sentence are still barred from voting, sometimes permanently. The United States is the

only democracy in which convicted felons who have served their sentences may be disenfranchised for life.

People who support felony disenfranchisement claim that convicted felons are bad people who should not vote and that disenfranchisement should be part

of their punishment. People who disagree with these laws say that voting is every citizen's right and has nothing to do with the sentence for a crime. In fact, voting helps ex-offenders become part of a stable community again—it can be part of the rehabilitation process.

In 2000, Florida's felony disenfranchisement laws received a lot of attention because over 600,000 ex-felons were not allowed to vote in the presidential election. President Bush won in Florida by only 537 votes. At that time, Florida stripped citizens who were convicted felons of their voting rights for life—even after they'd completed their punishment—unless they went through a very complicated application process that many ex-felons didn't know about. After strong public outcry, Florida changed the law so that non-violent offenders automatically have their voting rights returned after they complete their sentences.



Definitions

Bigamy: being married to two people at the same time.

Disenfranchisement: to deprive someone of a right of citizenship, especially the right to vote.

Literacy Tests: very difficult reading tests given to people registering to vote.

Parole: a conditional release of a prisoner before his or her sentence is finished.

Poll Taxes: a fee African-Americans had to pay to vote.

Vagrancy: wandering from place to place; having no permanent home or income.

The History of Disenfranchisement

In 1890, Mississippi was the first state to use felony disenfranchisement laws against African-Ameri-

2 – Career Readiness



Downsized After 22 Years on the Job

Michael Jackson

I experienced a major setback while I was working in the mailroom at a small law firm. Everything had been going fine for about 17 years. Then they decided to merge my firm with a much larger firm.

Dramatic changes happened quickly. We moved to a much larger building and went from using three floors to eight floors. Everything was so different—it was like starting a whole new job. Some of my close friends were let go; I met a lot of new people.

After about five years, I was doing my regular routines when my supervisor called me on the phone and asked me to meet with him in one of the conference rooms. I'll never forget that day. When I went in, the floor manager was also there. They told me the company was downsizing and they had to let me go. I was in shock, and I felt devastated. I didn't see it coming at all! After 22 years, I thought this could never happen to me.

They told me to wait in the room. Soon the human relations personnel came and explained in more detail how I could go and apply for unemployment and so forth. Afterwards, I went down-

stairs and packed my things. I went home that day feeling very depressed.

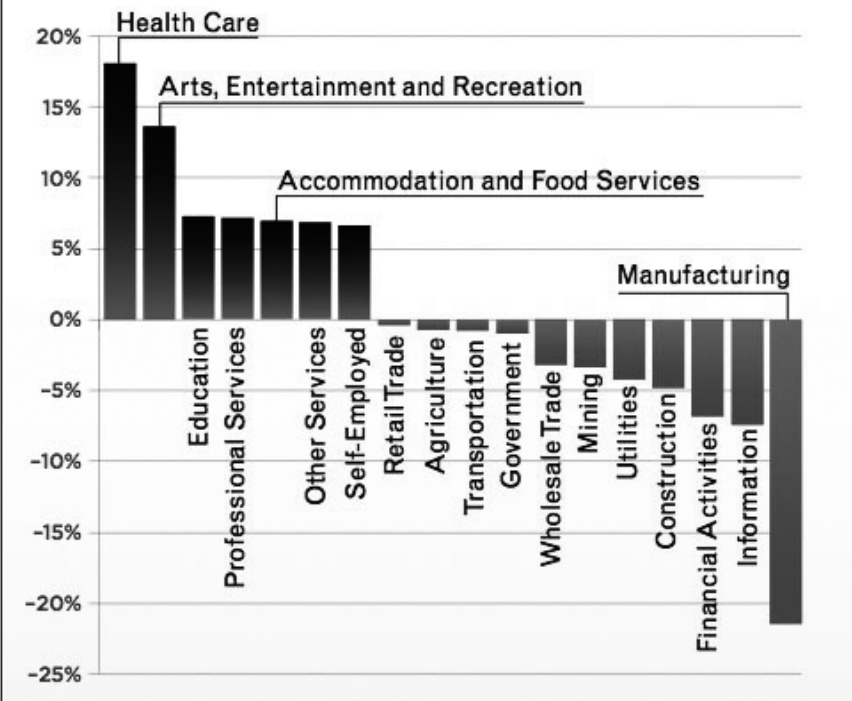
Quickly I learned how to look for jobs online, which was new for me. After 22 years of being employed, I discovered that most jobs require a high school diploma or GED. I hope by earning a GED I will be able to get a better job. Losing my job after 22 years with the same firm was a huge setback in my life, but I learned to cope by taking action.



Michael Jackson was born in Jamaica and came to the U.S. in 1986. After he lost his job, he entered the Mid-Manhattan Learning Center #5 in New York City to pursue his GED and to gain more job skills. In his free time, he likes to workout and play soccer. He is a big soccer fan, as most Jamaicans are!

The
“Resilience”
issue of *The
Change Agent*,
p. 27, Issue
#35

Percent Change in Jobs in NY, 2008-2018



Where Are the Jobs?

Study the chart. Describe what you see.

Name two job areas that are expected to increase and two that are expected to decrease.

Write several true statements that reflect the data in the chart.

Imagine there are 100,000 jobs in health care in NY in 2008. How many will there be in 2018? Create your own percent problems based on the chart and solve them.

Look at the Occupational Outlook Handbook at www.bls.gov/OCO to learn more about which jobs are expected to grow, which ones pay a living wage, etc.

Legislating Wages

What's fair? What's sustainable? Is there such a thing as too much?

Cynthia Peters

BEFORE YOU READ:

- Share what you know about the minimum wage.
- Why do you think the government sets a minimum wage? Do you agree that it should?
- Have you ever worked a minimum wage job? What was it like?
- What do you think a living wage is?
- Should there be a maximum wage? Why or why not?

Minimum Wage

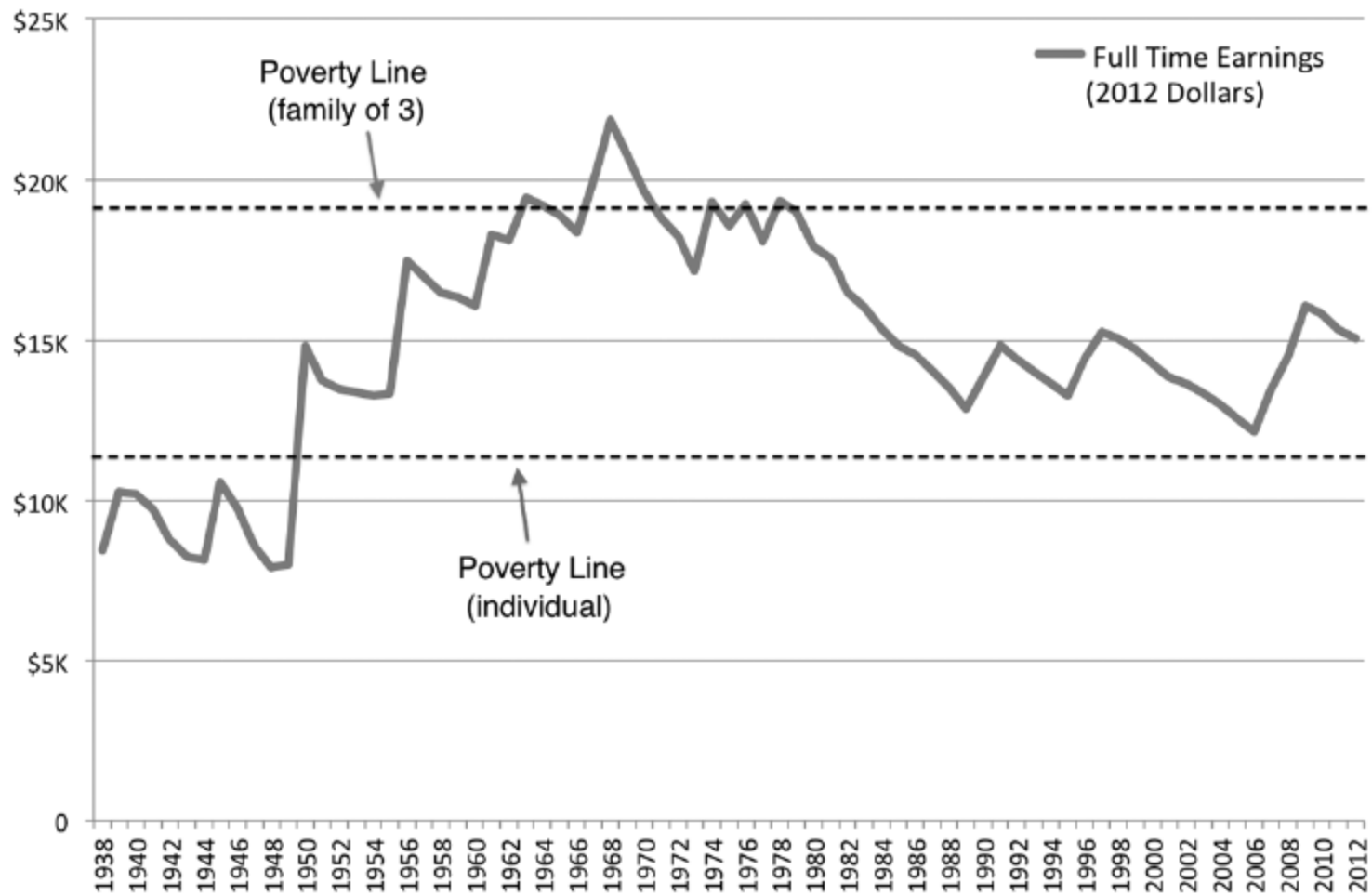
Currently, the federal minimum wage is \$7.25 per hour. Some states and cities have set a *higher* minimum wage, such as Massachusetts (\$8.00), Oregon (\$8.95), and San Francisco (\$10.24). In the 1930s, people in the United States fought for economic

rights [see article on pp. 44-45]. One of the rights they won was the guarantee that wages could not go below a certain amount. Some people believe minimum wage laws have reduced poverty. They say that increased wages are good for the economy because workers can spend more. Others believe that forcing employers to pay a minimum wage causes them to hire fewer people. They believe minimum wage laws increase unemployment and are therefore bad for the economy.

Living Wage

One thing is certain, however, it is almost impossible to support a family on a minimum wage job. This reality has led some activists to fight for something called a living wage. This is not a new concept. In 1831, Pope Leo XIII argued that wages ought to be sufficient to

The “Good Jobs” issue of *The Change Agent*, p. 42, Issue #36



▶ **Women: Like Men, Only Cheaper**

by the American Association of University Women

Adapted from: <www.aauw.org/learn/research/simpleTruth.cfm> with additional information from <pay-equity.org>.



▶ **77 Cents**

▶ Did you know that in 2011, women working full time in the U.S. typically earned 77 percent of what men earned, a gap of 23 percent? ▶ The gap has narrowed since the 1970s due largely to women's progress in education and workforce participation and to men's wages rising at a slower rate. ▶ But progress has stalled in recent years, and the pay gap does not appear likely to go away on its own.

▶ **Pay Discrimination Hurts Families**

▶ Equal pay is not simply a women's issue—it's a family issue. Families increasingly rely on women's wages to make ends meet. ▶ In typical married households, women's incomes accounted for 36 percent of total family income in 2008, up from 29 percent in 1983. ▶ A large majority of mothers are in the paid labor force, and about one-third of employed mothers are the sole breadwinners for their families.

**Use the Technology issue of *The Change Agent* to teach
College and Career Readiness (CCR) Standards**

The 10 anchor standards for reading can be broken up into 4 groups

Anchor Standards	In Everyday English	TCA excerpts
Key Ideas and Details (R.CCR.1-3)	What does the text say? What does it not say? What does it mean? How can you prove it?	pp. 8-9, 19, 22-23, 43
Craft & Structure (R.CCR.4-6)	How does author use language to communicate? How is the text organized? Who wrote this and how/why does that matter?	p. 19
Integration of Knowledge and Ideas (R.CCR.7-9)	How does this connect with other sources? Does it measure up? Is it valid?	p. 51
Range and Level of Text Complexity (R.CCR.10)	Can students read widely and deeply from a broad range of high-quality texts?	pp. 44, 50-51, 52-53

<http://nelrc.org/changeagent/extras/ccr.html>

Write for *The Change Agent*

- “Call for Articles” includes engaging and relevant writing prompts.
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next “Call for Articles” will be published in February and will have a deadline of early May.

Download Call for Articles: <http://nelrc.org/changeagent/write.htm>



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

The Change Agent CALL FOR ARTICLES Theme: Food (Issue #39)

Food – it doesn't just nourish us, it comforts us, reinforces cultural and religious practices, and reminds us of home. It also brings up global and environmental questions, and invites us to think about our health (as consumers) and the health of those who farmed or processed our food. With this issue of *The Change Agent*, we invite you to share your ideas about food. Use one or two (not all!) of the following writing prompts to guide your writing:

SAMPLE QUESTIONS TO CONSIDER:

- Share a memory about food from when you were growing up. Share details. Why have you stored this particular memory?
- Does food play a role in your life other than nourishment? If so, what?
- Do you grow your own vegetables or fruits? Do you raise your own meat? Have a chicken coop? Tell us how you do it. What are the advantages and disadvantages?
- What are some unhealthy practices you have noticed in your family or your community about food and meals? What are some healthy practices?
- What is a problem you have had related to food and how did you overcome it?
- If you have experience getting food stamps or support from WIC (the Supplemental Nutrition Program for Women, Infants, and Children), what was it like? Did the program work for you? What could make it better?

In Summary

1 – Complexity: *Regular practice with complex TEXT and its academic LANGUAGE*

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

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



Thank you!

- To our presenters: Peggy McGuire, Lenore Balliro, and Cynthia Peters for summarizing and illustrating these concepts for us
- To you for being in this conversation!

Reminders

- Next ELA shifts webinar is on April 1, 3:00-4:30 (you don't have to re-register)
- The webinars will be recorded and archived with the PPTs at www.nelrc.org
- Please respond to the short evaluation survey to follow and email me if you need a certificate of completion (anash@worlded.org)