Reasoning and Rigor in the Beginning ESL/ESOL Classroom
Integrating CCRS Concepts

Facilitated by Jayme Adelson-Goldstein
Lighthearted Learning

By the end of our time together, you will have explored:

• 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.
REFLECT: What’s at the heart of beginning level ESL Instruction?

- building confidence
- lowering the learner’s affective filter
- increasing the learner’s awareness of the English they hear
- increasing the learner’s ability to participate in basic (essential) conversations
- providing information on ways to navigate different systems in the community (health literacy, financial literacy, civics education, etc.)
- teaching the verb “to be,” the simple present, basic sentence structures
- direct instruction leading to the acquisition of the 2000 most frequent words
- direct instruction in academic vocabulary
- enabling the learner to describe his/her goals, daily life, personal history
- the alphabet
- providing basic interpersonal skill language
- providing opportunities for the learner to demonstrate his/her interpersonal skills
- direct instruction in problem solving
- direct instruction in strategies for reading complex, level-appropriate texts
- direct instruction in graph/chart literacy
- increasing the learner’s metacognition
Why integrate College and Career Readiness into Adult ESL?

1. 
2. 
3. 
4. 
5. 
6. 
7. 

EXAMPLES OF COLLEGE AND CAREER READINESS ANCHOR STANDARDS


SAMPLE from Reading Standards
CCR ANCHOR STANDARD 1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

SAMPLE from 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.

SAMPLE from Speaking and Listening Standards
CCR ANCHOR STANDARD 1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SAMPLE from Language Standards
CCR ANCHOR STANDARD 2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRATEGY 1: EARLY PRODUCTION TO HIGHER-LEVEL THINKING QUESTIONS
(Preparation for S/L, R & W Standards tasks)

1. Select the lesson material that you will use to present the lesson content
   - an illustration
   - a picture story
   - a chart
   - a conversation
   - a listening passage
   - a math problem
   - a narrative text
   - a non-narrative text
   - other:

2. Develop a series of questions and prompts as well as few higher-level thinking questions based on the lesson material:
   - non-verbal response prompts
   - yes/no
   - “or” (alternative) questions
   - basic who/what/where/when questions
   - leading statements
   - 1-3 higher-level thinking questions (See p.4.)

3. Once learners have had a chance to view, listen to, or read the lesson material, use the questioning sequence to confirm their comprehension and elicit their production of the target language. Use the higher-level thinking questions to go more deeply into the content and encourage learners to express their ideas and opinions and support those ideas and opinions with evidence in the material.

Sample target vocabulary:
- group
- pair
- task
- poster
- collaborate
- design
- explain
- observe

Adapted from the Oxford Picture Dictionary (2008)
**Question Types and Examples**

- **Non-verbal response prompts**
  
  - Show me
  - Circle
  - Point to
  - Underline
  
  - Draw
  - Check

- **Yes/No questions (yes or no response)**
  
  Is this ...? Are those? Does he...? Do they? Has she ...? Have those ....?
  
  Will it ...? Will they...?

- **Or/Alternative Questions**
  
  Is it a ... or a....
  
  Do they want ... or ....?

- **Basic WH-questions**
  
  Who is this? Where is he? What is he doing? When did this happen? Why did it happen? How did he solve the problem?

- **Leading statements**
  
  It’s 11:00 p.m. he feels .... (tired)
  
  That building is taller than the other buildings. It’s the... (tallest)

- **Higher-level thinking WH-questions**
  
  How do you know he’s tired?
  
  Is it want to work in the tallest building In the city? Why or why not?

**Questions and Prompts to Elicit Different Levels of Thinking for Beginning Level Learners**

**A. To reinforce the learner’s recall of the knowledge:**
  
  *Can you label, define, match, name, recall, tell me, list...*
  
  *What...? Where...? When...? How many...? Which...?*

**B. To verify the learner’s comprehension:**
  
  *Show... Demonstrate.... Explain.*
  
  *Put like items/concepts/images together*

**C. To help the learner apply the information to a new context or his/her life**
  
  *Can you name three ways that you...*  
  
  *Can you show me how to...*

**D. When you want to help the learner analyze the new information:**
  
  *Let’s chart the answers*  
  
  *Find all the XXXs in the text.*
  
  *Mark all the questions.*  
  
  *How many XXXs did you hear?*  
  
  *Categorize ...*  
  
  *Where do you see XXX in the text?*

**E. When you want to help the learner evaluate:**
  
  *Is it better to xxxxx or xxxx? Why?*
  
  *Let’s rank the... (solutions, problems, workers, etc.)*
  
  *Let’s rate the...*

**F. When you want to help students synthesize in order to create new ideas:**
  
  *How can we design a new... (invent, create, improve).*
  
  *Imagine that you are XXX, what would you do?*
YOUR TURN:

An (72) and Ria (78) take their first flight from the Netherlands to Barcelona.

**Target Vocab:**
- together
- support
- take a risk
- nervous
- confident
- have an adventure

Questions to build understanding

Questions to encourage higher-level thinking

Video: [http://www.youtube.com/watch?v=zD2NtzEPBca](http://www.youtube.com/watch?v=zD2NtzEPBca)
Sources for images


NEWSELA http://newsela.com/

Buzz Feed http://buzzfeed.com

Getty Museum https://www.getty.edu/art/exhibitions/

The Metropolitan Museum of Art http://www.metmuseum.org/exhibitions/

PIcs4Learning.com http://www.pics4learning.com


TIP: Use the “Snap and Drag” App or other screenshot apps to capture images

Videos

TED TALK: How to use a paper towel
https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel

(Use this as the warm up to a lesson on writing about processes, following directions)

TED ED SERIES: Questions No One Knows the Answer To
http://ed.ted.com/lessons/questions-no-one-knows-the-answers-to

(Use this as the warm up to a lesson on posing questions.)
## STRATEGY 2: LAYERING INFORMATIONAL TEXTS

(CCRRS R, W, and S/L Standards)

Instructional checklist for layering texts

<table>
<thead>
<tr>
<th>STEPS</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify a relevant theme of study</td>
<td>Did this with the learner(s): YES   NO</td>
</tr>
<tr>
<td>2. Locate materials that relate to the theme</td>
<td>Which materials did you select?</td>
</tr>
<tr>
<td></td>
<td>Photos ___ Illustrations___ Cartoons___</td>
</tr>
<tr>
<td></td>
<td>Texts ___ Video___ Graphs/Charts___</td>
</tr>
<tr>
<td></td>
<td>Other___:</td>
</tr>
<tr>
<td>3. Verify that text and other material is level-appropriate</td>
<td>Adaptation needed? For which materials?</td>
</tr>
<tr>
<td></td>
<td>Layer 1 ___</td>
</tr>
<tr>
<td></td>
<td>Layer 2 ___</td>
</tr>
<tr>
<td></td>
<td>Layer 3 ___</td>
</tr>
<tr>
<td></td>
<td>Layer 4 ___</td>
</tr>
<tr>
<td>4. Identify academic or content vocabulary that the learner(s) will</td>
<td>What vocabulary will need to be front loaded before the learner(s) can</td>
</tr>
<tr>
<td>need to know “up front.”</td>
<td>work with the material?</td>
</tr>
<tr>
<td>5. Prepare questions that check comprehension, direct attention to</td>
<td>Layer</td>
</tr>
<tr>
<td>the text, and engage higher level thinking</td>
<td>Early production questions</td>
</tr>
<tr>
<td></td>
<td>Questions that ask learners to go back to the text</td>
</tr>
<tr>
<td></td>
<td>Higher-level thinking questions</td>
</tr>
<tr>
<td>6. Create a level-appropriate task that asks the learner(s) to</td>
<td>Layer</td>
</tr>
<tr>
<td>compare, analyze, evaluate, or apply the information from each</td>
<td>Early production questions</td>
</tr>
<tr>
<td>layer.</td>
<td>Questions that ask learners to go back to the text</td>
</tr>
<tr>
<td></td>
<td>Higher-level thinking questions</td>
</tr>
</tbody>
</table>
STRAIGHT 2: LAYERING TEXTS
(CCRRS R, W, and S/L Standards)

Layer 1-
Sample prompts and questions

- What do you see?
- Do you do the housework at home?
- Do you cook?

What happens between 6 a.m. and 10:30 p.m.?
STRATEGY 2: LAYERING TEXTS
(CCRS R, W, and S/L Standards)

Layer 2

Read the article. Listen and read the article again.

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!

SOURCE: NDP GROUP, Inc.

Sample prompts and questions

• Name the daily activities in the article.

• Underline the hours for sleeping, working, and relaxing in the article.

• How many hours are in a day? How many hours are in the article?

• Which activities are not in the article? Why?
STRATEGY 2: LAYERING TEXTS  
(CCRS R, W, and S/L Standards)

AYER 3

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.


Sample prompts and questions

• Underline the time men spend on household activities.
• Circle the time women spend on household activities.
• How many minutes do people spend on housework every day?
• Does the survey say that men prepare food?
• How old is this information? Is it true today? How can you find out?
**STRATEGY 2: LAYERING TEXTS**  
(CCRS R, W, and S/L Standards)

**LAYER 4**

Sample prompts and questions

- In a dual income family, does the mother work?
- Is the dark green bar for mothers or fathers?
- Do the mothers go to work for more hours than the fathers? How do you know?
- Who is doing more housework per week?
- Are there children in these households?
- Circle the source of this survey. Underline the date of this survey.

---

**How Dual-Income Couples Divide Their Time**

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housework</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Child care</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>All three combined</td>
<td>59</td>
<td>58</td>
</tr>
</tbody>
</table>

Note: Based on adults ages 18-64 who are currently married or living with a partner, working either full or part time and have their own child(ren) in the household.


PEW RESEARCH CENTER
STRATEGY 2: LAYERING TEXTS
(CCRS R, W, and S/L Standards)

THE TASK

Complete chart 1.
- Use the information from the texts to complete the bar graph.

<table>
<thead>
<tr>
<th>TIME (Approximate)</th>
<th>Chart 1: How Americans spend their time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1 hr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>sleeping</th>
<th>going to work</th>
<th>household activities (women)</th>
<th>household activities (men)</th>
<th>free time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME (Approximate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Fill in half the cell for .5 hour (or 30 minutes)

Create a new bar graph.
- Collect data from your family, friends, and co-workers.
- Add up the data and find the average number of hours for each activity.
- Make a bar graph from the data.

<table>
<thead>
<tr>
<th>Chart 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>sleeping</th>
<th>eating</th>
<th>preparing food</th>
<th>working</th>
<th>going to work</th>
<th>studying</th>
<th>doing household activities</th>
<th>relaxing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME (Approximate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Fill in half the cell for .5 hour (or 30 minutes)

- Compare Chart 1 and Chart 2. What are the differences?

Use the sentence and words below to report on the differences

My research group spends __________ hours ___________________ than most Americans do.

- more
- fewer
- the same number of
- sleeping
- eating
- preparing food
- working
- going to work
- studying
- English
- doing
- household activities
- relaxing
STRATEGY 3: HELP THE LEARNER(S) USE PRECISE LANGUAGE, TEACH ACADEMIC VOCABULARY (THE RIGOR IN THE REGISTER)

K. Kinsella suggests replacing the everyday, more casual language register with more precise workplace and academic language:

For classroom instructions try using

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

Ask the learner(s) to:

restate, summarize or paraphrase what you or their classmates says

cite the evidence in the text

support opinions with facts

For discussions: once a week, provide chunks of language that the learner(s) can practice using in conversations, with you (or with classmates).

E.g. From my perspective,

   In my experience,

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

   The data (chart, graph, illustration) shows...

Be aware of high-frequency words that are also high-frequency in academic and workplace settings. Integrate these words into lessons. For example, these academic words are all in a 2007 wordlist of the top 1000 most frequent words: against, public, general, program, national, powerful, certain, current, development, although, provide, organize, evidence, industry, seem (ed), approve. These words may not be part of beginning-level textbooks or ESL materials, but they can be brought in through classroom directions and through activities or tasks that expand on the core text’s concepts and vocabulary.

Links for wordlists:

http://www.insightin.com/esl/ Top 6,000 words broken up into wordlists of 1,000; 2,000, and then lists of every hundred words after that up to 6,000.

http://www4.caes.hku.hk/vocabulary/profile.htm

This site will analyze a text or passage that you are planning to use and tell you which words are in the top 1,000 and 2,000 word-listes, as well as which words are on the academic wordlist.

http://www.victoria.ac.nz/lals/resources/academicwordlist/most-frequent/sublist-1-most-frequent-words

This link provides the most frequent members of the most frequent word families of the Academic Word List.
STEPS IN A PROBLEM SOLVING LESSON

- Consider the situation. [Read or Listen to a suitably complex text/passage]
- State the problem. [Discuss, reach consensus, cite evidence from the text]
- Analyze the problem. [Read closely]
- Pose solutions. [Discuss]
- Analyze and rate the solutions. [Cite evidence]
- Apply the solution. [Write an explanatory text]
- Evaluate the solution’s success. [Discuss]
  (Possibly start the process again.)

Differentiate for low-literacy learners by telling the story and revealing images to clarify meaning.

Teacher script:

*John wants to speak English, so he takes an ESL class four nights a week. The teacher says, “Practice speaking English after class!”—but John thinks, “I can’t do that.”* John works in a Chinese restaurant and his co-workers speak Chinese or Spanish. At home, his wife speaks Chinese. She wants their two-year old to learn Chinese before English. They don’t have a computer at home, but they do have cell phones. John tried to listen to an English podcast but he didn’t understand it. John has very little free time, but he wants to practice. He doesn’t know what to do.

- Differentiate for low-literacy learners by providing options for responses.
  - John can speak English to the baby. His wife can speak Chinese to the baby.
  - John can start an English conversation ‘club’ at work.
  - John can ask the teacher for ideas.
TASK-BASED LEARNING

Six task types
- Listing (brainstorming, fact finding)
- Ordering and sorting (sequencing, ranking, classifying)
- Matching (categorizing)
- Comparing (contrasting, evaluating)
- Problem solving
- Creating, producing
- Sharing opinions, personal experiences, anecdotes, etc

USING TASK TYPES IN BEGINNING-LEVEL CLASSES (Samples based on “daily routines” theme)

LISTING
1. Learners work in groups to list all the leisure activities they can think of.
2. Learners scan a chart\(^1\) to see which of their group’s items are mentioned.
3. They select two activities one on the list, one not, to report back to the class.

ORDERING AND SORTING
1. Each group of learners is given a different set of criteria by which to rank a list* of leisure activities; e.g. healthiest, most fun, best for children, best for young adults, best for seniors. *List may come from listing activity OR may be from another source.
2. Groups rank the activities and defend their choices for the highest and lowest ranked item on their lists.
3. The class notes the similarities and differences between the rankings and makes statements based on the groups’ work.

MATCHING
1. Each group is given sets of phrases or statements describing daily routines and category cards that read Fact, Opinion, Opinion and Fact
2. The group reaches consensus on how to categorize each phrase.
3. Using the input from the groups (and discussion) the class makes a master set of categorized statements.

COMPARING
(See sample task on p.7 – part of Paired Reading)

PROBLEM SOLVING
(see sample task on p. 11- part of John’s Problem)

\(^1\) [http://www.bls.gov/tus/charts/leisure.htm](http://www.bls.gov/tus/charts/leisure.htm)
TASK-BASED LEARNING (continued)

CREATE AND PRODUCE
1. The whole class works together to develop a leisure-time survey.
2. Group or pairs administers the survey to classes or the public.
3. Groups chart the results of the survey and present the results to the class.
4. The class creates a short report based on the data groups gathered.

SHARE OPINIONS, PERSONAL EXPERIENCES
1. Learners read statements about family roles and responsibilities and identify which statements they agree with and which they do not. (These could be the opinion statements from the matching task.)
2. Using a sentence frame, each learner, writes about at least one statement with which s/he agrees and uses another sentence frame to write about a statement with which s/he does not agree.
3. Learners in small groups report on their opinions and elaborate on their personal experience or anecdotes that support their opinion.

SAMPLE STATEMENTS THAT CAN BE USED FOR MATCHING AND SHARING TASKS ABOVE

1. Men do not like housework.
2. Married women do 17 hours of housework a week. (University of Michigan, 2005)
3. A single women needs to take care of her parents.
4. Men need to make more money than women.
5. In many workplaces, women earn 23% less money than men earn. (Institute For Women’s Policy Research, 2014)
6. Young children need a full-time mother.
7. The CEO of Walmart made 20.7 million dollars in 2012.
8. An average Walmart worker earns 9.40/hour (CNN Money, August 6, 2013)
9. Children have one job: to study at school.
10. Toddlers should not use cleaning supplies.
RIGOR AND REASON CHECKLIST:
Analyzing Beginning Level Materials and Tasks

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:**
Links to Explore (all accessed and active as of April 21, 2014)

**KEY DOCUMENTS AND TOOLS**
College and Career Readiness Standards  

Readability Scoring ([Flesch-Kincaid Reading Ease](https://readability-score.com/))

Reading Maturity Metric (Pearson)  
http://www.readingmaturity.com/rmm-web/#/

CASAS Reading Content Standards Correlation with CCR Reading Standards  

Bill Grabe’s 10 Good Ideas for Teaching Reading  
http://www.powershow.com/view/a8347-NmU5Z/Ten_Good_Ideas_for_Teaching_L2_Reading_powerpoint_ppt_presentation

Kate Kinsella’s Academic Discourse Handout  

**INFORMATIONAL TEXT AND LISTENING PASSAGES FOR ESOL INSTRUCTION**
Voice of America English News  
http://www.voanews.com/

USA Learns – Intermediate reading texts  
http://www.usalearns.org/index/myNewIndClass.cfm?sCourseID=2126075096&loc=3

Learn English Feel Good – Movie Listening Clips  
http://www.learnenglishfeelgood.com/eslvideo/

**AUTHENTIC TEXT AND LISTENING PASSAGES FOR ADAPTATION**
TED TALKS (Be sure to check out TED-ED where you can find lessons and more.)  
http://www.ted.com/talks

NDP Group Market Research (Interesting pieces on trends)  
https://www.npd.com/wps/portal/npd/us/industry-expertise/

SCIENCE FRIDAY  
http://www.sciencefriday.com/

PEW Research Center  
http://www.pewresearch.org/

Bureau of Labor American Time Use Survey  
http://www.bls.gov/tus/home.htm