

Guiding ABE Learners toward College and Career Readiness

RESOURCES

College and Career Readiness Standards document

U.S. Department of Education, Office of Vocational and Adult Education. *College and Career Readiness Standards for Adult Education*. Washington, D.C., 2013. Retrieved May 29, 2014, from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

ELA and Math lesson plan modules by grade level

Common Core Curriculum. (n.d.). *EngageNY*. Retrieved May 29, 2014, from <http://www.engageny.org/common-core-curriculum>

More on DOK

New York Department of Education Promising Practices. (2012) "Depth of Knowledge." [video] Retrieved May 29, 2014, from <http://vimeo.com/42788913>

*Videos of teachers applying College and Career Readiness standards

Teaching Channel: Great Teachers, Inspirational Classrooms. (2014, January 1). *Inspirational Teaching Videos: Covering Common Core, Math, Science, English And More*. Retrieved May 29, 2014, from <https://www.teachingchannel.org/videos?default=1>

College and Career Standards online discussions led by subject matter experts

LINCS: College and Career Standards Community
<https://community.lincs.ed.gov/> (Free registration required to join discussions.)

More on Shifts in Math Instruction

*Wessling, S. (2013) *Beyond Right Answers: Math and the CCSS*. Teaching Channel. Retrieved May 29, 2014, from <https://www.teachingchannel.org/videos/teaching-math-ccss>

For help designing text-dependent and essential questions see:

Wiggins, G. and McTighe, J. (2013) *Essential Questions: Opening Doors to Student Understanding*. Virginia: ASCD.

A Guide to Creating Text Dependent Questions for Close Analytic Reading
Retrieved May 29, 2014, from <http://opi.mt.gov/PDF/CCSSO/MCCS-ELA/STAGE2-3/elementary/Guide-to-Creating-Questions-for-Close-Analytic-Reading.pdf>

CALPRO electronic Community of Practice (e-CoP)

<http://calproecop.groupsie.com>

CALPRO's newly reopened e-CoP is a place where we focus on helping our teachers help students become college-and career-ready by increasing the academic rigor of instruction. Members can join in or start discussions, ask questions, share curricular resources and lesson plans, and hear about additional professional learning opportunities.

* **Note:** Although some of the materials refer to K-12 Common Core State Standards rather than College and Career Readiness Standards for adults, the concepts are applicable to the adult education classroom.

Guiding ABE Learners toward College and Career Readiness

CREATING WRITING ASSIGNMENTS WORTH DOING

(Adapted from a task in the College and Career Readiness Standards Implementation Institute StandardsWork, Inc. April 1–2, 2014)

Some major criteria for determining the alignment of a writing assignment to CCR standards includes:

- Forcing an exploration of the most essential ideas from the text (question worth asking).
 - Giving the writers (learners) an opportunity to explore what they have learned from the text.
 - Providing clear guidance to the writers (learners).
 - Expecting writers (learners) to return to the text to gather, organize, and present evidence from what they read.
 - Using the language of CCR standards when appropriate.
 - Being reasonable for the time and energy learners can allot to the task.
- When considering the assignment, determine whether the prompt will produce argumentative writing (CCR Writing Standard 1) or explanatory/informative writing (CCR Writing Standard 2).
 - In looking more closely at the first bullet, here are some of the concepts that affect “questions worth asking.” *
 - Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims? (Standard One should always be in play!)
 - Do students have an opportunity to practice speaking and listening while they work with these questions and tasks?
 - Do questions include appropriate scaffolding so all students can understand what is being asked (Are the questions worded in such a way that all students can access them)?
 - At tricky or key points in the text are there check-in questions for students to answer so that teachers can check on students’ understanding and use these sections to enhance reading proficiency?
 - Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? When possible, do some of these questions explore some aspect of the text as well as important vocabulary?
 - Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text?
 - Are the questions specific enough so they can only be answered by reference to this text?
 - Are the inferences students are asked to make grounded logically in the text (Can they be answered with careful reading rather than background knowledge)?
 - Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?
 - Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning?

**Adapted from the “Understanding Text Dependent Questions” checklist at <http://achievethecore.org/page/396/understanding-text-dependent-questions-pdf>*

Guiding ABE Learners toward College and Career Readiness

PRACTICE RECOGNIZING CCR ALIGNED WRITING ASSIGNMENTS/PROMPTS

1. Read the text from Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*

From "The Preamble: We the People"

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This **principle** is known as **popular sovereignty**.

But who are "We the People"? This question troubled the nation for centuries. As Lucy Stone, one of America's first **advocates** for women's rights, asked in 1853, "'We the People'? Which 'We the People'? The women were not included." Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the **limitation**:

for a sense of the **evolving** nature of the constitution, we need look no further than the first three words of the document's preamble: 'we the people.' when the founding fathers used this phrase in 1787, they did not have in mind the majority of America's citizens . . . the men who gathered in Philadelphia in 1787 could not... have imagined, nor would they have accepted, that the document they were **drafting** would one day be construed by a Supreme Court to which had been **appointed** a woman and the **descendant** of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution's definition of "We the People." After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment **extended suffrage** to eighteen-year-olds.

2. Read the prompts. Which one is aligned to the CCR standards? Why?

Prompt 1:

The Constitution of the United States is one of the best-known documents about the rights of humans ever written. Yet it was written by men who themselves denied others (their own wives, mothers and daughters, people of color, people who rented rather than owned their homes) the same rights they were protecting in the Constitution. Write an essay where you explore the irony of this fact. You can draw on the writing we studied, other parts of the Constitution, or other sources to write this essay.

Prompt 2:

Consider the claims made about the purpose of the Constitution and the source of its legitimacy traced in Linda R. Monk's excerpt from *The Words We Live By: Your Annotated Guide to the Constitution*. How does Thurgood Marshall's presence on the Supreme Court illustrate the evolution of the Constitution? Use evidence from the excerpt to develop your answer.

3. For a lesson plan using this text, see <http://achievethecore.org/page/33/words-we-live-by-your-annotated-guide-to-the-constitution-by-linda-r-monk-detail-pg>

Guiding ABE Learners toward College and Career Readiness

CALPRO electronic Community of Practice (e-CoP)

<http://calproecop.groupsie.com>

CALPRO's newly reopened e-CoP is a place where we focus on helping our help students become college-and career-ready by increasing the academic rigor of instruction. CALPRO's e-CoP is dedicated to helping adult educators reach higher together. Members can join in or start discussions, ask questions, share curricular resources and lesson plans, and hear about additional professional learning opportunities.