Academic Skills from the Start: CCRS for Beginning Literacy

Lisa Gonzalves
Alameda Adult School, UC Davis

CATESOL Annual Conference, 2017
Today

Project adapting CCRS for beginning ESL literacy

- About CCRS
- How we modified CCR anchors
- How you can access our work
College and Career Readiness Standards (CCRS)

Raise awareness of the critical skills and knowledge expected and required for academic and workplace success

Forge stronger link among adult education & postsecondary ed/work world

Identify a manageable set of standards that is indispensable for college and career readiness

CCRS - 3 main shifts

➢ **Complexity**
  ○ Practice with complex texts and academic language

➢ **Evidence**
  ○ Reading, Writing, & Speaking grounded in evidence

➢ **Knowledge**
  ○ Using content-rich non-fiction
CONTENTS

Acknowledgments........................................................................................................... v
1. Introduction ................................................................................................................ 1
   Overview of Project ................................................................................................. 1
   Rationale for the Project ......................................................................................... 2
2. Applicability of the Common Core to Adult Education ........................................ 5
3. Process of Selecting College and Career Readiness Standards for Adult Education ................................................................. 7
4. The Results: College and Career Readiness Standards for English Language Arts and Literacy .................................................................................................................... 9
   Key Shifts in the Standards .................................................................................... 9
   Key Features of the ELA/Literacy Standards Charts ........................................ 10
5. The Results: College and Career Readiness Standards for Mathematics .................. 44
   Key Shifts in the Standards .................................................................................. 44
   Key Features of the Mathematics Standards Charts ........................................ 45
References .................................................................................................................. 85
College and Career Readiness Standards (CCRS)

English Language Arts - 5 Strands

- Reading
- Writing
- Speaking and Listening
- Language
- Reading Foundations
College and Career Readiness Standards (CCRS)

English Language Arts - 5 Strands

● Reading (10 Anchors)
● Writing (9 Anchors)
● Speaking and Listening (6 Anchors)
● Language
● Reading Foundations
## College and Career Readiness Standards (CCRS)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <em>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</em></td>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <em>(RI.3.3)</em></td>
<td>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <em>(RI.4.3)</em></td>
<td>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <em>(RI.8.3)</em></td>
<td>• Application: identify key</td>
</tr>
</tbody>
</table>
Why Use CCRS with ESL Literacy learners?

● Creates continuity throughout ESL program
● Scaffolds basic skills, eases transitions between levels
● Literacy learners are absolutely capable of performing academic and workplace skills

➔ We have modified most standards, successfully implementing in our classrooms!
# Sample Standard

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>
| **CCR 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. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

- **Ask and answer questions about key details in a text.** *(RI/RL.1.1)*
- **Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.** *(RI/RL.2.1)*
- **Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** *(RI/RL.4.1)*
- **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** *(RI/RL.5.1)*
- **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** *(RI/RL.7.1)*
  - **Application:** cite specific textual evidence to support analysis of primary and secondary sources. *(RH.6-8.1)*
  - **Application:** cite specific textual evidence to support analysis of science and technical texts. *(RST.6-8.1)*
  - **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. *(RH.9-10.1)*
  - **Application:** cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. *(RST.9-10.1)*
“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.”
CCRS objective: “Reading to make logical inference & cite text evidence”

Modification for Literacy: Number sentences in level-appropriate reading for later reference during comprehension check

Where Is the School?

1. Samsam wants to learn English this fall.
2. She starts to look for a school.
Steps:

1. Have students number the sentences/pictures of the story, to help foster awareness of directionality.
2. Proceed with regular vocabulary/reading instruction and practice.
3. When ready, read comprehension questions. Have students collectively answer yes or no.
4. When they state an answer, prompt them to show you ‘how they know’ by indicating the sentence number (that tells them) in text.
5. Students circle the appropriate response, yes or no. Then, they write the sentence in the story where the answer is provided (ie, reference) under the circle.
Students can “cite” by referencing numbered sentence (from text) in their answer

Reading Comprehension: Circle Yes or No.

1. Samsam likes the English class.  
   - Yes  
   - No

2. The students don’t like their teacher.  
   - Yes
   - No
Helps students understand that comprehension question refers back to text you just read, and not their own personal lives.
From the transcripts:

Teacher: *Samsam wakes up at six fifteen?*
Ss (all): *No.*
Teacher: *No......No...*
Ss 1: *No.*
Ss 2: *No*
Teacher: *And how do you know? What number?*
*Ss 1: Because, ah, Adam at six fifteen. Number five.*
Teacher: *Yeah, number five. Adam wakes up at six fifteen.*
We modified most standards and put them on a website!

ccrs4literacy.wordpress.com
Any questions?
Contact

Lisa Gonzalves

UC Davis, Alameda Adult School

lisa.m.gonzalves@gmail.com