

# *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**



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## *Why integrate College and Career Readiness into Adult ESL?*

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

### **EXAMPLES OF COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

#### **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)



Sample target vocabulary

group  
pair  
task  
poster  
collaborate  
design  
explain  
observe

Adapted from the Oxford Picture Dictionary (2008)

- *Are the learners working in groups?*
- *Are they working on a task?*
- *Is the man in front writing on a poster or observing?*
- *Is the woman in the back designing or explaining?*
- *The man at table 2 is using a ruler and marker to ....*
- *The group in the front is working on a .... What is the man in the white shirt doing?*
- *What is the man on the far left doing?*
- *How many learners are working pairs?*
- *What are they working on?*
- *Which group is doing a better job of collaborating? How do you know?*
- *What is the task?*

### EARLY PRODUCTION AND HIGHER-LEVEL THINKING QUESTIONS PROCEDURE

#### 1. Select the lesson material that you will use to present the lesson content

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> an illustration | <input type="checkbox"/> a conversation      | <input type="checkbox"/> a narrative text     |
| <input type="checkbox"/> a picture story | <input type="checkbox"/> a listening passage | <input type="checkbox"/> a non-narrative text |
| <input type="checkbox"/> a chart         | <input type="checkbox"/> a math problem      | <input type="checkbox"/> 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
- basic who/what/where/when questions
- yes/no,
- leading statements
- "or" (alternative) questions
- 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.



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

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Questions to encourage higher-level thinking

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Video: <http://www.youtube.com/watch?v=zD2NtzEPBca>



Samantha Sela / The New York Times / Redux Pictures  
 Renata Teodoro, 25, right, holds hands with her mother, Gorete Borges Teodoro, who was deported six years ago from the U.S., through the bars of a border fence in Nogales, Ariz.



An immigration reform rally in Los Angeles Reuters

**Sources for images**

*The Oxford Picture Dictionary 2e* (2008) Oxford University Press

NEWSELA <http://newsela.com/>

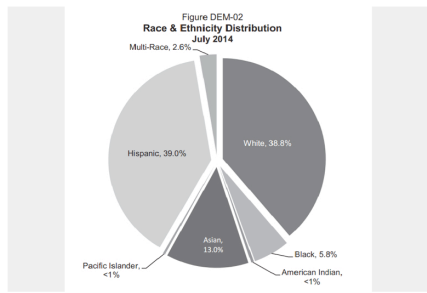
Buzz Feed <http://buzzfeed.com>

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

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

Pics4Learning.com <http://www.pics4learning.com>

Life Magazine <http://life.time.com/?xid=newsletter-life-weekly>



The Latino population is expected to reach 59 percent in California in March 2014 California Governor Jerry Brown's 2014-2017 budget summary California Governor Jerry Brown's 2014-2017 budget proposal

<http://www.ibtimes.com/latinos-set-outnumber-whites-california-what-does-it-mean-economy-1543404>

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](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

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

Instructional checklist for layering texts

STEPS	Questions
1. Identify a relevant theme of study	Did this with the learner(s): YES NO
2. Locate materials that relate to the theme	Which materials did you select? Photos __ Illustrations__ Cartoons__ Texts __ Video__ Graphs/Charts__ Other__:
3. Verify that text and other material is level-appropriate	Adaptation needed? For which materias? Layer 1 __ Layer 2 __ Layer 3__ Layer 4__
4. Identify academic or content vocabulary that the learner(s) will need to know “up front.”	What vocabulary will need to be front loaded before the learner(s) can work with the material?
5. Prepare questions that check comprehension, direct attention to the text, and engage higher level thinking	<b>Layer</b>
	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
	Early production questions
	Questions that ask learners to go back to the text
Higher-level thinking questions	
6. Create a level-appropriate task that asks the learner(s) to compare, analyze, evaluate, or apply the information from each layer.	



## STRATEGY 2: LAYERING TEXTS

(CCRS 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.?

**Daily Routines**

**A. wake up**      **F. make lunch**      **J. go to class**      **O. clean the house**      **S. have dinner / eat dinner**      **W. check email**

**B. get up**      **G. take the children to school / drop off the kids**      **K. work**      **P. exercise**      **T. do homework**      **X. watch TV**

**C. take a shower**      **H. take the bus to school**      **L. go to the grocery store**      **Q. cook dinner / make dinner**      **U. relax**      **Y. go to bed**

**D. get dressed**      **I. drive to work / go to work**      **M. pick up the kids**      **R. come home / get home**      **V. read the paper**      **Z. go to sleep**

**E. eat breakfast**      **N. leave work**

## **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.

From: *Step Forward 1*. Spigarelli, J. Oxford University Press (2006)

### **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)

### **LAYER 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.

SOURCE: Bureau of Labor Statistics American Time Use Report , 2012  
[http://www.bls.gov/tus/tables/a1\\_2012.pdf](http://www.bls.gov/tus/tables/a1_2012.pdf)

#### **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?

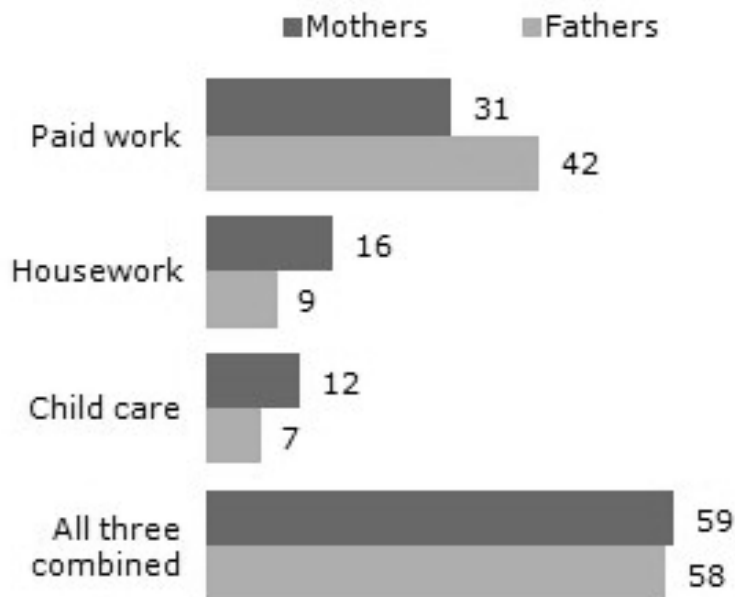
## STRATEGY 2: LAYERING TEXTS

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

### LAYER 4

## How Dual-Income Couples Divide Their Time

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



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.

Source: Pew Research analysis of the American Time Use Survey, 2003-2011.

PEW RESEARCH CENTER

### 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.

## 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.

Chart 1: How Americans spend their time					
TIME (Approximate)	9				
	8				
	7				
	6				
	5				
	4				
	3				
	2				
	1 hr				
Activity	sleeping	going to work	household activities (women)	household activities (men)	free time

\*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.

Chart 2:								
9								
8								
7								
6								
5								
4								
3								
2								
1								
Activity	sleeping	eating	preparing food	working	going to work	studying English	doing household activities	relaxing

\*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 \_\_\_\_\_ most Americans do.

more sleeping going to work than  
 fewer eating studying as  
 the same preparing food English  
 number of working 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

<b><i>Respond</i></b>	<i>instead of</i>	<b>Answer</b>
<b><i>Complete</i></b>		<b>Finish</b>
<b><i>Restate</i></b>		<b>Repeat</b>
<b><i>Discuss</i></b>		<b>Talk about</b>
<b><i>Report</i></b>		<b>Share</b>
<b><i>Consider</i></b>		<b>Think about</b>

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>**



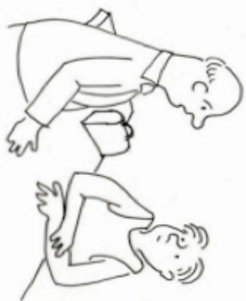
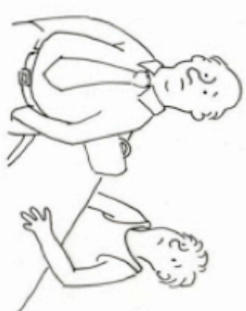
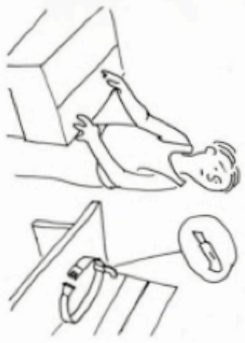
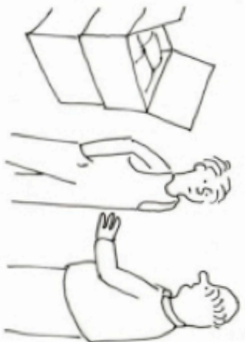
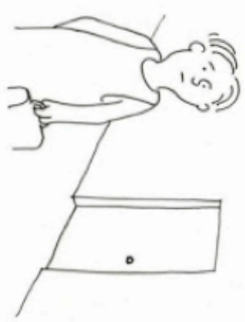

This site will analyze a text or passage that you are planning to use and tell you which words are in the top 1,000 and 2,000 word-listes, as well as which words are on the academic wordlist.

**<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.

## STRATEGY 4: PROBLEM SOLVING SCENARIOS

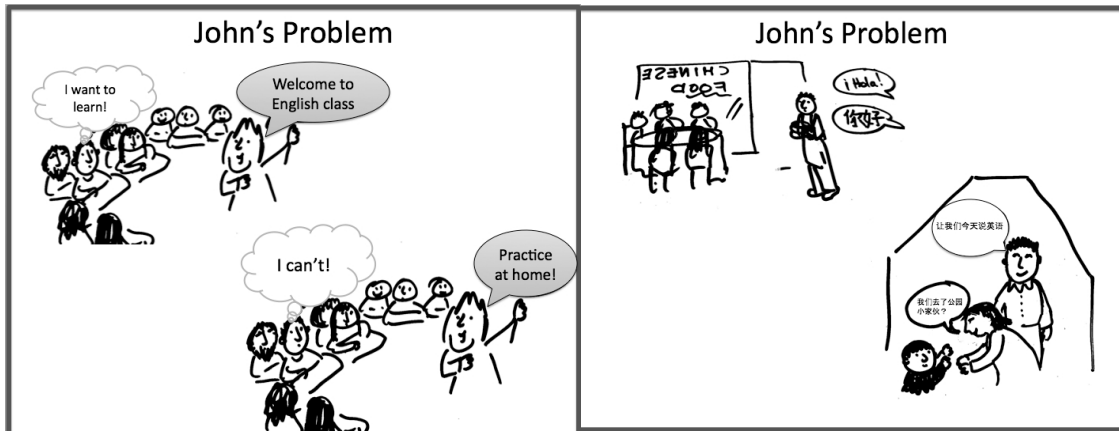
(CCRS S/L Standards, Reading and Writing)

	<p>1. This is a story about Manny Rodriguez. Manny lives in El Paso. He drives a fork lift for a company called Continental Warehousing. His job is to drive the forklift to unload packages from trucks. Manny is new on the job, and he doesn't know his co-workers.</p>
	<p>2. At noon, everyone goes to lunch. Manny is alone. He sits down, opens his lunch bag, and pulls out a sandwich.</p>
	<p>3. Then the office manager comes up to him and says: "Thank goodness someone is here. I think somebody made a mistake. I need you to cut open some boxes so I can see what's inside. It is very important. I need it pronto."</p>
	<p>4. Manny answers, "Sure, right away." The manager turns away and says, "Good, I'll be back in ten minutes."</p>
	<p>5. Manny goes over to the boxes and then realizes he doesn't have his utility knife. He needs it to cut open the boxes. He can't remember where he put his knife. He looks around. A co-worker has left a tool belt on the bench. There is a utility knife in the tool belt.</p>
	<p>6. He borrows the knife and rushes to cut the boxes open. He finishes his job just before the office manager comes back. Manny sticks the utility knife in his pocket and shows the manager the open boxes.</p>
	<p>7. The manager looks inside and seems relieved. He says, "Good, it's the right shipment. Now tape these boxes back up." Manny completes the job and decides to go outside to finish his break. He's thinking, "I hope no one else will ask me to do work on my break."</p>
	<p>8. When he comes back from break, he hears the loud voice of a co-worker. The co-worker yells, "Someone stole my knife. It was right here in my tool belt. Wait until I get hold of him!" The knife is still in Manny's pocket. He doesn't know what to do. He wants to tell the truth. But he doesn't want to get into trouble.</p>

STEPS IN A PROBLEM SOLVING LESSON

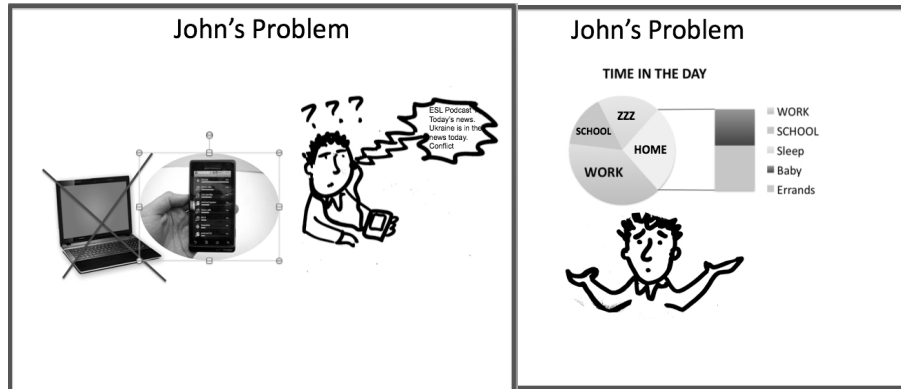
- Consider the situation. [Read or Listen to a suitably complex text/passage]
- State the problem. [Discuss, reach consensus, cite evidence from the text]
- Analyze the problem. [Read closely]
- Pose solutions. [Discuss]
- Analyze and rate the solutions. [Cite evidence]
- Apply the solution. [Write an 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<sup>1</sup> 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.

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### 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.

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### 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.

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### COMPARING

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

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### PROBLEM SOLVING

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

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<sup>1</sup> <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.***



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

### **KEY DOCUMENTS AND TOOLS**

#### **College and Career Readiness Standards**

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

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

<https://readability-score.com/>

#### **Reading Maturity Metric (Pearson)**

<http://www.readingmaturity.com/rmm-web/#/>

#### **CASAS Reading Content Standards Correlation with CCR Reading Standards**

<http://www.casas.org/docs/research/table-2-common-core-to-casas-reading-detailed.pdf>

#### **Bill Grabe's 10 Good Ideas for Teaching Reading**

[http://www.powershow.com/view/a8347-](http://www.powershow.com/view/a8347-NmU5Z/Ten_Good_Ideas_for_Teaching_L2_Reading_powerpoint_ppt_presentation)

[NmU5Z/Ten\\_Good\\_Ideas\\_for\\_Teaching\\_L2\\_Reading\\_powerpoint\\_ppt\\_presentation](http://www.powershow.com/view/a8347-NmU5Z/Ten_Good_Ideas_for_Teaching_L2_Reading_powerpoint_ppt_presentation)

#### **Kate Kinsella's Academic Discourse Handout**

[http://www.pgusd.org/english/kinsella/kinsella\\_acaddiscourse\\_handout.pdf](http://www.pgusd.org/english/kinsella/kinsella_acaddiscourse_handout.pdf)

### **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>