WELCOME!

Please sit with 3 colleagues to form a group of 4.

Introduce yourself to your colleagues.

If you have time, come up with a question your group hopes this will answer.
Reasoning and Rigor in the Beginning ESL/ESOL Class

Integrating CCR Concepts

Facilitated by Jayme Adelson-Goldstein
Lighthearted Learning
Introductions

Hello
my name is

Jayme
A bit about you...

I ...

A. teach ESL

B. administer or coordinate an ESL program

C. develop ESL curriculum

D. provide professional development

E. am equally important but not listed here.
I am _____ familiar with beginning-level ESL curriculum

A. very
B. pretty
C. somewhat
D. not very
E. not at all
Which of these have you heard of or read about?

A. Common Core State Standards (CCSS)
B. College and Career Readiness Standards (CCR Standards)
C. Framework for 21st Century Learning
D. SCANS (Secretary’s Commission on Acquiring Necessary Skills)
E. Career Pathways/ Transitions
During our time together we’ll explore...

…the rationale for integrating academic and workplace skills into beginning ESL lessons;

…questioning strategies that help learners move from comprehension to production to critical thinking;

…a layered text lesson that supports learners navigation of informational text; and

…a collection of problem scenarios to build learners’ problem solving skills.
And we’ll also look briefly at:

- the “Rigor in the Register” (using precise language and academic register); and

- examples of tasks that develop academic and workplace skills
What is at the heart of Beginning-Level ESL Instruction?
WHAT'S AT THE HEART?

LITERACY
CONFIDENCE
VOCABULARY
LIFE SKILLS
INFORMATION
LISTENING
GRAMMAR
SPEAKING
METACOGNITION

COMPLEXITY
HOW?
21st Century Expectations
Why Integrate College and Career Readiness into Adult ESL?

- Skills are applicable beyond college and career contexts
- Relevant to the learner
- Relevance is motivating
- Relies on communication skill development
- Provides a context for language development
- Encourages application outside “the lesson”
- Respectful
Parrish and Johnson make it clear in *Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills from the Beginning*

- A report from the National Center on Education and the Economy (2009) argues that adult education should be redesigned to promote postsecondary and workplace readiness for all learners. This means that the skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction.
INSTRUCTIONAL STRATEGY 1

We are learning to...

Extend our comprehension of a text by asking questions.
NON VERBAL PROMPTS
YES/NO QUESTIONS
“OR”/ALTERNATIVE QUESTIONS

WH- QUESTIONS
LEADING STATEMENTS
WHY…? HOW?
Non Verbal Prompts

- Yes/No questions
- Alternate “OR” questions
- Leading statements
- WH-questions

KRAHSEN & TERRELL
LEVELS OF THINKING

- REMEMBER
- UNDERSTAND
- APPLY
- ANALYZE
- EVALUATE
- CREATE

ANDERSON & KRATHWOL 2001
Raising the level of thinking

- Non Verbal Prompts
- Yes/No Questions
- "Or"/Alternative Questions
- Why...? How?
Two Dutchwomen, An (72) and Ria (78) take their first flight from Holland to Barcelona.
The Latino population is expected to reach 39 percent in California in March 2014.
WHO DOES THE HOUSEWORK?

The 2012 American Time Use Survey says men spend one hour and 17 minutes a day on household activities, while women spend 2 hours and 10 minutes. People do housework 36 minutes a day, and they spend almost 30 minutes preparing food. The survey says that women and men spend different times on different activities. Men cook, but women spend more time cooking. Women do yard work, but men spend more time working in the yard. In general, women spend more time on household activities than men do.

Instructional Strategy 2
Scaffolding reading strategies

- ask learners to highlight elements of a text
- use “think alouds”
- provide opportunities to read the same text multiple times
  - highlight dates, numbers, names
  - underline all the times a word appears (or its synonyms)
  - find phrases that answer a question
Many people in the U.S. work a lot and relax a little. Here's what people say about their daily routines. They sleep for seven or eight hours. They get ready for work for one hour. They walk, drive or ride to work for twenty-five minutes. They work for eight or nine hours. They do housework for one or two hours every day. Then they have free time. They relax for two or three hours. They read, spend time with family, or watch TV. Where does the time go? Now you know!
Layering Texts- Layer 1
Layering Texts- Layer 1

Daily Routines

A. wake up
B. get up
C. take a shower
D. get dressed
E. eat breakfast
F. make lunch
G. take the children to school / drop off the kids
H. take the bus to school
I. drive to work / go to work
J. go to class
K. work
L. go to the grocery store
M. pick up the kids
N. leave work
O. clean the house
P. exercise
Q. cook dinner / make dinner
R. come home / get home
S. have dinner / eat dinner
T. do homework
U. relax
V. read the paper
W. check email
X. watch TV
Y. go to bed
Z. go to sleep
WHERE DOES THE TIME GO?

Many people in the U.S. work a lot and relax a little. Here's what people say about their daily routines.

They sleep for seven or eight hours. They get ready for work for one hour. They walk, drive or ride to work for twenty-five minutes. They work for eight or nine hours. They do housework for one or two hours every day. Then they have free time. They relax for two or three hours. They read, spend time with family, or watch TV.

Where does the time go? Now you know!


Sample prompts and questions.

1. Name the daily activities in the article.
2. Underline the hours for sleeping, working, and relaxing in the article.
3. How many hours are in a day? How many hours are in the article?
4. Which activities are not in the article?
How Dual-Income Couples Divide Their Time

In dual-income households, average number of hours spent each week on...

- **Paid work**
  - Mothers: 31 hours
  - Fathers: 42 hours

- **Housework**
  - Mothers: 9 hours
  - Fathers: 16 hours

- **Child care**
  - Mothers: 7 hours
  - Fathers: 12 hours

- **All three combined**
  - Mothers: 59 hours
  - Fathers: 58 hours
My research group spends _____ hours ______________    _____ most Americans.

- sleeping
- eating
- preparing food
- working
- relaxing
- commuting
- studying English
- doing household activities
The reason for the register

*Respond* instead of *Answer*
*Complete* instead of *Finish*
*Discuss* instead of *Talk about*
*Report* instead of *Share*
*Consider* instead of *Think about*

Ask learners to:
- **restate** what their classmates say.
- **cite** the evidence in a text
- **support** their opinions with facts
Provide “chunks of language” that learners can practice and use:

E.g.  *From my perspective,*

*In my experience,*

*On page (paragraph, line) ___ the article (author) states...*

*The data (chart, graph, illustration) shows...*
Using Problem Scenarios
KEY STEPS OF PROBLEM SOLVING

- Consider the situation.
- State the problem.
- Analyze the problem.
- Pose solutions.
- Analyze and rate the solutions.
- Apply the solution.
- Evaluate the solution’s success.

(Possibly start the process again.)
Visual Scenario and Choices

Sharon’s Problem

Registration:  
Tuesday,  
September 3  
8 a.m. – 10 a.m.

Oh, no! It’s 10:00!

a. Call the school.  
b. Go to school now.
John’s Problem

I want to learn!

Welcome to English class

I can’t!

Practice at home!
John’s Problem

让我们今天说英语

我们去了公园
小家伙？
John’s Problem

ESL Podcast 1
Today’s news.
Ukraine is in the news today.
Conflict
John’s Problem

TIME IN THE DAY

- WORK
- SCHOOL
- Sleep
- Baby
- Errands

Diagram shows the distribution of time spent on different activities throughout the day.
A Listen. Look at the pictures.

Ivan’s Problem

B Work with your classmates. Help Ivan.

a. Ask for a dime.  
b. Go home.  
c. Buy cheaper shoes.
INSTRUCTIONAL STRATEGIES TO INCREASE REASON AND RIGOR

- Asking Early Production & higher-level thinking questions
- Layering texts
- Incorporating precise, academic language
- Using problem scenarios
- Providing meaningful tasks
Next Steps
A checklist titled "Rigor and Reason Checklist: Analyzing Beginning Level Materials and Tasks" is shown. The checklist includes the following sections:

1. **In what ways is the material/task intellectually rigorous?**
   - It includes information that learners do not yet know.
   - It includes questions and/or activities that ask learners to apply what they know in order to understand the new information.
   - It provides opportunities for learners to revisit the concepts in order to think more deeply about them.
   - It includes higher-level thinking questions.
   - It includes questions and/or activities that focus on metacognition.
   - Other:

2. **In what ways is the material/task relevant?**
   - It relates to learners' goals.
   - It relates to learners' needs.
   - It relates to learners' interests.
   - It includes opportunities to enhance learners' digital literacy.
   - It includes opportunities for learners to practice and apply interpersonal soft skills.
   - Other:

3. **In what ways is the material/task respectful?**
   - It provides opportunities for learners to use precise language to express themselves.
   - The material is adult and authentic and/or learners have an opportunity to relate the task to their lives.
   - There are resources included (e.g., visual and vocabulary support) that learners can use to navigate the material/task autonomously.
   - Other:

The checklist is marked as a draft and has a column for examples.
Affirm
Adjourn

Have a great conference!
And Adjourn

Thank You for Your Participation!

- Be sure to visit the CASAS website at www.casas.org

- Keep in touch and stay informed with CASAS on Facebook at https://www.facebook.com/CASASsystem

- Visit CASAS on the CASAS YouTube Channel
## Speaking and Listening Standards - CCR ANCHOR STANDARD

### Effective collaborative conversations/discussions

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td><strong>Participate in collaborative conversations</strong></td>
<td>Engage effectively….</td>
<td>Initiate &amp; participate effectively….</td>
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<td></td>
<td>…in a range of collaborative discussions</td>
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<td></td>
<td>come to discussion prepared</td>
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<td></td>
<td>have read or studied material and explicitly draw on it during discussion</td>
<td>have read or researched material, use to probe and reflect</td>
<td>have read and researched material to stimulate exchange of ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>have read or studied material and explicitly draw on it during discussion</td>
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<tr>
<td><strong>Demonstrate Academic Discussion Skills, Interpersonal Skills, Group Mgmt</strong></td>
<td>(turn taking, clarifying, posing questions, tracking progress, facilitate participation)</td>
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<tr>
<td><strong>Build on others’ ideas/multiple exchanges</strong></td>
<td>Explain ideas in light of discussion</td>
<td>Explain ideas and draw conclusions</td>
<td>Acknowledge new info, justify views in light of evidence</td>
<td>Make new connections</td>
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</tbody>
</table>

Own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)
<table>
<thead>
<tr>
<th>CCR</th>
<th>ESL levels</th>
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<tbody>
<tr>
<td>A</td>
<td>Beg Lit, Beg Low, Beg High</td>
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<tr>
<td>B</td>
<td>Intermediate Low</td>
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<tr>
<td>C</td>
<td>Intermediate High</td>
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<tr>
<td>D</td>
<td>Advanced</td>
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<tr>
<td>E</td>
<td>N/A</td>
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</tbody>
</table>
Writing Standards - CCR ANCHOR STANDARD 2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(A) Write informative explanatory texts in which [learners] name a topic, supply some facts about the topic, and provide some sense of closure.