

NEW STANDARDS, NEW IDEAS, NEW OPPORTUNITIES

By Rob Jenkins
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TODAY'S AGENDA

- Why standards?
- Are there common threads?
- How to meet standards in the classroom?

WHY EDUCATIONAL STANDARDS?

In the age of accountability and data, achieved benchmarks to indicate progress are essential because they help us to identify where our individual students are in the educational process, and what we can do to help them reach their personal goals.

Standards provide a target for students to transition successfully to college, to the workplace, or other meaningful endeavors.

STANDARDS PROMOTE EFFECTIVE LEARNING



POLL

STANDARDS PROMOTE EFFECTIVE LEARNING

“Learning and innovation skills are the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century... A focus on **creativity, critical thinking, communication and collaboration is essential to prepare students for the future.”**

-PARTNERSHIP FOR 21ST CENTURY LEARNING
www.p21.org/our-work/p21-framework

STANDARDS PROMOTE EFFECTIVE LEARNING

CCR standards suggest three advances namely:

- 1. regular practice with complex text and its academic language;**
- 2. reading, writing, and speaking grounded in evidence from text (both literary and informational);**
- 3. building knowledge through content-rich nonfiction**

- Pimentel, 2013; Student Achievement Partners, 2012

CCR Reading Anchor 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.

CCR English Language Arts and Literacy Standard for AE Level E

CCR Reading 1 Level E

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

ELP Standard 1	By the end of each English language proficiency level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

ELP Standard for AE

Level 1–5 descriptors



TYPES OF STANDARDS

Soft Skills and Workplace

- SCANS (Secretary's Commission on Achieving Necessary Skills)
- EFF (Equipped for the Future)
- 21st Century Skills
- Employability Skills Framework

Academic Skills and Content

- CCRS (College and Career Readiness Standards)
- ELPS (English Language Proficiency Standards)
- CASAS Content Standards

Level Descriptors

- NRS (National Recording System)
- CASAS (Comprehensive Adult Student Assessment Systems)
- Others

SOFT SKILLS & WORKPLACE

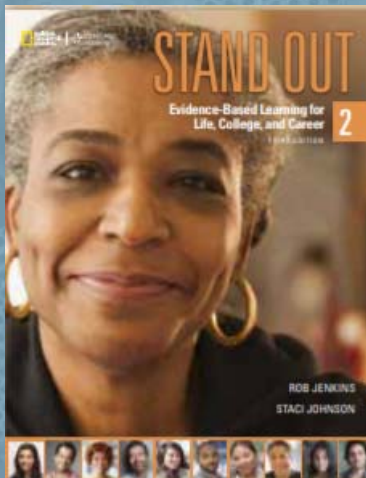
SCANS	EFF	21 st Century	Employability Skills Framework
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Thinking Skills	Decision Making	Critical Thinking	Personal Qualities
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Resources	Lifelong Learning	Creativity	Systems Thinking
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			Applied Academic Skills

Do you see anything in common among these standards? Respond in the chat box.


SOFT SKILLS & WORKPLACE

SCANS	EFF	21 st Century	Employability Skills Framework
Basic Skills Thinking Skills Personal Qualities Resources Interpersonal Skills Information Systems Technology	Communication Decision Making Interpersonal Lifelong Learning	Life and Career Critical Thinking Collaboration Creativity Communication Information Media Technology	Interpersonal Skills Personal Qualities Technology Use Systems Thinking Communication Skills Information Use Resource Management Critical Thinking Skills Applied Academic Skills


REAL COMMUNICATION




Dialogs provide scaffolding to real communication




carton(s)




box(es)




jar(s)




pound(s)




bag(s)




bottle(s)



can(s)



gallon(s)



loaf (loaves)

Shopping List

milk 3 gallons	ground beef 2
flour 2	sugar 3
tomatoes 5	jam 1
bread 3	oil 2
cake mix 2	oranges 3
ice cream 4	chicken soup 4

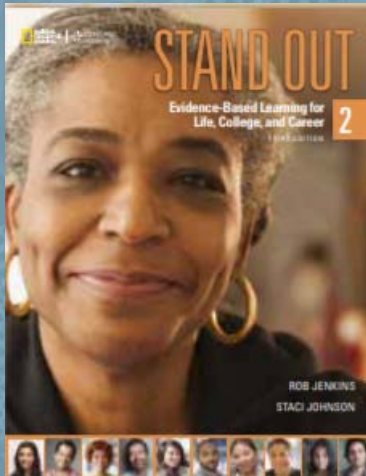
Some / any	
Question	Do we need <u>any</u> milk?
Statement	We need <u>some</u> milk.

PLURALS		
	/z/	/ez/
cartons	loaves	boxes
pounds	bags	
jars	cans	
bottles	gallons	

F. Practice the conversation with a partner. Use items from the shopping list to make new conversations.

Augustin: Do we need any milk at the store?
Silvia: Yes, we need some milk.
Augustin: How many gallons do we need?
Silvia: We need three gallons.

REAL COMMUNICATION



 G. Study the chart with your classmates and teacher.



Count and Noncount Nouns		
Count nouns	Use <i>many</i> with nouns you can count.	How <i>many</i> tomatoes do we need? How <i>many</i> pounds of tomatoes do we need?
Noncount nouns	Use <i>much</i> with nouns you cannot count.	How <i>much</i> flour do we need? How <i>much</i> rice do we need?

 H. Complete the sentences with *much* or *many*.

1. How _____ bananas do we need?
2. How _____ bottles of oil do we need?
3. How _____ oil do we need?
4. How _____ flour do we need?
5. How _____ apples do we need?
6. How _____ pounds of apples do we need?

I. **PLAN** You are planning a party for twenty people. In a group, make a shopping list on a separate piece of paper.

J. **APPLY** Go to a local market or on the Internet to find the total cost of your food items in Exercise I.



Lesson 2 67

“Real”
Communication
is when students
improvise with
the language.

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REAL COLLABORATION

GOAL ■ Interpret classified ads

A. SURVEY Talk in groups about your home.

1. What kind of home do you live in?
2. How many bedrooms does it have?
3. Is your home large or small?
4. Is your home one story or two story?
5. Do you have a yard or a balcony?
6. Is your home old or new?

B. Listen to the descriptions and point to the correct house.

a.



b.



c.



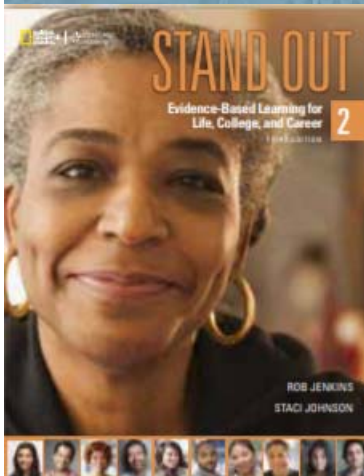
d.



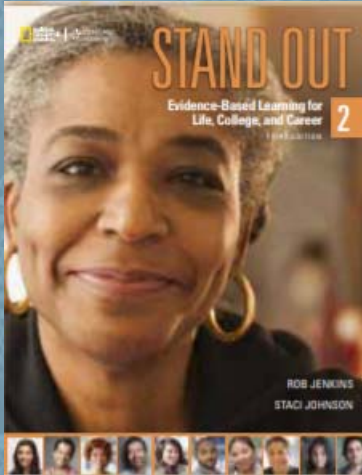
C. Match the pictures with the descriptions below.

- _____ 1. This large four-bedroom, three-bathroom house is the perfect rental for big families. The house is old but is in very good condition. The neighborhood is quiet and comfortable. There is a beautiful view from the balcony. This two-story house rents for \$2,500 a month, and utilities are included.
- _____ 2. Come and see this new, small, one-story dream house. It is in a small and friendly neighborhood. This house rents for \$1,800 a month. It has one bedroom, one bathroom, and a large kitchen. You will love it when you see it!
- _____ 3. Sometimes older is better. This small two-bedroom, one-bathroom house has an interesting history. The same person has owned it for 50 years. Rent it for an amazing \$1,500 a month.
- _____ 4. If you want to rent a big home and money is not important, rent this very large five-bedroom, three-bathroom house with a swimming pool. It is a great value for \$3,000 a month.

Group work where students ask and answer questions provides scaffolding to real collaboration.



REAL COLLABORATION



F. Look at the ads and ask a partner the questions below.

RENTALS		
1. FOR RENT Two-bedroom, two-bathroom condo. Utilities paid and air-conditioning included. Near parks and schools. Dallas City \$1,000 Ask inside for more information	2. FOR RENT Four-bedroom, three-bathroom house with a pool, fireplace, and balcony. 5253 Bountiful Street, Luxury Heights \$1,400 Ask inside for more information	3. FOR RENT Clean, three-bedroom apartment with air-conditioning. Refrigerator included. No pets. \$1,200 Ask inside for more information
4. FOR RENT One-bedroom, one-bathroom apartment. New carpets. Sycamore St., Costa Mesa \$900 Ask inside for more information	5. FOR RENT Three-bedroom, one-bathroom condo with air-conditioning. Water paid. Bridgemont \$1,400 Ask inside for more information	6. FOR RENT Like-new two-bedroom mobile home. Utilities paid. Seawall Estates, Newton \$1,100 Ask inside for more information

1. Which home is under \$1,000 a month?
2. Which homes have air-conditioning?
3. Which home has a refrigerator included?
4. Which home has three bathrooms?

G. CREATE In a group, write a classified ad. Answer these questions in your ad.

1. How much is the rent?
2. How many bedrooms are there?
3. How many bathrooms are there?
4. What amenities are there?
5. Who do you call?
6. What's the phone number?

H. APPLY Look on the Internet to find classified ads for your area. Find a home for yourself. Report to the class.

“Real” Collaboration is when students work together to make decisions.

REAL COLLABORATION

TEAM PROJECT



Plan a menu

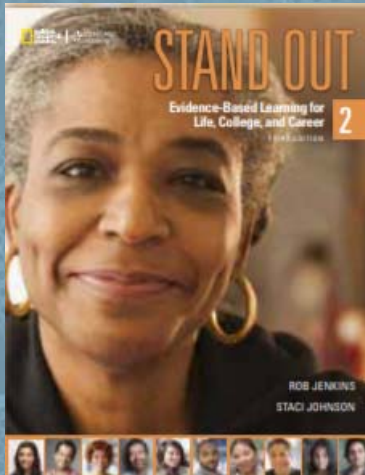
In this project, you will plan a family menu. You are a family of four or five people. You have \$150 to spend on food for the next week. What can you make for breakfast, lunch, and dinner? Make a menu and go shopping.

1. **COLLABORATE** Form a team of four or five students. In your team, you need:

Position	Job description	Student name
Student 1: Team Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Chef	Plan meals for the family with help from the team.	
Student 3: Shopper	Write a shopping list for the family with help from the team.	
Students 4/5: Spokespeople	Prepare a class presentation with help from the team.	

2. Choose a name for your family.
3. Fill in a calendar with your meal plans for breakfast, lunch, and dinner for one week.
4. Make a shopping list. How much of each item do you need? Estimate the prices of the items on your list. Make sure the total is under \$150.
5. Write a recipe for one of your meals.
6. Make a family presentation to the class. Tell the class about the meals on your menu. How much money will you spend? How much money will be left? What can you do with the money that will be left over?

Ultimate Collaboration is when students work out solutions to problems (PBL).



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CRITICAL THINKING

D. Augustin and his family don't eat together because they are very busy. Read what they eat.



Silvia

Breakfast: cereal and milk
Lunch: green salad and fruit juice
Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee
Lunch: sausage, beans, rice, and water
Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast
Lunch: pepperoni pizza and milk
Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee
Lunch: soup, bread, fruit, and yogurt
Dinner: turkey, potatoes, green salad, and water



Gabriel

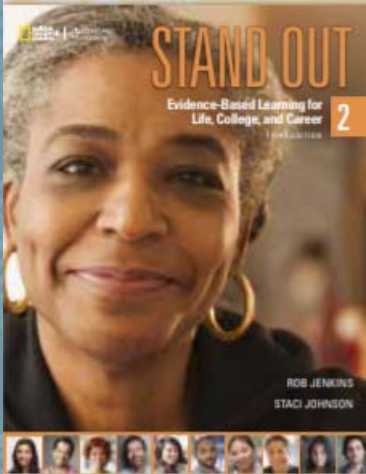
Breakfast: doughnut and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

SIMPLE PRESENT: HAVE

I have ...
 You have ...
 He/She has ...

E. **RANK** Who has the best diet? In a group, rank the family members in order from the best diet to the worst. 1 is the best.

- _____ Silvia
- _____ Augustin
- _____ Fernando
- _____ Rosa
- _____ Gabriel



REAL CRITICAL THINKING GUIDING PRINCIPLE

REAL CRITICAL THINKING GUIDING PRINCIPLE

Write a one sentence guiding principle of *critical thinking* in the classroom. Start with: “Tasks where students...”

Write in the chat box.

REAL CRITICAL THINKING GUIDING PRINCIPLE

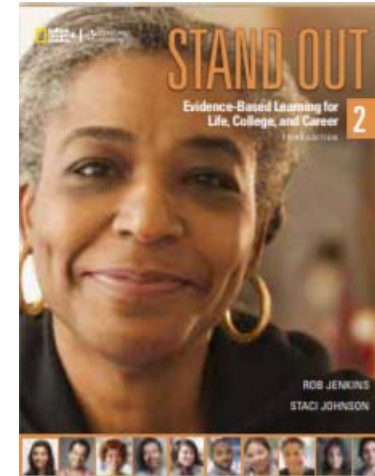
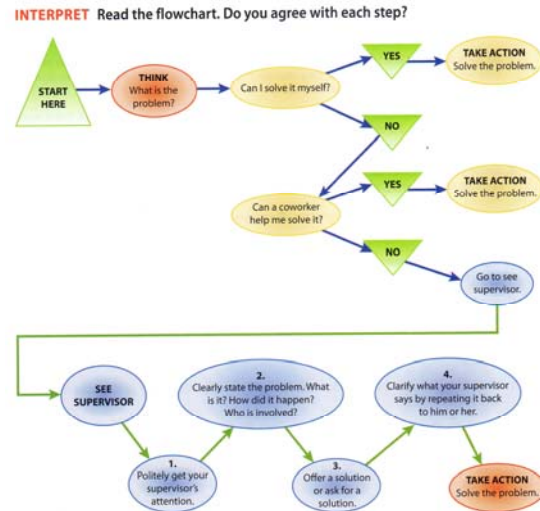
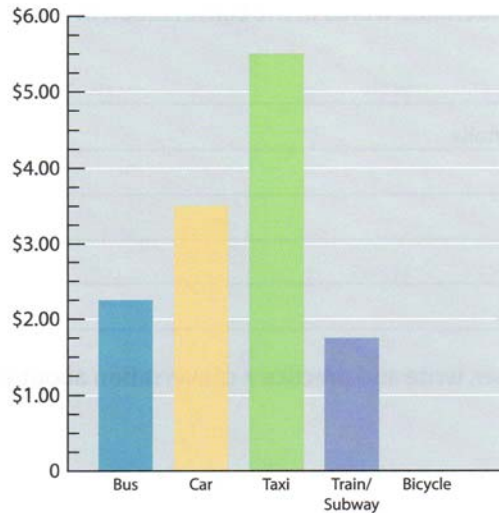
“Tasks that require learners to think deeper than the superficial vocabulary and meaning”

Jenkins & Johnson 2016

EXAMPLES OF CRITICAL THINKING ACTIVITIES

- analyzing data (graphs, charts)
- classifying
- collaborating over a problem
- comparing (VENN, Johari, charts)
- defining concepts
- evaluating information with a rubric
- individually solving problems
- predicting outcomes
- ranking
- reaching consensus
- summarizing concepts

EXAMPLES OF CRITICAL THINKING ACTIVITIES



Read the paragraph.

A cold and the flu are similar illnesses and have some of the same symptoms. The symptoms of a cold are a low fever, a sore throat, a headache, and a runny nose. People usually have a cold for one or two weeks. People with the flu feel very tired and sick. They often have a high fever, a dry cough, a headache, and muscle aches. Just like a cold, people can have the flu for one or two weeks, too. Many people get a cold or the flu every year and hate them both!

CLASSIFY Compare cold and flu symptoms. Complete the table.

Cold symptoms	Flu symptoms



READING

Key Ideas and Details

1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure

4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas

7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity

10. Read increasingly complex text.

WRITING

Text Types and Purposes

1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing

4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing

10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration

1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.

CCRS Super Abbreviated

Disclaimer: Please see the complete standards. These abbreviations are not intended as a guide to individual levels.



WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) highlights the importance of preparing all adults, including ELLs, for continued education and training beyond high school. Continued education helps adults obtain jobs in high-demand industries and career fields and earn wages that can lead to greater economic stability

American Institutes of Research. (2016).
English Language Proficiency Standards
for Adult Education.

COLLEGE AND CAREER READINESS STANDARDS

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INCREASED RIGOR =

COMPLEX TEXT + KNOWLEDGE BUILDING + EVIDENCE

LESSON 2 Time to move

GOAL ■ Make decisions

A. Read about the Nguyen family.



The Nguyen family lives in Cedarville, Texas. Vu Nguyen came from Vietnam twenty years ago and met his wife, Maryanne, in Texas. The Nguyens have four children—two sons and two daughters. They are currently living in a two-bedroom apartment, which is too small for all six of them. They would like to stay in Cedarville, but they need a bigger place. Vu recently got a raise at work, so the Nguyen family wants to move.

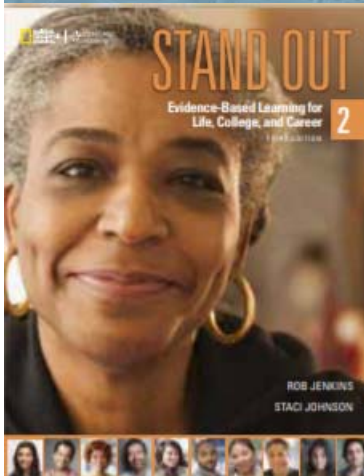


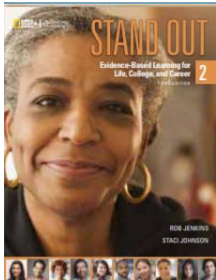
B. INTERPRET Listen to the Nguyen family talk about their housing preferences. Check the boxes next to the things they would like to have in their new apartment.

- | | | |
|--|---|---|
| <input type="checkbox"/> 2 bedrooms | <input type="checkbox"/> tennis courts | <input type="checkbox"/> yard |
| <input type="checkbox"/> 3 bedrooms | <input type="checkbox"/> pool | <input type="checkbox"/> air conditioning |
| <input type="checkbox"/> 2 bathrooms | <input type="checkbox"/> security guard | <input type="checkbox"/> carpeting |
| <input type="checkbox"/> 3 bathrooms | <input type="checkbox"/> big windows | <input type="checkbox"/> balcony |
| <input type="checkbox"/> convenient location | <input type="checkbox"/> garage | <input type="checkbox"/> washer/dryer |

C. Compare your answers with a partner.

Fictional readings and listenings provide scaffolding for students to prepare for non-fictional complex texts.





INCREASED RIGOR =

COMPLEXITY+ KNOWLEDGE BUILDING + EVIDENCE

READING CHALLENGE
EXPLORER DANIEL RAVEN-ELLISON

Guerrilla Geography

"Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, challenge things as they are, and make sense of the world."
—Daniel Raven-Ellison

C. Read about Daniel Raven-Ellison.

Paragraph 1: Daniel Raven-Ellison is no ordinary geographer. He is a "guerrilla geographer." He is challenging everyone to explore the world around them in new and exciting ways. Some people think geography is learning about faraway places, but Daniel believes there is a lot to learn where people already live.

Paragraph 2: One of his projects is Mission: Explore. Mission: Explore is a geography education website that helps children have adventures in the town or city where they live. With Mission: Explore, children go on missions to learn about geography. Daniel wants children to get outside and see all there is to see. He wants them to experience all of life.

Paragraph 3: In 2014, Daniel started a project in the United Kingdom. He wanted to show people that they could climb enough steps to equal climbing Mount Everest without leaving the city, so he walked up the stairs of the tallest buildings in London until he climbed 29,029 feet or 8,848 meters! Many children are now finding stairs and counting steps today because of the project.

D. INFER Answer the questions about the main idea.

1. Which paragraph is about an adventure Daniel had? _____
2. Which paragraph is about Daniel's work? _____
3. Which paragraph is about the people Daniel cares about in his work? _____

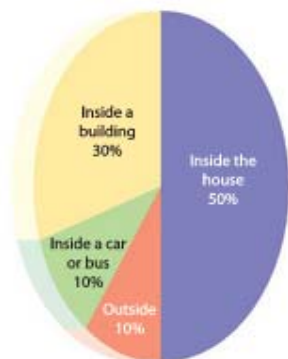
E. CITE Answer the questions in a group. Underline the supporting ideas in the article.

1. Do you think Daniel likes children?
2. Did Daniel climb Mount Everest?
3. Does Daniel believe people need to visit faraway places to learn about geography?

F. APPLY Talk in a group about where you live. What do you like to do in your city?

A. INTERPRET Complete the chart below with information from the pie chart.

Where Daniel spends time



1. How much time does he spend inside the house?
_____ %
2. How much time does he spend inside a car or bus?
_____ %
3. How much time does he spend in a building?
_____ %
4. How much time does he spend outside?
_____ %

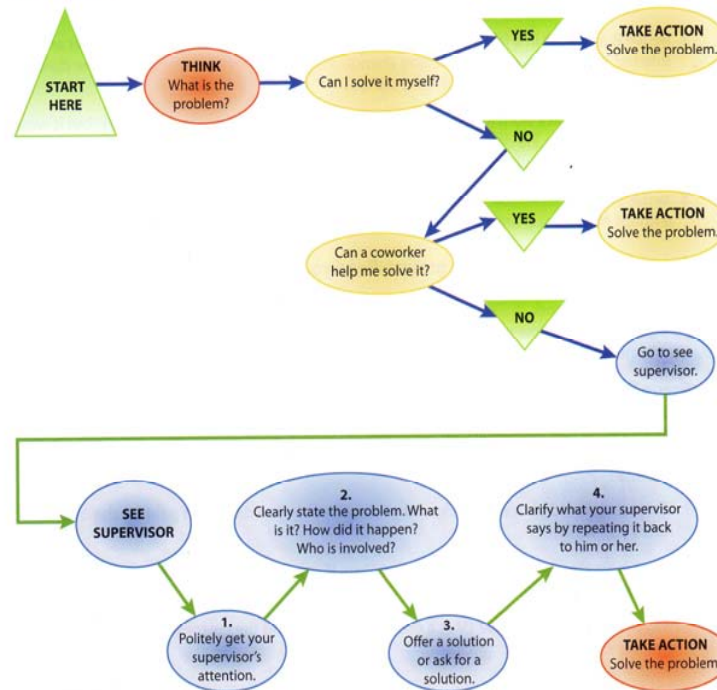
B. CREATE On a separate piece of paper, make a pie chart for yourself.

INCREASED RIGOR =

COMPLEX TEXT + KNOWLEDGE BUILDING + EVIDENCE



C. **INTERPRET** Read the flowchart. Do you agree with each step?



Complex texts don't have to be only reading!

D. Discuss these questions with a partner.

1. If you can solve the problem by yourself, what should you do?
2. If a coworker can help you solve the problem, what should you do?
3. When you go to see your supervisor, what is the first thing you should do? What is the last thing you should do?

E. Look at the conversation on page 168. Did the construction worker follow the steps in the flowchart?

HOW TO OFFER A SOLUTION

- Why don't we/I ...
- What if we/I ...
- Would it work if we/I ...

ENGLISH LANGUAGE PROFICIENCY STANDARDS

ELPS go hand in glove with CCRS providing needed support to the classroom instructor. ELPS provide classroom strategies to accomplish the CCRS.

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ELP Standard for AE

Level 1–5 descriptors

EVIDENCE

A. **IDENTIFY** Write each job title under the correct picture.

carpenter

construction worker

delivery person

mechanic

custodian

computer programmer

homemaker

administrative assistant



Kristina

1. _____



Esteban

2. _____



Ivan

3. _____



Salvador

4. _____



Clara

5. _____



Chang

6. _____



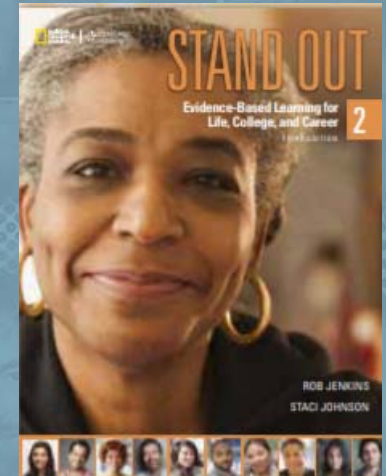
Natalia

7. _____



Phuong

8. _____



SCAFFOLDING STRATEGIES

Show me

How do you know?

Point to...

Underline...

Why do you say that?

Put your pencil on...

Circle the (name, place)...

What shows you that...?

Highlight the...

Which line tells you...?

Which paragraph tells you...?

Where in the story do you find that?

Show me "because" in the story.

How do you know?

Source: MN ABE by ATLAS: www.atlasabe.org

STANDARDS PROMOTE EFFECTIVE LEARNING

Rigor – Complexity

Rigor – Academic Language

Rigor – Citing Evidence

Rigor – Information Management

Critical Thinking (comparing, ranking, analyzing, etc.)

The 4 C's (Communication, Collaboration, Critical and Creative Thinking)

THANK YOU

By Rob Jenkins
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