

Building College and Career Readiness for ESL Learnersfrom the start!

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Workshop Objectives

By the end of this workshop, participants will be able to:

- Demonstrate understanding of Reading and Writing College and Career Readiness Anchor Standards
- Select activities from published materials that address the anchor standards
- Develop additional supplementary activities that address the anchor standards

CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A	B	C	D
<p>Identify the main topic and retell key details of a text.</p> <p>NRS ESL Levels Bag. Lit., Low Beginning, High Beginning</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NRS ESL Level Low Intermediate</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>NRS ESL Level High Intermediate</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NRS ESL Level Advanced</p>

CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A	B	C	D
<p>With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>NRS ESL Levels Beg. Lit, Low Beginning, High Beginning</p>	<p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising and editing.</p> <p>NRS ESL Level Low Intermediate</p>	<p>With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>NRS ESL Level High Intermediate</p>	<p>With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>NRS ESL Level Advanced</p>

LESSON D Reading

1 Before you read

Look at the picture. Answer the questions.

1. Who is the man?
2. Where is he?



2 Read

Read Joseph's application. Listen and read again.



What are your future goals? What steps do you need to take?

I want to open my own electronics store. I need to take three steps to reach my goal. First, I need to learn keyboarding. Second, I need to take business classes. Third, I need to work in an electronics store. I will probably open my store in a couple of years.

First, read quickly to get the main idea. Ask yourself, *What is it about?*

3 After you read

A Write. Answer the questions about Joseph. Write complete sentences.

1. What is Joseph's goal? *He wants to open his own electronics store.*
2. What does he need to do first? _____
3. What does he need to do second? _____
4. What does he need to do after that? _____
5. When will he open his business? _____

B Write. Complete the sentences.

business electronics goal learn steps

1. Joseph wants to have his own store. That is his *goal*.
2. Joseph wants to have his own _____ store.
3. He needs to take three _____ to reach his goal.
4. He needs to _____ keyboarding and take _____ classes.

LESSON E Writing

1 Before you write

A Talk with a partner. Ask and answer the questions.

1. What are your goals this year?
2. What is your most important goal? Why?
3. What do you need to do to reach your goal?

B Read about Angela's goal.

My Goal for Next Year

I have a big goal. I want to help my children with their homework. There are three steps I need to take to reach my goal. First, I need to learn to speak, read, and write English well. Second, I need to volunteer in my children's school. Third, I need to talk with their teachers and learn more about their homework assignments. Maybe I'll be ready to help my children with their homework in a few months.

C Write. Complete the chart about Angela's goal.

Angela's goal

She wants to:
help her children with their homework

She needs to:

1. _____
2. _____
3. _____

She will probably reach her goal in:

From *Ventures* Book 2, Unit 2, Page 24, Cambridge University Press, New York, NY 2nd Edition, 2013

D Read Donald's chart. Talk with a partner. Ask and answer the questions.

1. What does Donald want to do?
2. What does he need to do first?
3. What does he need to do second?
4. What does he need to do third?
5. When will he probably reach his goal?

My goal	<i>Donald</i>
<p>I want to: <i>get a job as a security guard</i></p> <p>I need to:</p> <ol style="list-style-type: none"> 1. <i>take courses in criminal justice</i> 2. <i>get a training certificate</i> 3. <i>look for jobs in the newspaper and online</i> <p>I will probably reach my goal in: <i>one or two years</i></p>	

E Write. Complete the chart about your goal.

My goal
<p>I want to:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<p>I need to:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>I will probably reach my goal in:</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

2 Write

Write a paragraph about your goal. Write about the steps you need to take. Use Exercises 1B, 1C, 1D, and 1E to help you.

Begin sentences with words like *First*, *Second*, and *Third* to organize your ideas.

3 After you write

A Read your paragraph to a partner.

B Check your partner's paragraph.

- What is your partner's goal?
- What are the three steps?
- Did your partner use the words *First*, *Second*, and *Third*?

Write a paragraph about a goal and steps needed to reach the goal **UNIT 2 27**

From *Ventures* Book 2, Unit 2, Page 24, Cambridge University Press, New York, NY 2nd Edition, 2013

CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A Level-specific Standard: (1) Identify the main topic and (2) retell key details of a text. (NRS ESL Levels – Beg. Literacy, Low and High Beginning)

Activity(ies)	Describe how Activity(ies) meet Level-specific Standard
Activity(ies) from Published Materials	<p>1) Identify main topic: Exercise 2 – Title of Reading and Reading tip</p> <p>2) Retell key details: Exercise 3A and 3B (questions require Ss to retell key details)</p>
	<p>1) Identifying main topic:</p> <ul style="list-style-type: none"> • Ss call out main topic of paragraph and teacher writes on board. • Teacher asks questions: Where did you find the main idea? (Possible answers: Title, first sentence and last sentence)

CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A Level-specific Standard: With (1) guidance and support, (2) focus on a topic, (3) respond to questions and suggestions from peers, and (4) add details to strengthen writing as needed. (NRS ESL Levels – Beg. Literacy, Low and High Beginning)

Activity(ies)	Describe how Activity(ies) meet Level-specific Standard
Activity(ies) from Published Materials	<p>1) Guidance/support: Lesson E 1 A, B C D Exercise 1A - Prewriting Exercise 1B - Writing model Exercise 1C and 1D – Analysis of model</p> <p>2) Focused Topic: Exercise 2 – Topic: Your Goal</p> <p>3) Respond Questions/Suggestions: Exercise 3A - Read and Share Exercise 3B – Self and Peer Checklist</p>
Supplemental Activity(ies) with Key Steps	<p>4) Add details</p> <ul style="list-style-type: none"> • Need a direction line that specifically tells students to: “Rewrite paragraph based on answers to questions in 3A and suggestions from classmates and teacher.” <p>Additional Activity: Share revised paragraph (on wall,, read to classmates, teacher or family members)</p>

CCR Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

A	B	C	D
<p>Identify basic similarities in and differences between two texts on the same topic. (e.g. in illustrations, descriptions, or procedures.)</p> <p>NRS ESL Levels Beg. Lit, Low Beginning, High Beginning</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>NRS ESL Level Low Intermediate</p>	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>NRS ESL Level High Intermediate</p>	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>NRS ESL Level Advanced</p>

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

A	B	C	D
<p>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.)</p> <p>NRS ESL Levels Beg. Lit., Low Beginning, High Beginning</p>	<p>Conduct short research projects that build knowledge about a topic.</p> <p>NRS ESL Level Low Intermediate</p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>NRS ESL Level High Intermediate</p>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>NRS ESL Level Advanced</p>

11 GET READY TO READ AND SHARE

A. Read this sign for foreign exchange students at a university. Then discuss the questions with your classmates.

SOCIAL SKILLS IN THE U.S.

- Make eye contact. (Look into the eyes of your conversation partner.)
- Shake hands firmly.
- Give nonverbal feedback. (Smile or nod when you hear something you understand.)
- Take turns talking. (Don't interrupt or monopolize the conversation.)
- Don't ask very personal questions in social or business situations.
- Stand about two feet away from your conversation partner.

1. In your opinion, which three social skills are the most important?
2. Do any of the social skills seem unusual to you?
3. Do you know any different social skills practiced in other cultures?

B. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

- | | | |
|--------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> communicate | <input type="checkbox"/> grasp | <input type="checkbox"/> lean |
| <input type="checkbox"/> nonverbal | <input type="checkbox"/> politician | <input type="checkbox"/> powerful |

C. Preview the texts on pages 11 and 12 and answer these questions.

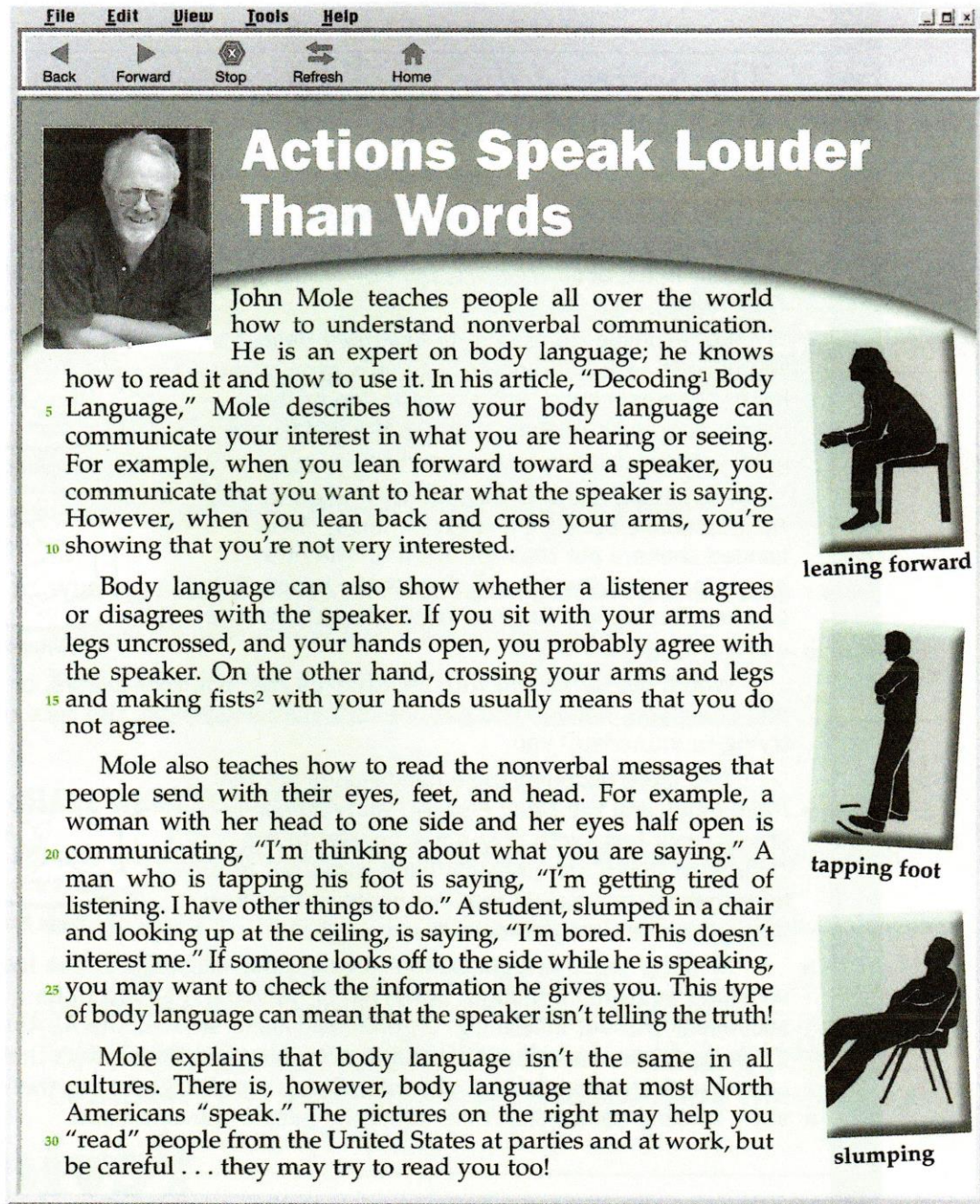
1. What is the connection between the pictures and the topic in text A?
2. What is the connection between the pictures and the topic in text B?

D. Choose one text to read. Then answer these questions.

1. What is the title of the text?
2. What is the topic of the text?
3. What do I already know about this topic?

12 READ A

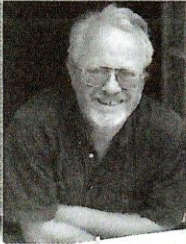
John Mole is an expert on nonverbal communication. The following information is from his website.



File Edit View Tools Help

Back Forward Stop Refresh Home


Actions Speak Louder Than Words


 John Mole teaches people all over the world how to understand nonverbal communication. He is an expert on body language; he knows how to read it and how to use it. In his article, "Decoding¹ Body Language," Mole describes how your body language can communicate your interest in what you are hearing or seeing. For example, when you lean forward toward a speaker, you communicate that you want to hear what the speaker is saying. However, when you lean back and cross your arms, you're showing that you're not very interested.


Body language can also show whether a listener agrees or disagrees with the speaker. If you sit with your arms and legs uncrossed, and your hands open, you probably agree with the speaker. On the other hand, crossing your arms and legs and making fists² with your hands usually means that you do not agree.

Mole also teaches how to read the nonverbal messages that people send with their eyes, feet, and head. For example, a woman with her head to one side and her eyes half open is communicating, "I'm thinking about what you are saying." A man who is tapping his foot is saying, "I'm getting tired of listening. I have other things to do." A student, slumped in a chair and looking up at the ceiling, is saying, "I'm bored. This doesn't interest me." If someone looks off to the side while he is speaking, you may want to check the information he gives you. This type of body language can mean that the speaker isn't telling the truth!

Mole explains that body language isn't the same in all cultures. There is, however, body language that most North Americans "speak." The pictures on the right may help you "read" people from the United States at parties and at work, but be careful . . . they may try to read you too!


leaning forward


tapping foot


slumping

¹ **decode:** to understand what something means

² **fist:** a closed hand

13 READ B

In this book review, the reviewer talks about Robert E. Brown's ideas on different types of handshakes and what they mean.

The Secret of the Successful Handshake

The secret of the successful handshake is no secret anymore. Management Consultant Robert E. Brown explains what shaking hands is all about in his book, *The Art, the Power, the Magic: How to Read Hands That Talk*.

5 For example, to do the *All-American Handshake*, you have to look into another person's eyes, grasp his or her whole hand, and pump¹ it two or three times. According to Brown, this is the handshake of a good listener and trustworthy person.



All-American

10 Politicians and salespeople often use the *Two-Handed Shake* because it's extra-friendly. Two-handed shakers put their left hand on the other person's arm or shoulder as they shake hands. This can feel *too* friendly to some people, so it's best to
15 use it with good friends.



Two-Handed

Watch out for people with handshakes that pull your fingers, or twist and crush your hand. If you get one of these handshakes, the person is trying to intimidate² you.

20 Two more uncomfortable handshakes are the *Palm Pinch* and the *Dead Fish*. A *Palm Pincher* shakes your hand with only a few fingers. In the *Dead Fish* shake, the person's hand slides out of the handshake. It's possible that the people with these handshakes are embarrassed or shy.



Dead Fish

25 Shaking hands is an important part of body language. It can identify someone as truthful, friendly, powerful, or nervous. It's hard to be successful without mastering³ a good handshake such as the *All-American*. If this isn't your natural handshake, don't worry. Mr. Brown says that you can change your handshake with lots of practice. So, go on out there and
30 start shaking hands. Just think of all the people you can meet!

Reviews

¹ **pump:** to move something up and down

² **intimidate:** to make someone feel afraid and less powerful

³ **master:** to learn how to do something very well

14 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

Focus Questions for Text A

1. Who is John Mole?
2. What does body language communicate?
3. Give two examples of body positions and what they mean.
4. What are some other nonverbal messages that people can give?

Focus Questions for Text B

1. Who is Robert E. Brown?
2. Describe the All-American handshake.
3. Describe three uncomfortable handshakes.
4. Why is it important to learn how to shake hands well?

B. With your partner, find a pair who read a different text and form a team.

1. Share the topic of your text with your teammates.
2. Take turns sharing your answers to the focus questions.
3. Add any other information from the text that you remember.

15 SHARE WHAT YOU THINK

Discuss these questions with your teammates. Then share your answers with the class.

1. Is body language the same in all cultures? Give some examples of body language.
2. Is it easy or difficult for you to read body language? Why?
3. Do you often shake hands? If so, in what types of situations?
4. Shake hands with your teammates. What kind of handshake did you use?
5. Do you have a story about body language or shaking hands? What happened?

16 REFLECT ON WHAT YOU READ IN THIS UNIT

Interview

Read the questions and think about your answers. Then interview a partner. With your partner, name as many of your classmates as you can.

1. How did you feel on the first day of this class?
2. Did you talk to any of your classmates that day? Why or why not?
3. What else do you remember about that first day?
4. How do you feel in this class now?

Chart

A. Form groups of three. Students A and B: Talk about your plans for the weekend. Student C: Observe students A and B. Use tick marks (✓) in the chart below to record each time they use body language. After three minutes, change roles.

	lean forward	lean back	look away	look at partner	smile	nod yes
Student A						
Student B						

B. Discuss these questions with the other groups.

- What type(s) of body language did you see most often?
- What other body language did you see?
- How did you feel about someone watching your body language?
- Did you change your body language because someone was watching you?

Write

A. Brainstorm a list of places where it is easy to meet new people. Circle the places you go most often.

B. Write a paragraph that answers some or all of these questions:

- What are some places you go to meet people?
- What do you usually say and do when you meet someone new?
- Do you think it's easy or difficult to make new friends?
- Do you like making new friends? Why or why not?

14 SHARE WHAT YOU LEARNED

A. Work with a partner who read the same text.

1. Read the focus questions for your text.
2. Discuss the questions and write your answers.

CCR Reading Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

B Level-specific Standard: Compare and contrast the most important points and key details presented in two texts on the same topic. (NRS ESL Level – Low Intermediate)

Activity(ies)	Describe how Activity(ies) meet Level-specific Standard
Activity(ies) from Published Materials	
Supplemental Activity(ies) with Key steps	

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

B Level-specific Standard: Conduct short research projects that build knowledge about a topic. (NRS ESL Level – Low Intermediate)

Activity(ies)	Describe how Activity(ies) meet Level-Specific Standard
Activity(ies) from Published Materials	
Supplemental Activity(ies) with Key Steps	

APPLICATION ACTIVITY - TEMPLATE

Instructions for Application Activity	
<ul style="list-style-type: none"> •Select a skill. •Select an Anchor Standard •Select a level to analyze. •Select the corresponding level-specific standard. •Follow steps 1-3 	<ol style="list-style-type: none"> 1) a. Read the standard. b. Read the level-specific standard for your level. c. “Unpack” the level-specific standard. 2) a. Review published materials b. Identify the activities that meet the level-specific standard. 3) Develop supplementary activities for elements of the level-specific standard that are not met by published materials.

SKILL _____

CCR Anchor Standard _____ :

_____ **Level-specific Standard:**

Activity(ies)	Describe how Activity(ies) meet Level-specific Standard
Activity(ies) from Published Materials	
Supplemental Activity(ies) with Key Steps	

Use the Technology issue of <i>The Change Agent</i> to teach College and Career Readiness (CCR) Standards		
<i>The 10 anchor standards for reading can be broken up into 4 groups</i>		
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
<i>The 9 anchor standards for writing can be broken up into 4 groups</i>		
Text Types and Purposes (W.CCR.1-3)	Write arguments. Write explanatory texts. Write narratives. Stress complexity, reasoning, evidence, and details.	pp. 22-23, 44, 45
Production and Distribution of Writing (W.CCR4-6)	Know your audience. Speak clearly to them. Plan, revise, re-write. Use technology, including the Internet, to produce and publish writing and to collaborate and interact.	p. 20
Research to Build and Present Knowledge (W.CCR.7-9)	Research. Gather information from various sources. Assess credibility of those sources. DO NOT plagiarize.	pp. 6, 8-9, 11, 24, 39, 41
<i>The 6 anchor standards for speaking and listening can be broken up into 2 groups</i>		
Comprehension and Collaboration (SL.CCR.1-3)	Be able to converse by expressing yourself and building on others' ideas. Integrate information from diverse formats. Be able to evaluate a speaker's point of view.	pp. 3, 10-11, 13, 44
Presentation of Knowledge and Ideas (SL.CCR. 4-6)	Present information in an organized way. Use various media in your presentations. Use formal English when necessary.	pp. 17, 25, 35
<i>The 6 anchor standards for language can be broken up into 3 groups</i>		
Conventions of Standard English (L.CCR.1-2)	Get that grammar down! And spelling and punctuation too!	pp. 20, 21
Knowledge of Language (L.CCR.3)	Choose words, phrases, and punctuation for effect. Vary sentence patterns. Notice how language is used in poetry, drama, etc.	
Vocabulary Acquisition and Use (L.CCR4-6)	Use context clues to determine meaning. Use a dictionary. Understand figurative language and nuance. Use academic and domain-specific words. Be able to independently acquire new vocabulary.	pp. 3, 12,

From The Change Agent, National College Network <http://changeagent.nelrc.org/in-the-classroom/ccr/>

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Videos

Videos linked to Common Core Standards: <https://www.teachingchannel.org/videos/>