

# **Transferable Skills, Interactive Activities and the CCR: What's the Connection**



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CATESOL 2014  
Adult Level Workshop  
October 25, 2014

# Agenda

- Brief introduction to the College and Career Readiness Standards (CCR) including a Sentence Frame/Information Gap Activity
- Reading and Mixer with a CCR-linked activity
- The Career in My Future with a CCR-linked activity
- Reflection and Commitment to implement workshop activities in the classroom

# Objectives

***By the end of today's session, participants will...***

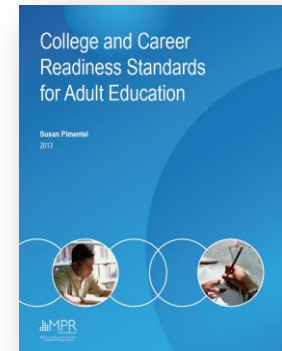
- Develop a basic understanding of the College and Career Readiness Standards (CCR) and how they apply to adult English Language Learners
- Identify some of the academic and workforce skills students need for success
- Identify some ways of integrating the CCR skills in adult ESL classes

# College and Career Readiness Standards

What are the College and Career Readiness Standards?

How do the College and Career Readiness Standards apply to adult education?

?



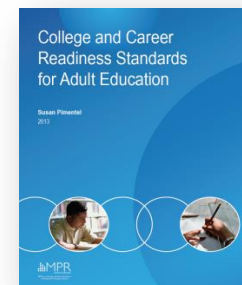
Pimentel, S. 2013  
*College and Career  
Readiness Standards  
for Adult Education*

# College and Career Readiness Standards True or False?

*Every teacher teaches exactly  
the same lesson at the  
exact same time.*

*The three instructional shifts  
in the CCR include: longer breaks,  
higher pay, and less supervision.*

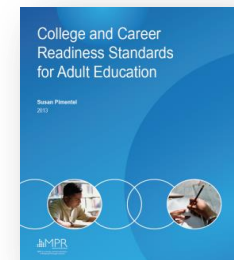
*The CCR was  
designed to meet  
the needs of high  
school students,  
not to support the  
needs of adult  
learners.*



# The CCR Standards and English Language Learners

- The CCR Standards will be **used broadly throughout the field of adult education.**
- They describe the **continuum of skills and knowledge** that adults need for college and career readiness, regardless of language background.
- They **do not address** practices or strategies specific to supporting the needs of English language learners.

Nash, A. *Supporting English Language Learners in Reaching the CCR Standards.* (2013).



# CCR (College and Career Readiness) Information Gap Activity



*I'm gathering information about the CCR.  
Can you help me answer this question? .....*

# Modeling a CCR Information Gap Sentence Frame

**What are the three major instructional shift in the CCR Standards?**



There are three major instructional shifts in the CCR Standards. They are in text \_\_\_\_\_ (using academic language in reading, writing, and speaking), using citation of \_\_\_\_\_, and in reading informational texts, to develop content \_\_\_\_\_.

# CCR Mixer Activity: Give an Answer, Get an Answer





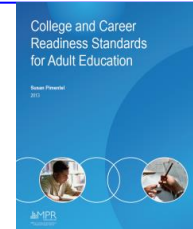
- **Who developed the CCR Standards?**
- **Where did the CCR Standards come from?**

# CCR Information Gap Sentence Frame Question and Answer # 1

**Who developed the CCR Standards? Where did the CCR Standards come from?**

The CCR Standards (College and Career Readiness Standards) were developed by **OCTAE** to help prepare **adult** students for **college** and **career** readiness.

**OCTAE=Office of Career, Technical and Adult Education**



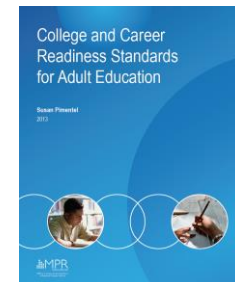
**What do the  
CCR Standards  
consist of?**



# CCR Information Gap Sentence Frame Question and Answer # 2

## What do the CCR Standards consist of?

The CCR Standards have four major strands. They are **reading, writing, speaking and listening, and language**. Each strand has several **anchor** standards. Each anchor standard has **level specific standards**.



**What is the  
purpose of the  
CCR Standards?**

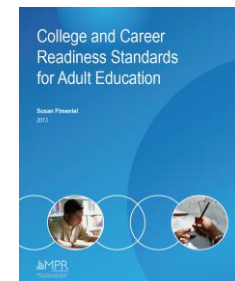


# CCR Information Gap Sentence Frame

## Question and Answer # 3

### What is the purpose of the CCR Standards?

The CCR Standards is not a curriculum. It's not a lesson plan. The CCR is a set of **standards** that **OCTAE** has developed to guide instructors as they assist students in developing the **skills** needed for college and career readiness.





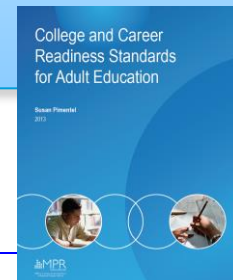
**What are the  
three major  
areas of  
instructional  
shift in the CCR  
Standards?**

# CCR Information Gap Sentence Frame

## Question and Answer # 4

**What are the three major instructional shifts in the CCR Standards?**

There are three major instructional shifts in the CCR Standards. They are in **text complexity** (using academic language in reading, writing and speaking), using citation of **evidence**, and in reading informational texts to develop content **knowledge**.



Refer to handout

# Skills Students Need for Success

## Academic Readiness Skills

- Listening
- Oral Communication
- Reading
- Vocabulary
- Writing, Note Taking
- Research, analyze, explain information & cite sources
- Critical Thinking, Problem Solving
- Interpersonal Soft Skills
- Technology

## Workforce & Career Readiness Skills

Refer to handout

# What skills does an Auto Mechanic use on the job?



**Research** parts/inventory  
**Find** information  
**Cite** resources  
**Analyze** problems  
**Repair** parts  
**Explain** work orders  
**Summarize & Explain** information

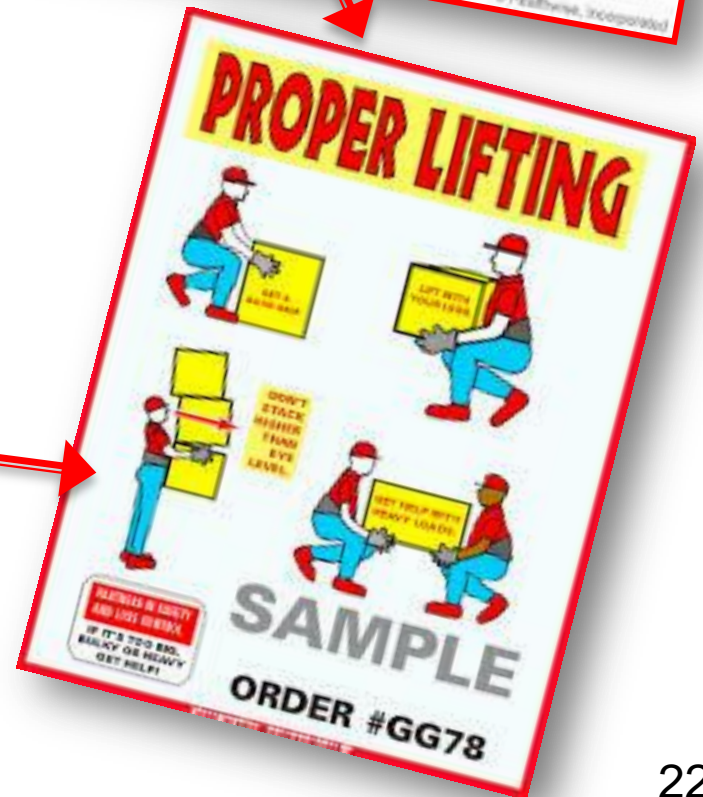
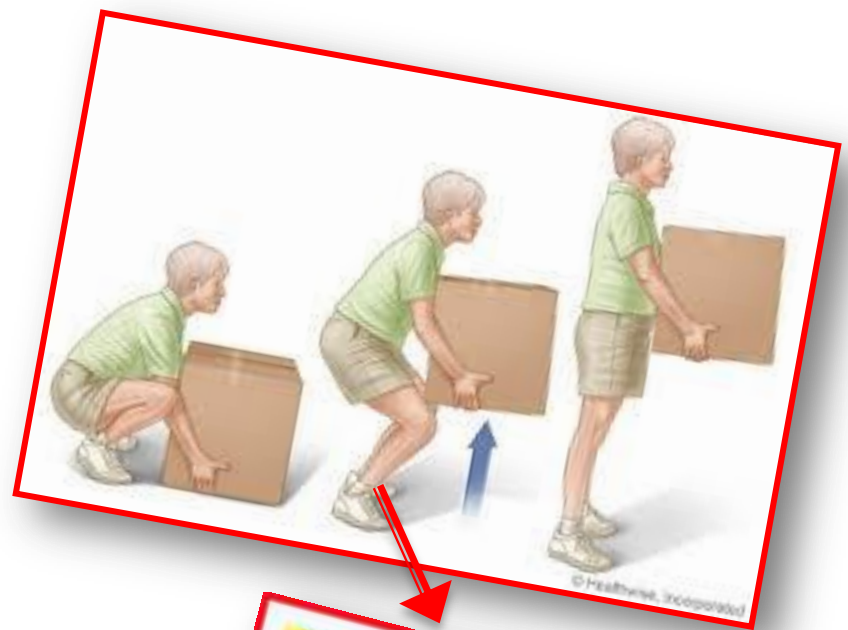
# Reading and Mixer

- Brief introduction to the College and Career Readiness Standards (CCR) including a Sentence Frame/Information Gap Activity
- **Reading and Mixer with a CCR-linked activity**
- The Career in My Future with a CCR-linked activity
- Reflection and Commitment to implement workshop activities in the classroom

# Bending and Lifting the Wrong Way.....



# Bending and Lifting Correctly



# CCR Citation Skills

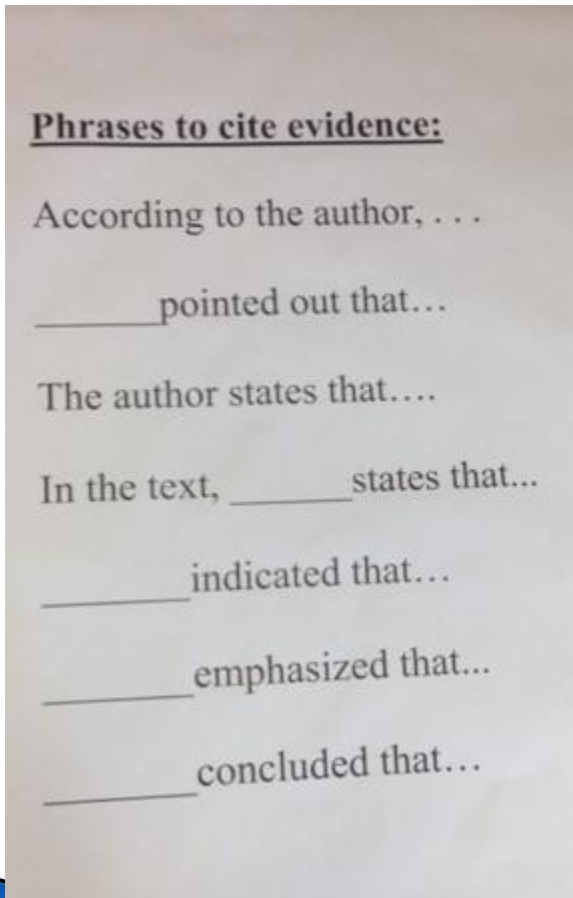
## Academic Language with Text Dependent Questions

**Respond to Text Dependent Questions**  
(cite evidence from text, use academic vocabulary and phrases):

- *According to.....*
- *The author states that.....*
- *\_\_\_\_\_pointed out that.....*

Refer to handout

# Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text



Poster on classroom wall

# Academic Language with Non-Text Dependent Questions

**Respond to Non-Text Dependent Questions (cites personal experience):**

- *I think.....*
- *Based on my experience.....*

Refer to handout

# CCR Citation Skills

## Modeling Text Dependent Questions

**Respond to Text Dependent Questions**  
(cite evidence from text, use academic vocabulary and phrases):

- *According to.....*
- *The author states that.....*
- *\_\_\_\_\_pointed out that.....*

Refer to handout



# Connecting the Bending and Lifting Activity to CCR Reading Anchor Standard 1

When a student reads a text and gives **specific evidence from the text**, which CCR Reading Anchor Standard is being applied?

## CCR Reading 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.*

# Connecting the Bending and Lifting Activity to CCR Speaking and Listening Anchor Standard 1

When students **collaborate** with different classmates, listening to others and providing their own answers, which CCR Speaking and Listening Anchor Standard is being applied?

## CCR Speaking and Listening 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.*

# Moving a Box

## Beginning Level TPR Activity



1. You are in the living room.  
You are going to move a heavy box.
2. Bend your knees and squat down.



Refer to handout

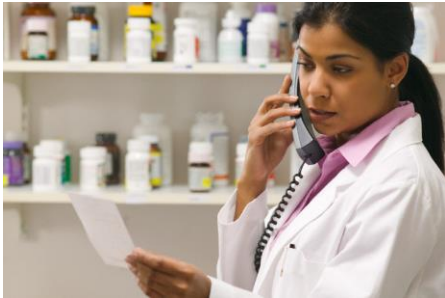
# The Career in My Future

- Brief introduction to the College and Career Readiness Standards (CCR) including a Sentence Frame/Information Gap Activity
- Reading and Mixer with a CCR-linked activity
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# Brainstorm

What kinds of jobs have students told you they want to have in the future?

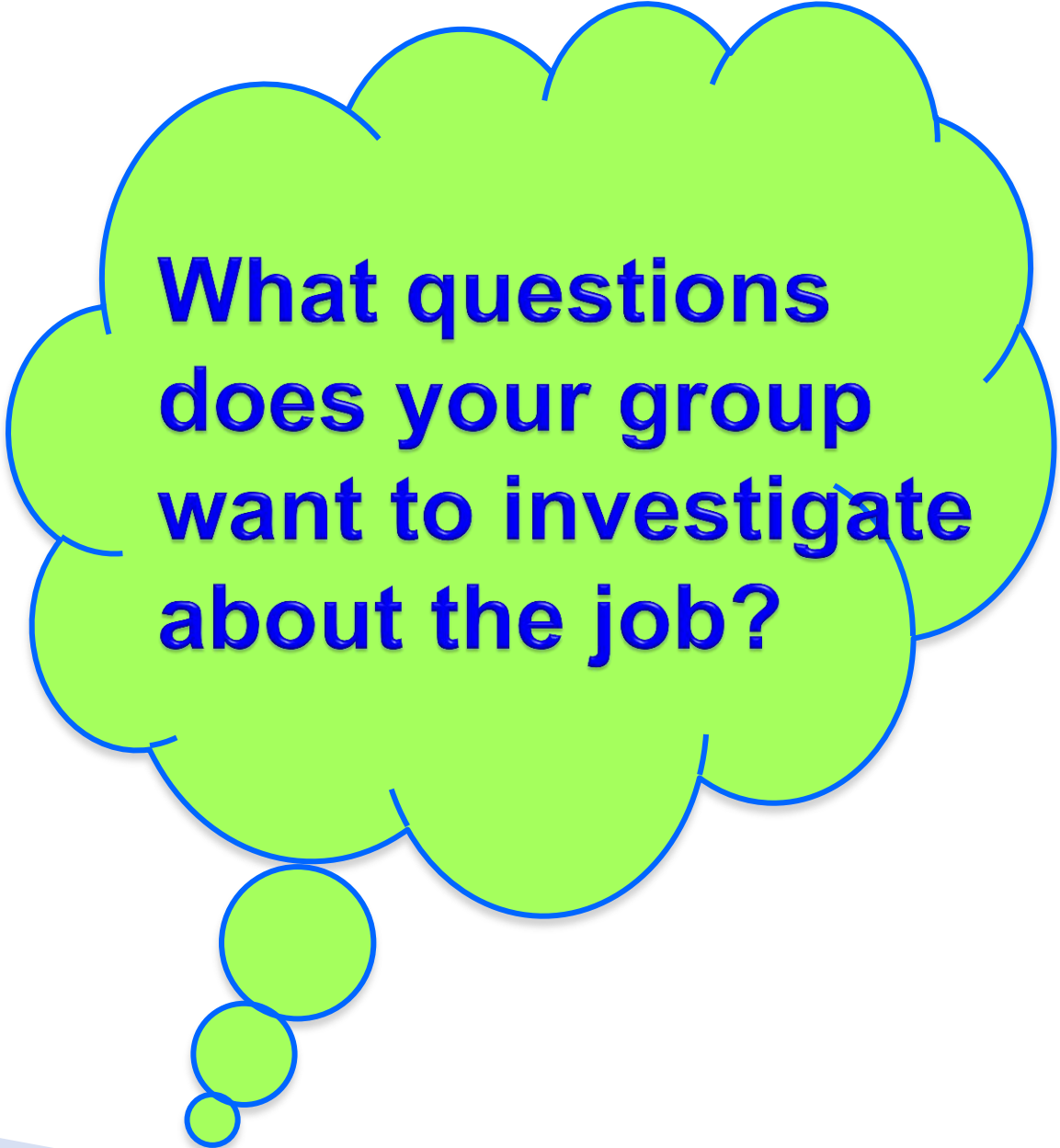
- a. Careers in health care
- b. Working with children
- c. Starting a business
- d. Working in a hotel or store
- e. Fixing cars
- f. Technology



# The Career in My Future: Goal-Setting Phase

- Students work in teams.
- Students decide on a career they want to have in the future.
- They **brainstorm a list of questions** about that career they would like to investigate.





**What questions  
does your group  
want to investigate  
about the job?**

# The Career in My Future: Online Research –Technology Phase

- **Read** informational texts
- **Gather, summarize, evaluate, and analyze** information
- **Cite** evidence



# The Career in My Future

## Research Questions



- ▶ **Name of job**
- ▶ **Job description**
- ▶ **Hourly wage**
- ▶ **Yearly wage**
- ▶ **Work hours**
- ▶ **Working conditions**
- ▶ **Skills needed**
- ▶ **Education required**
- ▶ **Training required**
- ▶ **Why I want this job**

# The Career in My Future: Oral Presentation & Note-Taking Phase

**MY FUTURE JOB**

1. Name of Job	
2. Job Description	
3. Hourly Wage	
4. Yearly Wage	
5. Education Required	
6. Training Required	
7. Local Job	
8. Why I want this job	

Refer to handout

# Oral Presentation: Citing Evidence

According to.....  
The author states that.....  
I read about this in.....  
\_\_\_\_\_ pointed out that.....



# The Career in My Future Beginning Level

## Provide a Paragraph Frame for the Oral Report

*We researched information about \_\_\_\_\_  
(job). You go to school for \_\_\_\_\_ years to get a  
\_\_\_\_\_ (certificate, diploma). On this  
job you work in a \_\_\_\_\_ (school, hospital,  
factory, store). Most of the time you work \_\_\_\_\_  
(standing up and walking around, sitting down). Your  
pay is \_\_\_\_\_ per hour. We read about  
this in \_\_\_\_\_.*

# The Career in My Future Summary

- ✓ **Learner goal setting**
- ✓ **Online research using technology**
- ✓ **Note taking**
- ✓ **Citation of evidence**
- ✓ **Collaboration in teams**
- ✓ **Oral presentation**

Refer to handout

# Connecting the Career in My Future to the CCR Reading Anchor Standards

When students **do research** about the career in their future on the Internet, and they **read different formats** (lists, paragraphs, graphs, charts and sometimes watch videos about the job), which CCR Reading Anchor Standard is being applied?

## CCR Reading Anchor Standard 7:

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

# Connecting the Career in My Future to the CCR Writing Anchor Standards

When a student takes notes during online research, which CCR Writing Anchor Standard is being applied?

## CCR Writing Anchor Standard 8:

***Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.***

# Connecting the Career in My Future to the CCR Speaking & Listening Anchor Standards

When a student **gives an oral presentation**, which CCR Speaking and Listening Anchor Standard is being applied?

## CCR Speaking and Listening Anchor Standard 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.*

# Did we meet our objectives?

***During today's training, did you.....***

- Develop a basic understanding of the College and Career Readiness Standards (CCR) and how they apply to adult English Language Learners?
- Identify some of the academic and workforce skills students need for success?
- Identify ways of integrating the CCR skills in adult ESL classes?

# Make a Commitment

I will implement the following two (2) new instructional strategies during the next month. I will.....

- ❑ Provide students with a list of useful expressions
- ❑ Create a mixer with text-dependent questions derived from complex informational text
- ❑ Use sentence/paragraph frames to scaffold instruction
- ❑ Use a template to teach students note-taking skills
- ❑ Give students opportunities to do oral presentations



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Donna and Ronna's **PowerPoint presentation and handout** for this workshop can be found at <http://www.quia.com/pages/donna/workshops>