

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

April 1, 2014

NELRC ELA Group

**Lenore Balliro
Cynthia Peters
Barbara Bowen**

**Peggy McGuire
Deborah Schwartz
Robin Letendre**



Webinar Host

Andy Nash

NELRC Director

anash@worlded.org



Tech Support

Ben Bruno, Media Specialist

bbruno@worlded.org

617.482.9485 x3629



Today's Co-Presenters

Peggy McGuire

Educational Consultant

McGuireP555@aol.com



Lenore Balliro

Educational Consultant

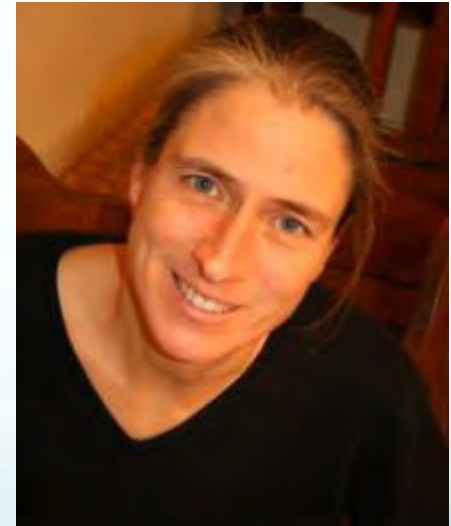
lenore.balliro@hotmail.com



Cynthia Peters

Editor, The Change Agent

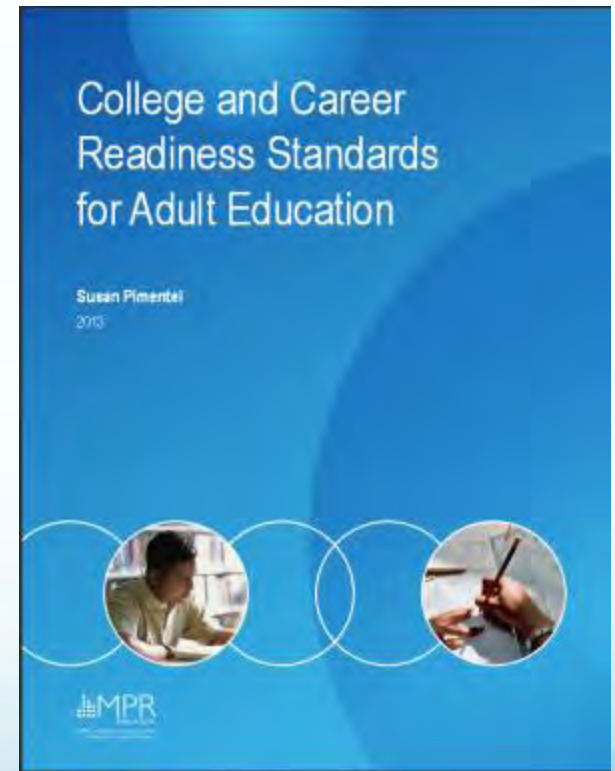
cpeters@worlded.org



Getting oriented

The Instructional Shifts are what teachers can do to support their students in preparing for college and careers.

The were created without any specific attention to or support for English language learners.



Peggy McGuire
Educational Consultant
McGuireP555@aol.com



Reminder: 3 Interrelated “Shifts” in Instruction

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*

Reminder: 2 Key “Starting Points” for adult education teachers who implement these interrelated shifts in their instructional decision-making:

- focusing on *their students’ purposes for learning*
- Using *ongoing formative assessment strategies* with students, along with their own professional wisdom, to decide the text and task complexity levels their students can handle. What will be challenging for them, but not too difficult?

From these starting points...

STEP 1: Start with the most advanced or “anchor” description of the focus skill – that is, the level of the focus skill that ***students are ultimately working toward***

From these starting points...

STEP 2: Then work “backwards” to the specific level that describes what will be ***challenging but not too difficult for students where they are now***

From these starting points...

STEP 3: Choose text and plan instruction that will help students meet that expected performance while moving them closer to the most advanced performance (for the CCR standards, that means college and career readiness)

Let's Look at How This Process Might Work

1. We know something about:
 - our students' learning purposes
 - what they already know and are able to do related to those purposes
2. We have decided on a “theme” for learning activities that we are going to plan.
3. Now we're ready to engage students in setting specific learning goals, choose text, and decide what/how to teach.

Choosing an “Appropriately Complex” Text: A Quantitative Example

Face Time with My Mom

For me, technology can make our lives easier by bringing us closer to each other. And it also can become a weapon that hurts our family life. For example, Skype helps connect people. Let me tell you, I love Skype because it allows me to talk with my relatives in Guatemala. I can even get “face time” with them. Every Sunday night I use this program to see my family. It is amazing! It makes me feel closer to them. The first time my mom and I saw each other on Skype, we couldn’t stop crying. It was the first time we had seen each other in 10 years! I am so happy I can see other family members too. I have two nieces in Guatemala, ages 11 and 8. I get to see them grow up.

Flesch-Kincaid Grade Level: 4.3

So – When I consult the chart of quantitative text complexity measures we looked at last time, I see that, *according to Flesch-Kincaid*, this text is of appropriate complexity for students reading at Common Core Level B

A Couple More Reminders about Our Definition of “Appropriate Complexity”

1. With **TEXT COMPLEXITY** we also need to consider *Qualitative* criteria such as its **CONTENT** (number and depth of ideas, etc.) and its **FORM** (elements of its structure -- inclusion of charts, graphs, tables, etc.)
2. **COMPLEXITY** is also relevant to the **TASK** and **CONTEXT** in which skills are used (level of familiarity, level of risk/consequences, possible distractions or obstacles, etc.)

The Shift Toward Complexity:

Examples from the CCR standards

- **R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately...
- **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **S/L 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, ...

The Shift Toward Complexity: What changes, and how does it change, across levels?

ELA Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none">• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

The Shift Toward Complexity: What changes, and how does it change, across levels?

ELA Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
What about the TASK changes as complexity increases across levels?	<ul style="list-style-type: none">• No expectations about knowing technical or specialized vocabulary in a text• Limited strategies for discovering word meanings	<ul style="list-style-type: none">• Expectations about knowing at least some academic and technical/specialized vocabulary• A broader range of strategies for discovering word meanings• Not just knowing what words mean but starting to understand how/why an author uses words in a particular way

The Shift Toward Evidence:

Examples from the CCR standards

- **R1:** ...cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- **W1:** Write arguments... using valid reasoning and relevant and sufficient evidence.
- **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **S/L 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

The Shift Toward Evidence: What changes, and how does it change, across levels?

ELA Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Identify the reasons an author gives to support points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

The Shift Toward Evidence : What changes, and how does it change, across levels?

ELA Reading Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Identify the reasons an author gives to support points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
What about the TASK changes as complexity increases across levels?	<ul style="list-style-type: none">Name reasons for each point (no reference to “evidence” – what’s the distinction?), <u>vs.</u>	<ul style="list-style-type: none">Introduces “evidence” for first time: Name reasons and evidence for each point, and explain how the author uses them

The Shift Toward Knowledge:

Examples from the CCR standards

- **R7:** Integrate and evaluate content presented in diverse media and formats
- **R9:** Analyze how two or more texts address similar themes or topics in order to build knowledge...
- **W7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **W8:** Gather relevant information from multiple print and digital sources...and integrate the information while avoiding plagiarism.
- **S/L 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The Shift Toward Knowledge : What changes, and how does it change, across levels?

ELA Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

The Shift Toward Knowledge: What changes, and how does it change, across levels?

ELA Writing Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
What about the TASK changes as complexity increases across levels?	<ul style="list-style-type: none">Working with others – no expectation of independent performance, <u>vs.</u>Write some simple but purposeful text based on reading, <u>vs.</u>	<ul style="list-style-type: none">Independent performanceShort durationWrite enough text to summarize information from several different sources on the same topic

Lenore Balliro
Educational Consultant
lenore.balliro@hotmail.com



Making it real in
the classroom

For BEGINNING LEVEL
readers and writers



Non-print sources for addressing the instructional shifts









What questions
can you generate
about this work
of art?

*Any questions
are OK!*

*Please add your
answers to the
chat box.*



Complexifying

Composition

Focal Point

Medium

Warm and cool colors

Charcoal

Pastel

Rendition



“Reading” across multiple sources

S t r e t c h i n g tasks





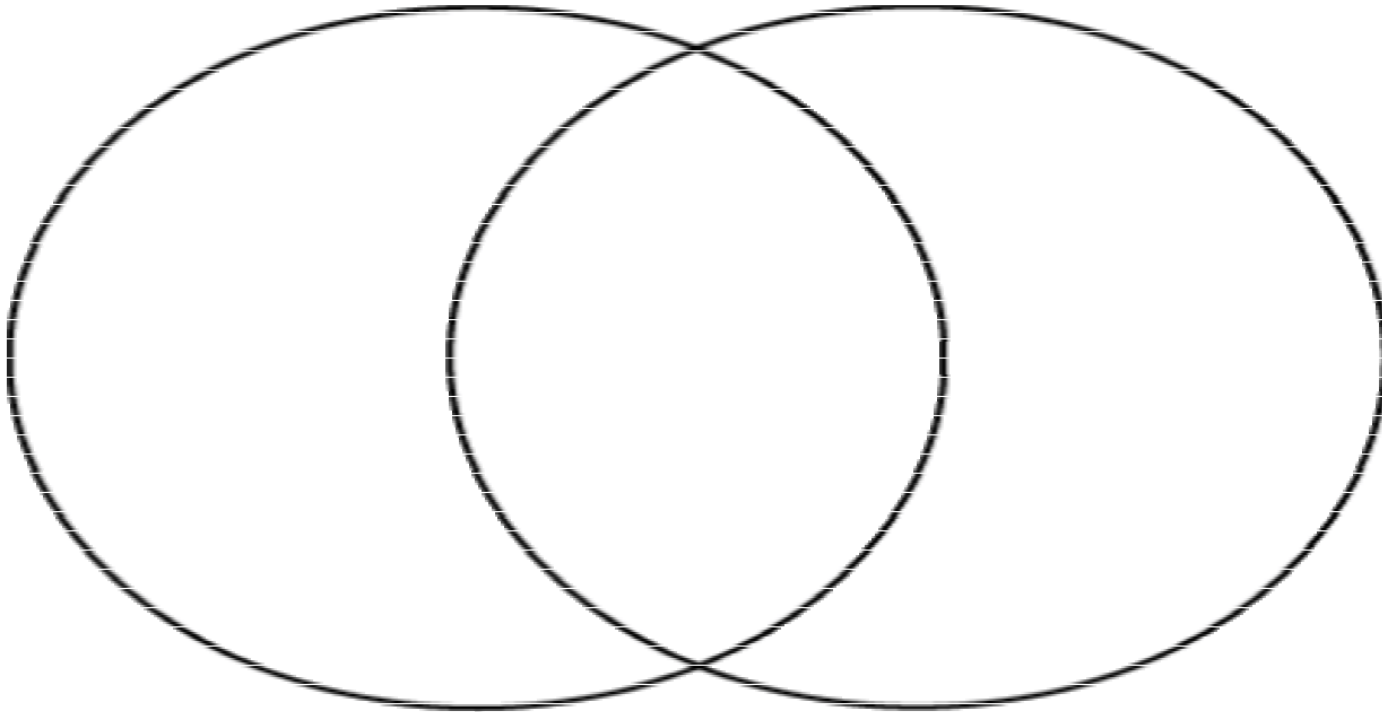
Compare and Contrast

*Add your ideas
to the chat box*

- What similarities can you name between these two paintings?
- What differences can you name?
- When giving your answer, think about the content the artist has chosen and style the artist uses to create the image

Name _____ Date: _____
Topic: _____

VENN DIAGRAM
Compare and Contrast Graphic Organizer



This page is to be used with the second section of the CRASH course. You may also adapt it for your classroom.

Sentence Frames for Compare/Contrast

1. _____ has _____, but _____ does not.

2. Both _____ and _____ show _____;
however, _____.

3. _____ uses _____, but _____ uses _____.

4. While _____ suggests _____, _____ suggests
_____.

Example:

Mary Cassatt uses soft pastel colors, but the Kathe Kollwitz uses black charcoal.

While the Cassatt drawing suggests a happy mother and child, the Kollwitz drawing suggests a sad and frightened mother and child.

Sentence frames for making inferences

It seems that _____, because we can see in the painting that _____

It is likely that _____, because _____

Given the _____, one can assume that _____

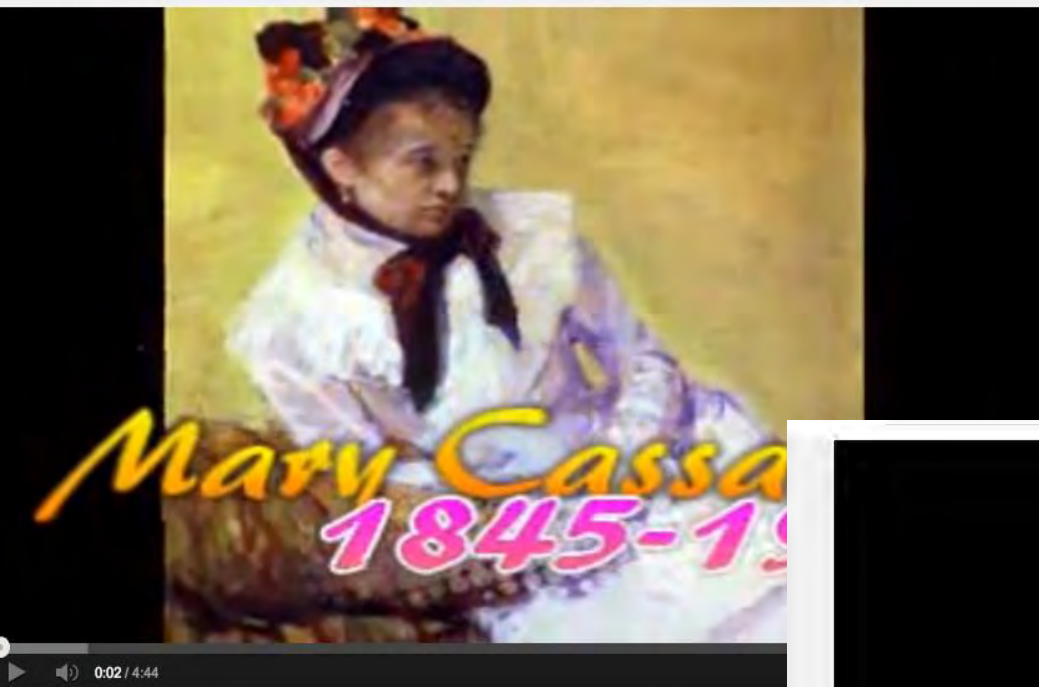
To show evidence that _____, one can point to _____

Where could you go from here?



NOW IT'S
YOUR TURN.

A 3D rendering of the phrase "NOW IT'S YOUR TURN." using colorful, chunky block letters. The letters are arranged in two rows. The top row contains "NOW IT'S" and the bottom row contains "YOUR TURN.". The letters are in various colors including red, blue, yellow, and green. The background is a light blue gradient with wavy lines at the bottom.



Listening with a purpose

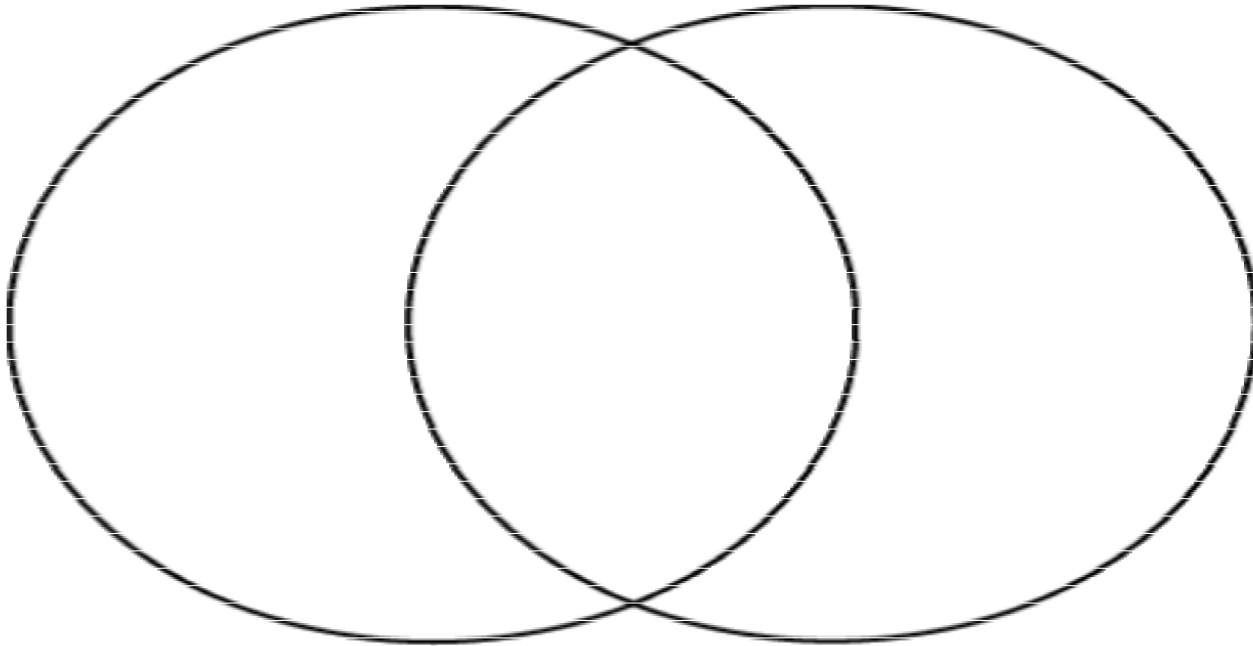


Compare and contrast lives

Name _____ Date: _____
Topic: _____

VENN DIAGRAM

Compare and Contrast Graphic Organizer



This page is to be used with the second section of the CRASH course. You may also adapt it for your classroom.

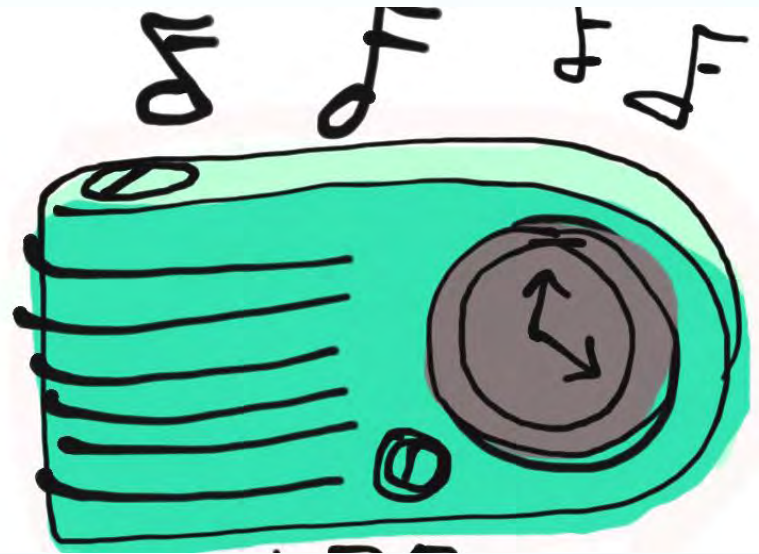
Reading and Writing

Teachers could . . .

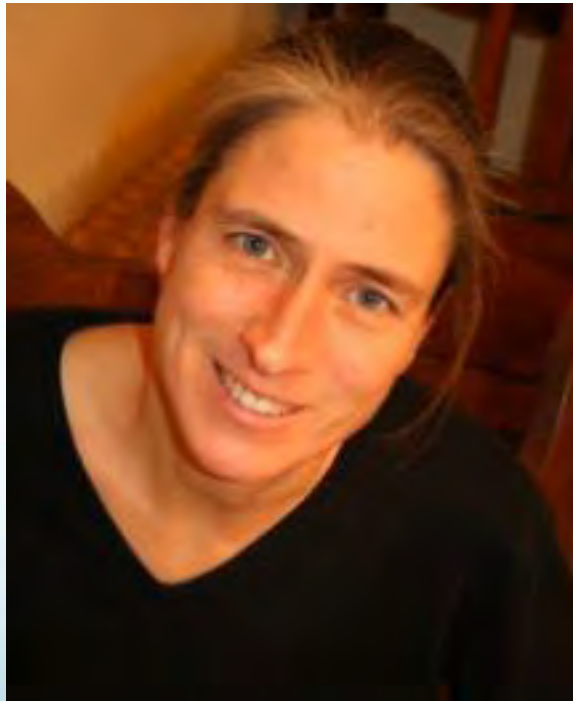
- Use transcripts of the YouTube videos to create simplified reading material
- Create cloze activities, and vocabulary building activities to build literacy skills.
- Locate low level-high interest reading material drawn from biographies intended for middle school students



MoMA
The Museum of Modern Art



Cynthia Peters
Editor, The Change Agent
cpeters@worlded.org





The Change Agent provides high-interest, relevant stories (written by peers) that can help “scaffold” students into more challenging texts.

ONLINE access is free...



**...if you live in New
England. Contact your
state PD office to get the
username and password.**

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

1 – Technology

I'll walk you through this one.



2 – Immigration

Then it will be your turn.

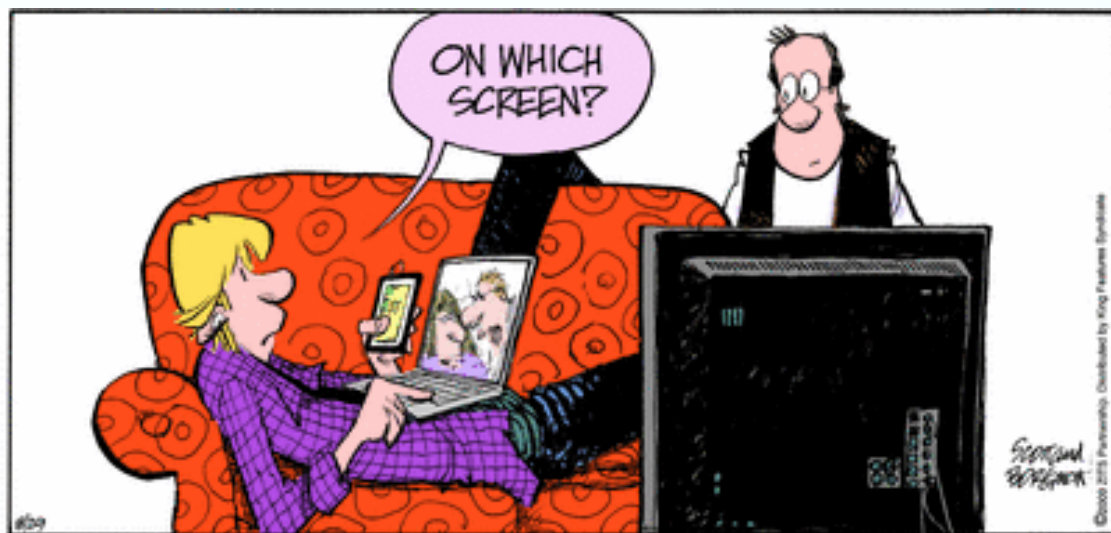


Examining the Text



With this article, students will:

- A. Be encouraged to make a close reading of the text
- B. Be asked to go back and look for evidence
- C. Have a chance to report their findings



Technology Connects & Disconnects

Marleny Salguero

For me, technology can make our lives easier by bringing us closer to each other. And it also can become a weapon that hurts our family life.

Face Time with My Mom

For example, Skype helps connect people. Let me tell you, I love Skype because it allows me to talk with my relatives in Guatemala. I can even get “face time” with them. Every Sunday night I use this program to see my family. It is amazing! It makes me feel closer to them. The first time my mom and I saw each other on Skype, we couldn’t stop crying. It was the first time we had seen each other in 10 years! I am so happy I can see other family members too. I have two nieces in Guatemala, ages 11 and 8. I get to see them grow up.

No Time with My Own Kids

Yet, technology also disconnects me from my family. I have constant debates with my children and husband about how much they use their tablets and the new Xbox. My husband is paying every month for Xbox Live. When he’s not working, all he does is play. I call it “The Plague.”

What can I say about my children? They are

either using the tablet or the Xbox. I spend all day yelling, “Please stop playing.” My children don’t get fresh air or play outside. They don’t play with friends very much. I used to play games with them, but now they don’t want to play with me.





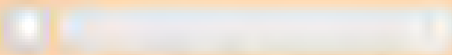
Strategies for My Family

To get my sons to put down their technology, I make sure they sign up for sports and other activities. One of my sons plays soccer. My other son is a member of the Boy Scouts. We go to church every Sunday morning. I do not allow them to bring their technology to the dinner table. That means we get a chance to talk as a family. But they eat very fast, and then they run back to Xbox.

Marleny Salguero is an ABE student at Bristol Community College in Fall River, MA. Originally from Guatemala, she has been living in the U.S. for 12 years. She has two sons, ages 12 and 8. She plans to get her GED and go to college.



3 Ways to Listen

- option 1. Listen to the full article here:   
- option 2. Right click [here](#) and "save as" to save an mp3 of the article to your computer.
- option 3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below.

READING LEVEL 4



Technology Connects & Disconnects

by Marleny Salguero



Marleny Salguero is an ABE student at Bristol Community College in Fall River, MA. Originally from Guatemala, she has been living in the U.S. for 12 years. She has two sons, ages 12 and 8. She plans to get her GED and go to college.



For me, technology can make our lives easier by bringing us closer to each other. And it can also become a weapon that hurts our family life.



Available at: www.nelrc.org/changeagent/audio/

Strategies for Connecting

What does Marleny do to counteract the disconnecting effects of technology?

Interview your classmates. Find out what strategies they use to keep family members connected and to limit children's use of technology. Find out what works and what doesn't work. Write down some of the ideas here. Make a powerpoint and present it to the class.



S-t-r-e-t-c-h the assignment



A Creative Extension

Focus	Extension
Practice figurative language	Marleny says that technology can be a “weapon” that hurts her family. What does she mean by that? What metaphor would you use to describe technology?
“Complexify” by adding context	In what context is technology a “weapon”? In what context is it one of the other metaphors mentioned by students?

2 – Immigration



I Left My Son and Daughter Behind

Gladis Escano

When I came to the U.S., I felt sad because I left behind my son and daughter. The decision to come

**They cried and said,
“I want my Mama to
come back to us.”**

to the U.S. affected my family and me so much.

Every day, my children would ask my parents about

me. Some days, they cried and said, “I want my Mama to come back to us.” When I talked to my son on the phone, he always cried.

I wanted to see my family, but it was impossible. Because of the type of visa I had, I could not travel easily. In any case, I didn’t have the money to buy a ticket to go home.

After several years, I brought my son to the U.S. He was 10 years old. I haven’t seen my daughter again, but I am hoping and praying every night that she will be able to come and visit me this year.

Gladis Escano, originally from Honduras, is a student in the adult ESOL program at the Fairfax County Public Schools in Fairfax, VA.

From p. 37 of issue 38: www.nelrc.org/changeagent/backissues.htm



Worldwide Migration

Selected Data

Migrating to ⇨

Migrating from ⇨

	Australia	Canada	Chile	Japan	Nether-lands	Saudia Arabia	Spain	United Arab Emirates	United States
Canada	40,994	7,130	3,161	11,591	8,906	0	6,429	0	834,945
China	295,364	543,573	2,832	613,890	37,095	0	144,205	0	1,736,314
Colombia	7,568	45,569	7,019	2,881	12,259	0	375,710	0	611,971
Cuba	631	10,320	5,419	205	1,113	0	105,748	0	993,729
Dom. Rep.	105	7,573	481	486	7,298	0	130,832	0	787,015
Ecuador	1,892	15,698	16,093	217	1,641	0	519,123	0	420,751
El Salvador	11,352	49,801	389	127	330	0	8,130	0	1,116,420
Germany	131,810	199,541	9,377	5,983	117,170	0	272,821	0	653,968
Guatemala	420	18,282	394	110	595	0	6,699	0	753,720
Haiti	105	73,753	86	23	1,087	0	769	0	545,437
Honduras	210	6,013	418	184	361	0	27,059	0	469,202
India	209,908	516,508	906	20,827	14,844	1,452,927	32,647	2,185,919	1,654,272
Iran	29,116	107,198	142	5,225	24,261	0	5,388	40,267	351,685
Italy	236,606	345,568	6,731	2,400	18,330	0	93,786	0	400,484
Jamaica	1,051	143,675	38	246	808	0	362	0	649,046
Japan	47,510	25,267	1,353	0	6,076	0	6,224	0	340,393
Korea, Rep.	72,632	114,549	1,909	600,336	6,190	0	3,718	0	1,050,860
Mexico	2,628	58,119	2,907	1,899	2,470	0	48,483	0	11,635,995

From p.
11 of
*The
Change
Agent*,
Issue
#38

What are your ideas about how to introduce complexity, evidence and knowledge?



My Dear Daughters

An Immigrant Mother Writes to Her Children in Africa

Racky Ly



My dear lovely daughters,

Everybody wishes to grow up with their parents. But in life, you do not always get what you want. I wish I could have all of you with me. But I can't. I have two jobs and I have to go to school too. I don't have time to spend with you the way I want.

That doesn't mean I don't care about you or I want the money more than I want you. No, it isn't that. In this country you have to make a living, and the way to do that is to work. Especially if you are a single mother like me with no degree, you cannot choose the job that you want; you have to take what you get. I love my jobs, but they are not the jobs I dream for you.

So my dears, remember that it does not matter how beautiful you are. The key to success is education. No matter how hard school is, don't ever give up. And remember, books and love do not go together. Getting married and having babies is a part of life, but there is no rush. Books first! If there is ever a time that you sit and have nothing to do, I hope you will think about Mom and take a book and start reading.

I will always love you, my princesses.

Your loving mother,
Racky



Racky's three daughters in Senegal.

Dear Mama

An Immigrant Son Writes to his Deported Mother

José Antonio Machado



Dear Mama,

After three years of not being able to hold each other, let alone see each other, I admit that I was nervous about flying to Spain to see you last Christmas. My biggest fear wasn't that the plane's engine would fail. My biggest fear was that you wouldn't see me as your son. It was scary for me because I know that time fades away certain feelings, and I had not seen you since I was 15.

During the past three years, it has been hard to be strong and pretend like I was doing well. Seeing you allowed me to put my guard down, to be cared for, and most importantly to feel love again.

Mama, you have made me stronger. I am still getting used to doing all the chores around the apartment. I haven't really figured out why white clothing comes out pink after I wash it or why my chicken doesn't taste the same as yours. Yet, because of you, I am a master at cleaning, and I can bake fabulous cakes!

I know that our struggle is one of many, and for this reason I want you to know that I am fighting for you. I've led marches and rallies and talked to countless people about the U.S.'s broken immigration system. Many people do not understand the pain that our immigration system has been causing. Mom, we will be reunited soon!

Sincerely yours,
José

P.S. I miss you.



José and his mom, briefly but joyfully reunited in Spain.

**Use the Immigration 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. 3, 6-7, 10, 16, 23, 37, 44, 46, 47, 52-53
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?	pp. 22-23
Integration of Knowledge and Ideas (R.CCR.7-9)	How does this connect with other sources? Does it measure up? Is it valid?	pp. 36, 42-43, 45, 50-51
Range and Level of Text Complexity (R.CCR.10)	Can students read widely and deeply from a broad range of high-quality texts?	pp. 8-9, 24-25

<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>

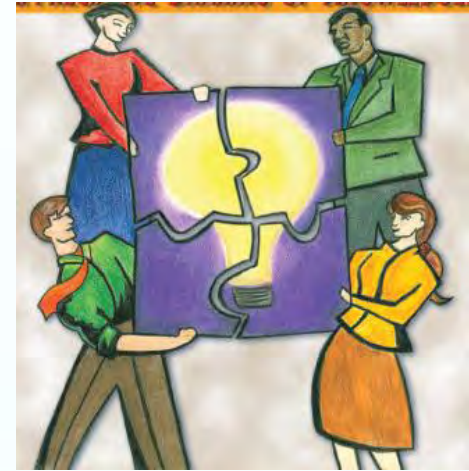
In Summary



Complexity



Evidence



Knowledge

Many thanks

To Peggy McGuire, Lenore Balliro,
and Cynthia Peters!

and

To you!

Reminders

- The webinars will be recorded and archived with the PPTs at www.nelrc.org.
- Please respond to the short evaluation survey to follow.
- Email me if you need a certificate of completion (anash@worlded.org).

Spring Webinar!



Place-Based Education for Rural Communities: Applying Lessons from the Youth Agriculture Project

Date: Tuesday, May 20
Time: 2:00-3:00 p.m.
Presenter: Jack Glade, Executive Director
The Tutorial Center, Inc.
Bennington, Manchester, and Danby, VT

- Register online at: <http://nelrcruralcommunities.eventbrite.com>