PREPARING YOUR STUDENTS FOR THE NEXT STEP:

Employment & Education



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ESL-Teacher.net



Building Community





TODAY'S AGENDA

- Standards and employability Strategies
- Academic standards Strategies
- Strategies for preparing our students
- Student Support



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

Communication

Critical Thinking

Creativity

Collaboration



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;
- 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



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
- 21st Century Skills

Level Descriptors

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



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.



SCANS (1992)	EFF (2000)	21 st Century (2002)		Employability Skills Framework (Recent)
Basic Skills	Communication	Life and Career		Interpersonal Skills
Thinking Skills	Decision Making	Critical Thinking		Personal Qualities
Personal Qualities	Interpersonal	Collaboration	016	Technology Use
Resources	Lifelong Learning	Creativity	LPS 2	Systems Thinking
Interpersonal Skills		Communication	L3 / E	Communication Skills
Information		Information	S 201	Information Use
Systems		Media	CCR	Resource Management
Technology		Technology		Critical Thinking Skills
				Applied Academic Skills

SOFT SKILLS & WORKPLACE

SCANS	EFF	21 st Century	Employability Skills Framework
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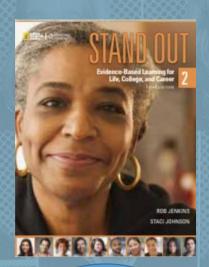


SOFT SKILLS & WORKPLACE

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CONTRIVED COMMUNICATION



Dialogs provide scaffolding to real communication





FLOUR

bag(s)







pound(s)





can(s)



bottle



loaf (loaves)

	pping 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 any milk?		
Statement We need some milk.		

/z/ /ez/
cartons loaves boxes
pounds bags
jars cans
botties gailons

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.

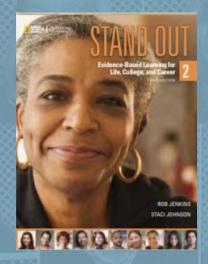
Augustin: How many gallons do we need?

Silvia: We need three gallons.

66 Unit 3



AUTHENTIC COMMUNICATION



G. Study the chart with your classmates and teacher.

Count nouns

Use many with nouns you can count.

Noncount nouns

Use many with nouns you can count.

Use much with nouns you cannot count.

How many tomatoes do we need?

How many pounds of tomatoes do we need?

How much flour do we need?

How much 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?

- PLAN You are planning a party for twenty people. In a group, make a shopping list on a separate piece of paper.
- APPLY Go to a local market or on the Internet to find the total cost of your food items in Exercise I.

Some people get creative with their party food, What food items can you see here?

"Authentic"
Communication
is when students
improvise with
the language.



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CONTRIVED 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?

Listen to the descriptions and point to the correct house.









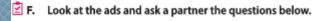
Match the pictures with the descriptions below.

- 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 guiet 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





- 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?

ARTHOUGHE

- 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.



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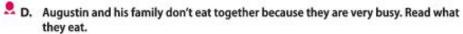


SOFT SKILLS & WORKPLACE

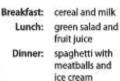
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CRITICAL THINKING









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

green salad, and fruit



Augustin



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



Breakfast: doughnut and coffee

Lunch: hamburger, fries, and soda

Dinner: pepperoni pizza

and beer



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

	7	1/200
BRE LEV	Ga	briel

ROB JENKINS

ARTHOUGH SE

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

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

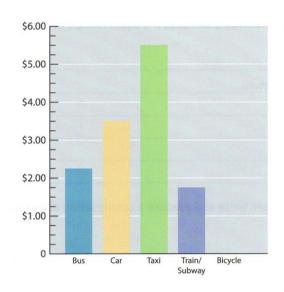


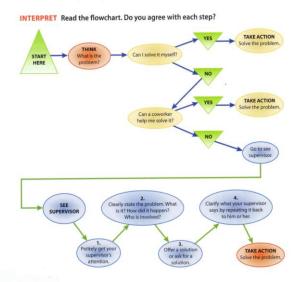
EXAMPLES OF CRITICAL THINKING ACTIVITIES

- 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

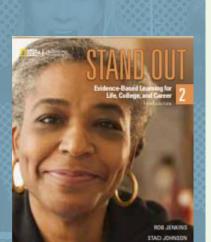
Workplace Connection

- ☐ Combine ideas and information
- Make decisions
- ☐ Exercise leadership roles
- ☐ Manage time
- ☐ Complete tasks as assigned
- ☐ Interact appropriately with team members
- ☐ Collect and gather information
- ☐ Interpret and communicate information
- ☐ Apply technology





ULTIMATE COLLABORATION



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A2700 92

TEAM PROJECT



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.	

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

- 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.
 - Write a recipe for one of your meals.
 - 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?





Family Menu

Your family has no food in the house. You only have tap water. Make a menu for the week.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
							Breakfast
							Lunch
							Dinner

2000 multilevel worksheets available at ngl.cengage.com/so3

Username: Standout **Password:** teacher

		Serves	people
Ingredients:			
Instructions:			

Product	\$	Container or Quantity	Product	\$	Container or Quantity
Apple Juice	3.35	gallon	Ketchup	1.55	bottle
Bananas	.59	pound	Lettuce	1.29	head
Beef	2.89	pound	Margarine	2.45	tub
Bell Pepper	.69	pound	Milk	3.79	gallon
	2.49	loaf	Onion	.99	pound
Bread					
Broccoli	.39	pound	Orange Juice	5.99	gallon
Butter	3.99	package	Oranges	.99	pound
Cake	4.99	each	Peanut Butter	4.27	jar
Canned Beans	.99	can	Pickles	3.22	jar
Canned Corn	.99	can	Pie	4.59	each
Canned Peas	.99	can	Pineapple	1.35	can
Carrots	1.29	bag	Pork Chops	2.99	pound
Cauliflower	.99	pound	Potato Chips	2.99	bag
Celery	2.99	bunch	Sausage	1.65	package
Cheese	3.99	pound	Shrimp	9.99	pound
Chicken Breasts	1.59	pound	Sirloin Steak	5.19	pound
Chicken Legs	.89	pound	Soda	2.99	six pack



Stand Out Projects

	Basic	Book 1	Book 2	Book 3	Book 4	Book 5
CTS	Make a class book	Create a student profile	Describe a student	Make a schedule	Create a goal chart	Create a personal profile
	Make a display (culture)	Plan a department store	Design a clothing store	Create a purchase plan	Purchase plan	Create a financial plan
	Make a shopping list	Create a restaurant	Plan a menu for a week	Create a housing plan	Real estate brochure	Create an auto handbook
PROJE	Open a clothing store	Plan a dream home	Plan a move	Create a city brochure	Community Resource Guide	Housing issues Presentation
	Describe your community	Make a city brochure	Describe your community	Create a healthy living plan	Community health pamphlet	Health Presentation
EAM	Create an appointment book	Role-play an emergency	Make a health pamphlet	Create a job app portfolio	Job application portfolio	Create an online store
F	Start a company	Get a new job	Make your own company	Create employee handbook	Solve a company problem	Set-up a business office
	Create a study guide	Meet your goals	Make a time line	Run for mayor	Conduct an election	Give an opinion speech



READING CCRS Super Abbreviated WRITING **SPEAKING & LISTENING NATIONAL**

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.



COLLEGE AND CAREER READINESS STANDARDS

CCR standards suggest three advances namely:

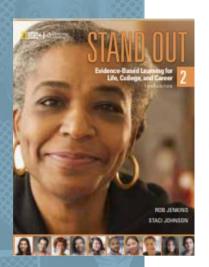
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- reading, writing, and speaking grounded in evidence from text (both literary and informational);
- 3. building knowledge through content-rich nonfiction

- Pimentel, 2013; Student Achievement Partners, 2012



COMPLEX TEXT + KNOWLEDGE BUILDING + EVIDENCE

A. PREDICT Look at the picture. Where is Gabriel? What is his job?



Page 62



Close your book and listen to Gabriel's story. Then, open your book and read.



My name is Gabriel. I'm a cook in my father's restaurant. His name is Augustin. My mother, sister, and brother work here, too. We have American food in our restaurant. I want to have some food from other countries, too. Maybe someday we can have an international restaurant. Fictional readings and listenings provide scaffolding for students to prepare for nonfictional complex texts.

NATIONAL GEOGRAPHIC

COMPLEX TEXT + KNOWLEDGE BUILDING + EVIDENCE

Time to move

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.



O 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.



2 bedrooms



☐ yard

☐ 3 bedrooms

☐ pool

air conditioning

2 bathrooms

security guard

□ carpeting

3 bathrooms

□ big windows

☐ balcony

convenient location

☐ garage

☐ washer/dryer

C. Compare your answers with a partner.

and listenings provide scaffolding for students to prepare for nonfictional complex texts.

Fictional readings



COMPLEXITY+ KNOWLEDGE BUILDING + EVIDENCE



- A. PREDICT Look at the photo and read the quote. Answer the questions.
 - 1. What is Barton Seaver's job?
 - 2. What do you think is important to him?
 - B. PRIORITIZE Rank the items in the list below 1–5. 1 is the most important in your life and 5 is the least.

_	food and wate
_	a place to live

____ movies

a ioh

C. Read about Barton Seaver.

Paragraph 1: Barton Seaver is a chef and a conservationist who loves to travel. He has cooked in cities all over the world. He thinks it's important to think about where our food comes from. He also thinks it's important to produce and use food in ways that are responsible.

Paragraph 2: After he finished studying, Barton worked in a small family restaurant in Spain. Then, he went to Morocco and traveled to a small town called Essaouria. In Essaouria, Barton went fishing with local people. People in Essaouria fish to put food on the table. This experience made Barton think about the food we eat and the impact it has on the environment.

Paragraph 3: After Morocco, Barton started to talk a lot about sustainability. To be sustainable means to not run out of resources. For example, if a tree is cut down, plant another one. Barton believes that if we eat one fish, another one should be born. He believes we need to be responsible with the food we eat.

D. ANALYZE Each paragraph has a different main idea. Write the number of the paragraph.

Paragraph number	Main idea		
	sustainability		
	about Barton Seaver		
	Barton Seaver's history		

E. ANALYZE Answer the questions about the article.

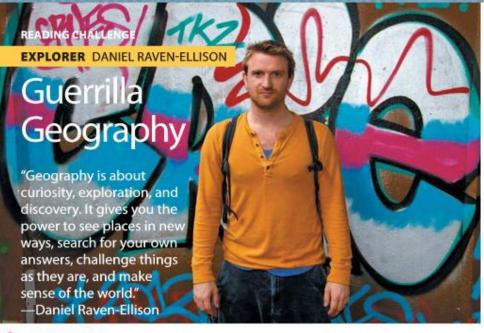
1. What is Barton Seaver's job?

2. What is Essaouria?

What do you think put food on the table means. Talk to a partner and share your idea with the class.

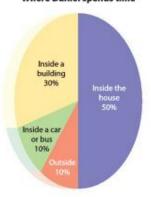
82 Unit 3 Reading Challenge 83

COMPLEXITY+ KNOWLEDGE BUILDING + EVIDENCE



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
- 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.

-		4		1	
C.	Dond a	2011	Daniel	Dancon	-Ellison.
	Read a	DOUL	Danies	Raven	-EHISON.

- 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.

121	-		Answer the questions about the main i	
	D.	INFER	Answer the questions about the main i	dea.

2. Which paragraph is about Daniel's work?

- Which paragraph is about an adventure Daniel had?
- 3. Which paragraph is about the people Daniel cares about in his work?
- 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?

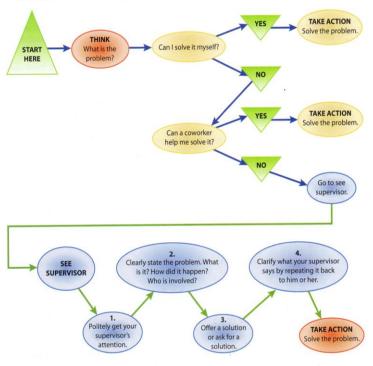
134 Unit 5 Reading Challenge 135

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/l... What if we/l...

Would it work if we/l...





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.



EVIDENCE

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

carpenter custodian construction worker computer programmer delivery person homemaker mechanic administrative assistant



Kristina

FASTER

Esteban



Ivan



Salvador

4. _



Clara



Chang

6. _____



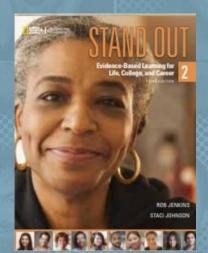
Natalia

7. _____



Phuong

8. _____



165



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



ACADEMIC AND EMPLOYABILITY SKILLS

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)



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

CCR standards suggest three advances namely:

- 1. regular practice with complex text and its academic language;
- 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



STUDENT SUPPORT

- ☐ Print Workbook
- ☐ Online Workbook
- ☐ Heinle Picture Dictionary
- ☐ 2000 Multilevel Worksheets
- ☐ NatGeo (See Page 108) & Lifeskill Videos





Winter Sports

Word Partnerships

a hockey

team game arena

Words in Context

Skiing began in Norway in the 1700s. Early **skiers** used long wooden cross-country **skis** and wooden **ski poles**. Today there is a new kind of **winter sport** called **snowboarding**. **Snowboarders** don't use ski poles. They slide down the slopes with both feet on a **snowboard**.

Word Partnerships

a hockey team

game

arena

rink

a skiing injury

lesson



Words in Action

- Which winter sports are the most fun? Which are the most dangerous? Discuss with your class.
- 2. One student names a winter sport. The other students take turns naming clothing and equipment for that sport.
 - Student A: Hockey.
 - Student B: Ice skates.
 - Student C: A hockey stick.



Online Workbooks

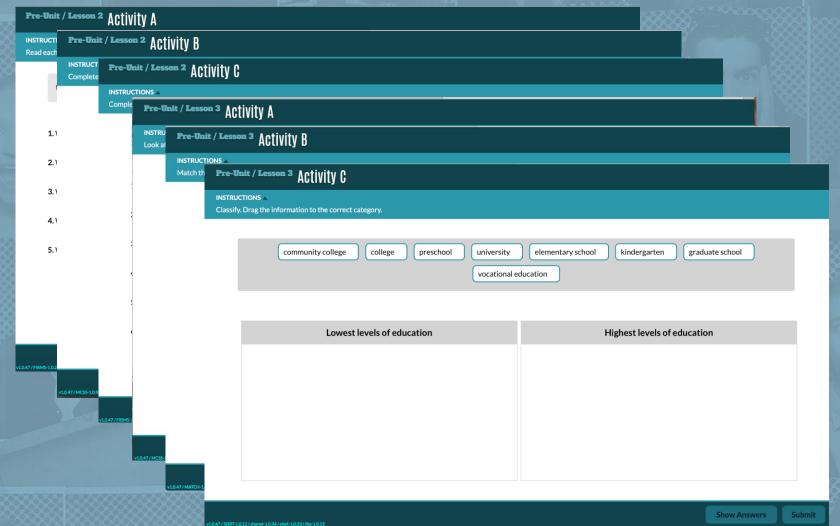


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Online Workbooks





Courses

Students

Gradebook

Assignments

All Activities

Admin Tools

Gradebook: Stand Out 3e >> Grades for a Single Student in Course

Return

Student: Jones, Jason ▼ ☑ Book: Stand Out 3e ▼

Activity ▼	Score (Correct/Possible) ▼	%	Times Taken ▼	Last Taken On ▼	Total Time Spent (All Takes) ▼
Unit 8 / Lesson 1 / Activity A	2.00/7.00	28.57 %	1	2015/08/12, 04:26:02 PM	00:02:32
Unit 8 / Lesson 1 / Activity B	1.00/1.00	100.00 %	1	2015/08/12, 04:22:24 PM	00:00:01
Unit 8 / Lesson 1 / Activity C	1.00/8.00	12.50 %	1	2015/08/12, 04:19:21 PM	00:11:06
Unit 8 / Lesson 2 / Activity A	4.00/7.00	57.14 %	1	2015/08/12, 04:07:52 PM	00:04:42
Unit 8 / Lesson 2 / Activity B	1.00/1.00	100.00 %	1	2015/08/12, 04:02:01 PM	00:00:01
Unit 8 / Lesson 3 / Activity A	10.00/10.00	100.00 %	1	2015/08/12, 04:01:56 PM	00:04:18
Unit 8 / Lesson 3 / Activity B	4.00/6.00	66.67 %	1	2015/08/12, 03:57:41 PM	00:02:53
Unit 8 / Lesson 4 / Activity A	7.00/7.00	100.00 %	1	2015/08/12, 03:54:29 PM	00:01:19
Unit 8 / Lesson 4 / Activity B	6.00/6.00	100.00 %	1	2015/08/12, 03:53:07 PM	00:05:08
Unit 8 / Lesson 5 / Activity A	7.00/7.00	100.00 %	1	2015/08/12, 03:47:15 PM	00:04:46
Unit 8 / Lesson 5 / Activity B	5.00/6.00	83.33 %	1	2015/08/12, 03:42:12 PM	00:04:16
Unit 8 / Reading Challenge / Activity A	5.00/5.00	100.00 %	1	2015/08/12, 03:37:54 PM	00:00:44
Unit 8 / Lifeskills Video / Activity A	1.00/1.00	100.00 %	1	2015/08/12, 03:36:01 PM	00:00:01
Unit 8 / Writing Challenge / Activity A	6.00/11.00	54.55 %	1	2015/08/12, 03:35:31 PM	00:04:01
Unit 8 / Review / Activity A	5.00/8.00	62.50 %	1	2015/08/12, 03:31:22 PM	00:00:53
Unit 8 / Review / Activity B	5.00/5.00	100.00 %	1	2015/08/12, 03:30:26 PM	00:00:36
Unit 8 / Review / Activity C	8.00/8.00	100.00 %	1	2015/08/12, 03:29:44 PM	01:48:43





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