Module 1: Workshop 1

Changes in the HSE field:
What are the implications for the classroom?
What are required by the Common Core State Standards and skills needed to successfully pass the TASC exam?
Issue Bin
Warm-Up

• Describe a time you made an instructional change and the change you made.
• Explain why you made the change. Include what you hoped to achieve by making the change.
• Did you continue the change or return to your previous methods? Why?
• Why do some changes to instructional strategies last and others do not?
Instructional Objectives/Goals

Workshop 1

Part 1

• Understand the shifts needed to align teaching and learning to the Common Core State Standards (CCSS) with reference to Adult Education.
• Compare and understand the shifts emphasized by other standards, including Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills.
• Reflect on the implications of instructional shifts emphasized by the standards on the role of adult education teachers in preparing students for the TASC exam and, more broadly, 21st Century college and career readiness.

Part 2: Modify curriculum, resource materials, lessons, and current teaching practice to align to standards.

Part 3: Align, create or modify, and assess the quality of a performance-based assessment task

Part 4: Develop strategies to differentiate learning with instructional approaches to support standards.
Questions to Answer

• What are the shifts needed to align teaching and learning to the Common Core State Standards Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills?

• What is required by the new TASC Exam?

• What are the implications for instruction and assessment?
Lesson Topic 1

• Compare and understand the shifts emphasized by Common Core State Standards (CCSS), with reference to Adult Education, including Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills.

• Identify the implications of instructional shifts emphasized by the standards on the role of adult education teachers in preparing students for the TASC exam and, more broadly, 21st Century college and career readiness.
Activity 1: Think-Pair-Share (CCR)

• Think about what a student should know or be able to do to be college or career ready.

• Write down at least two ideas.

• Share your thinking with a partner.
Characteristics of College and Career Ready Students

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the various demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

(Common Core State Standards Initiative 2010i)
Why Change?

Employer Needs

• Critical thinking and problem solving
• Effective communication
• Collaboration and team building
• Creativity and innovation

(American Management Association 2010, 2)
What is college and career readiness?

College and career readiness can be defined as the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement.

—Educational Policy Improvement Center (2011)
Adult Education and CCR

Alignment of standards will have benefits.

- Consistent expectations between K–12 and adult education systems so all students will have access to the preparation they need to enter credit-bearing freshman courses without a need for remediation;
- Partnerships between and among states and programs to combine financial resources and human capital to create common tools and materials to support implementation;
- Student preparation for new assessment models using knowledge and skills identified by the CCSS required for the attainment of a high school diploma or its equivalent.
The illiterate of the 21st Century will not be those who cannot read and write. But those who cannot learn, unlearn, and relearn.

--Alvin Toffler
Activity 2: New Standards: KWL Chart

Think about and write the following:

- What do you **know** about the CCSS, NGSS and other standards?
- What instructional shifts need to happen?
- What do you **want to know** about the new standards?
Activity 3: Carousel Shifts

• Form 5 groups. Each will investigate the overview documents from: CCSS ELA, CCSS Math, CCSS History, SS and Technical Subjects, and NGSS.

• Discuss:
  • What shifts do you see? How will these shifts affect instruction?
  • What types of supports will you need to meet these standards?

• Record ideas on chart paper, using the headings: Teach more like this.... Teach less like this...

• Each group moves to the right, to discuss the information and make comments or suggestions on the chart paper.
CCR Shifts- ELA

Shift 1 – Complexity: Regular practice with complex text and its academic language

Shift 2 – Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational

Shift 3 – Knowledge: Building knowledge through content-rich nonfiction
CCR Shifts - Math

Shift 1 – Focus: *Focusing strongly where the standards focus*

Shift 2 – Coherence: *Designing learning around coherent progressions level to level*

Shift 3 – Rigor: *Pursuing conceptual understanding, procedural skill and fluency, and application—all with equal intensity*
Social Studies and Science Shifts

• **Shift 1:** *Balancing informational and literary text*

• **Shift 2:** *Knowledge in the Disciplines*

• **Shift 3:** *Staircase of Complexity*

• **Shift 4:** *Text-based Answers*

• **Shift 5:** *Writing from Sources*

• **Shift 6:** *Academic Vocabulary*
Understanding New Standards: KWL Chart

What did you **learn** about the following:

- The new standards
- What instructional shifts need to happen
CCSS and CCR

• **Show one finger** if you believe the statement is **TRUE**.

• **Show two fingers** if you believe the statement is **FALSE**.

1. Students will need to read more informational texts.
2. Teaching will change in every way.
3. Students will need to focus more on reading than on science content.
4. Teachers will need to focus on applying math to solve problems

Be prepared to respond using the following sentence frame: “I believe that statement is true/false because . . .”
• What HSE assessment is used now?

• How are the previous assessments different from the new assessments?
New National High School Equivalency Exam

• Test Assessing Secondary Completion (TASC™) replaces the General Educational Development (GED®) as the primary pathway to a New York State High School Equivalency Diploma.

• The TASC™ Test measures readiness for college and workforce as outlined by the Common Core State Standards (CCSS) and normed on graduating high school seniors.

• It assesses five subject areas: Reading, Writing, Mathematics, Science, and Social Studies.

• TASC Test is designed to measure high school equivalency based on CCSS and CCR Standards. TABE measures progress while the TASC Test measures a final outcomes.
Activity 4: Review TASC Structure

Review the TASC Structure


- Identify similarities to the previous exam.
- Identify differences from the previous exam.
- Identify shifts you see that are common to the new standards.
TASC Shifts

Students must be able to:

• Read more informational texts
• Read texts with higher complexity
• Explain what is read and find evidence in the texts
• Write an informative/explanatory or argument/opinion essay
• Solve increased numbers of algebra-based mathematics
• Show increased content knowledge in Science and Social Studies
TASC – ELA

• Aligned to CCSS
• Close analytic reading
• Evidence to support analysis, claims, inferences about reading passages

TASC™ Test
• 70% informational reading
• 30% literary reading
• 10-15 % of items test language, vocabulary, literary devices
TASC – Writing

• Aligned to CCSS
• Focus on Informative and Argument/Opinion writing
• Using context clues
• Supporting ideas with evidence from the text

TASC™ Test Essay:
• Informative/Explanatory or Argument/Opinion
TASC – Math

• Aligned to CCSS
• Tests: numbers, algebra, functions, geometry, statistics and probability

TASC™ Test
• More algebra, less arithmetic
• Solve problems using conceptual and procedural problems
• Calculator section, non-calculator section

The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.
TASC – Science

Based on Next Generation Science Standards (NGSS)

TASC™ Test
• Performance based
• Increased content knowledge
  – 20% physical science
  – 40% life science
  – 40% earth and space science
TASC – Social Studies

Based on various SS national and state standards

TASC™ Test

• Increased content knowledge expectation
  – 25% US History
  – 25% Civics and Government
  – 20% Economics
  – 15% Geography
  – 15% World History
Understanding the CCSS Standards

Why?
- CCR is aligned to CCSS
- NGSS is aligned to CCSS
- TASC is aligned to CCSS

The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.
Why were CCSS created?

To ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live.

To establish a set of clear, consistent guidelines for what students should know and be able to do at each grade level in math and English language arts.

To promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad.
Criteria for Developing the CCSS

• CCSS are aligned to college and work expectations.
• CCSS are informed by other top performing countries.
• CCSS are evidence and research-based.
• CCSS are clear, understandable, and consistent across the states.
• CCSS include rigorous content and application of knowledge through higher-order skills.
## CCSS and CCR Structure for ELA

<table>
<thead>
<tr>
<th>K–5\textsuperscript{th}</th>
<th>6–12\textsuperscript{th}</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>– Literature</td>
<td>– Literature</td>
</tr>
<tr>
<td>– Information Text</td>
<td>– Information Text</td>
</tr>
<tr>
<td>– Foundational Skills</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Print Concepts,</td>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td>Phonological Awareness,</td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>Phonics and Word</td>
<td>**Literacy in History/</td>
</tr>
<tr>
<td>Recognition, Fluency</td>
<td>Social Studies, Science,</td>
</tr>
<tr>
<td></td>
<td>and Technical Subjects</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
</tr>
</tbody>
</table>
## CCSS and CCR Structure for Math

### Organization by Domains and Concept Categories

<table>
<thead>
<tr>
<th>K–5</th>
<th>6–8</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Ratios and Proportional Relationships</td>
<td>Number and Quantity</td>
</tr>
<tr>
<td>• Counting and Cardinality</td>
<td>The Number System</td>
<td>Algebra</td>
</tr>
<tr>
<td>• Operations and Algebraic Thinking</td>
<td>Expressions and Equations</td>
<td>Functions</td>
</tr>
<tr>
<td>• Operations in Base Ten</td>
<td></td>
<td>Modeling</td>
</tr>
<tr>
<td>• Fractions</td>
<td>Functions</td>
<td>Geometry</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Geometry</td>
<td>Statistics and Probability</td>
</tr>
<tr>
<td>Geometry</td>
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</tr>
</tbody>
</table>

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Math Required for CCR

Reasoning and Explaining

• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.

Modeling and Using Tools

• Model with mathematics.
• Use appropriate tools strategically.

Seeing Structure and Generalizing

• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.

Application

• Apply mathematical ways of thinking to real world challenges.
Reading Required for CCR

- Read more informational texts
- Read texts with higher complexity
- Engage in close, attentive reading
- Explain what is read and find evidence in the texts
- Interpret meanings of words in context
- Understand academic vocabulary
Writing Required for CCR

• Compose arguments and defend opinions, explanatory and narrative texts

• Focus on using reason and evidence from the text to support opinions.

• Write in response to reading.

• Conduct research.

• Incorporate technology throughout the writing process.
History, Science, Tech Subjects Required for CCR

- Knowledge and use of domain-specific vocabulary.
- Analyze and evaluate primary and secondary sources.
- Analyze graphic information presented in maps, diagrams, timelines.
- Use data, evidence and reason to support arguments.
CCSS Do Not Define:

- All that can or should be taught
- Everything needed to be college and career ready
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for ELLs
- How teachers should teach

(Common Core State Standards Initiative 2010, 6)
Example: Text-Dependent Content

In The Gettysburg Address Lincoln says the nation is dedicated to the proposition that all men are created equal.

Not Text-Dependent
• Why is equality an important value to promote?

Text-Dependent
• According to Lincoln’s speech, why is 1776 a significant to the events described in the speech?

Achieve the Core http://www.achievethecore.org
Activity 5: Gallery Walk

1. Form 5 groups. Each will investigate one set of standards

2. With your group, choose 10 standards and color code them.
   - Red: verbs
   - Green: nouns
   - Yellow: adjectives

3. Determine patterns and summarize your ideas using the headings below.
   - Patterns in the ____ Standards
   - Students need more instruction in:
   - Students need less instruction in:

4. Travel independently to as many posters as you can adding ideas and making comments.
Gallery Walk Questions

- How do CCSS address college and career readiness?
- What should students be reading to meet TASC goals?
- What kinds of writing instruction will prepare students to be college and career ready?
- What types of math activities will prepare students to meet the new standards?
Activity 6: Videos of the Classroom

Video 1: Cause and Effect

– Observe the objectives, instruction, and assessment in this video.
– What strategies were used?
Activity 6: Videos of CCSS in the Classroom

**Video 2: Grade 10 ELA**

- **RI.9-10.6**: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- **SL.9-10.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - Observe the objectives, instruction, and assessment in this video.
  - What strategies were used?
Activity 6: Videos of CCSS in the Classroom

Video 3: Grade 7 Social Studies

- ELA.RSS.7-8.1 History of the United States and New York. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Observe the objectives, instruction, and assessment in this video.
- What strategies were used?
Activity 6: Videos of CCSS in the Classroom

Video 4: Grade 8 Math

- 8.EE.A.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

- Observe the objectives, instruction, and assessment in this video.
- What strategies were used?
Questions to Answer: Self-Assessment

How am I doing?

• What are strengths in your instruction that will help students meet new standards?

• What are challenges in your instruction?

• What are two actions you can take to tailor your instruction to the new expectations?
### Changes: Stages of Concern

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awareness</td>
<td>What is this change I’ve been hearing about?</td>
</tr>
<tr>
<td>2. Information</td>
<td>Tell me everything I need to know.</td>
</tr>
<tr>
<td>3. Personal</td>
<td>What does this mean for me?</td>
</tr>
<tr>
<td>4. Management</td>
<td>How will I manage all of this?</td>
</tr>
<tr>
<td>5. Consequence</td>
<td>What will happen if I do implement the change? What will happen if I don’t?</td>
</tr>
<tr>
<td>6. Collaboration</td>
<td>How can we help each other through the change?</td>
</tr>
<tr>
<td>7. Refocusing</td>
<td>How can I make it even better?</td>
</tr>
</tbody>
</table>
Wrap Up: Summary: Shifts of the CCSS

ELA

Shift 1 – Complexity: Regular practice with complex text and its academic language

Shift 2 – Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational

Shift 3 – Knowledge: Building knowledge through content-rich nonfiction

Math

Shift 1 – Focus: Focusing strongly where the standards focus

Shift 2 – Coherence: Designing learning around coherent progressions level to level

Shift 3 – Rigor: Pursuing conceptual understanding, procedural skill and fluency, and application—all with equal intensity
Wrap Up

- How do your students’ competencies related to the new expectations?
- Where do you see strengths? Gaps? Challenges?
Lesson Topic 2

• Modify curriculum, resource materials, lessons, and current teaching practice to align to new standards
Modifying Current Instruction

What modifications are needed for the new standards in these areas?

• Instructional Practices
• Materials/Texts
Looking at Standards

Grade 6 ELA

RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.”
Looking at Standards

Grade 9-10 ELA

RI. 9–10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position.
Grade 6 Math

Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
CCSS.Math.Content.6.EE.A.2.b

Describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
Aligning to Standards to Instruction

Instructional Practices

- Help students gain literacy to make sense of the task.
- Help students gain conceptual or procedural knowledge to meet the standard.

Materials/Texts

- ELA- Study the texts that serve as the centerpiece for the lesson. Analyze the complexity, quality, scope, relationship to instruction.
- Math- Study the work and task that serve as the centerpiece for the lesson. Analyze the content and math practices the tasks require.
Looking at Standards

What instruction needs to happen to meet these objectives?

• Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position.

• Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.”

• Describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
Activity 7: Align Standards to Instruction

1. Choose one of the TASC standards in this document.

2. Outline the skills, knowledge and understanding needed to meet the standards.

3. Identify the materials or texts to be used in the lesson.

Musical Sharing

• When the music starts, walk around the room.
• When the music stops, find the closest person and discuss the following:

1. State your standard and identify the skills, knowledge, and understanding needed to meet the standard.

2. Describe the shifts you will have to make in instruction, process, or materials.
Activity 8: Modify Lesson

Choose a lesson and modify it to align to TASC standards.

Be able to describe the shifts you had to make in instruction, process, materials.

Share your ideas with the group.
Question to Answer

What steps do I need to take to begin moving toward implementing the Common Core State Standards in my classroom?
Wrap Up

What shifts were made:
• in process?
• In content?
• In materials?
• In instruction?
Lesson Topic 3

• Align, create or modify, and assess the quality of an assessment
Assessing Learning

Assessment is the measurement of what students are learning.

Why Assess?

• To find out how much material a student has mastered.
• To gain information about student misconceptions.
• To inform instruction.

What are other reasons?
## Formative and Summative Assessment

<table>
<thead>
<tr>
<th>Summative</th>
<th>Formative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about what content was learned</td>
<td>Check student understanding</td>
</tr>
<tr>
<td>Grades</td>
<td>Information on next steps in instruction</td>
</tr>
<tr>
<td>Evaluate learning and compare against standard</td>
<td>Respond to student needs</td>
</tr>
<tr>
<td>End of instruction</td>
<td>Continuous</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>Quiz</td>
</tr>
<tr>
<td>Piano recital</td>
<td>Assignment</td>
</tr>
<tr>
<td>Final paper</td>
<td>Questions</td>
</tr>
<tr>
<td>Performance assessment</td>
<td>Journals</td>
</tr>
</tbody>
</table>
Performance Tasks

• complex task designed to give students opportunities to synthesize their learning.
• demonstrating evidence of higher-order thinking skills (e.g., critical thinking, problem-solving, decision-making, and collaboration).
• aligned to multiple standards.
• engages students in applying understanding, knowledge, and skills in an authentic scenario.
• demonstrates evidence of learning expected learning outcomes.
• evaluated against a set of criteria for quality and degree of understanding.
### What do you use?

<table>
<thead>
<tr>
<th>Chapter tests</th>
<th>Mid-term exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Multiple choice questions</td>
<td>Performance tasks</td>
</tr>
<tr>
<td>Discussions</td>
<td>Homework</td>
</tr>
<tr>
<td>Essays</td>
<td>Portfolios</td>
</tr>
<tr>
<td>Final papers</td>
<td>Learning Logs</td>
</tr>
<tr>
<td>Journals</td>
<td>Exit Slips</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
</tr>
</tbody>
</table>
Activity 9: Create a Performance Task

Step 1: Review the sample tasks in Appendix B. Identify 3 tasks.
Step 2: Choose one to review and identify the standards to which they are aligned.
Step 3: Using the standards, list three or four qualities you in a proficient performance of each task, and the instruction needed.
Step 4: Create a performance task that will show evidence of meeting the standards.

Appendix B
Grades 6–8: 89, 93, 100
Grades 9–10: 121, 129, 138
Grades 11–12: 163, 171, 183
Creating Effective Performance Tasks

• Provide appropriate evidence of meeting the standards.
• Provide enough information and instruction to the student in order to complete the performance task successfully.
• Require evidence or explanation, not only an answer.
• Write directions clearly.

Sample text frame:

You are a [role] in a [description of context]. Given [resources], produce [product or performance] for [audience] in order to [purpose]. Your [product or performance] must [description of standards]. You will have [time] to complete the task.
Providing Feedback

- Assess a peer’s performance task and use the criteria to provide specific, useful feedback.
Assessing a Performance Task

- The performance task will provide appropriate evidence of meeting the standards.
- The student was given enough information and instruction to complete the performance task successfully.
- The performance task requires evidence or explanations, not only an answer.
- The directions are clear.
Questions to Answer

What is the value of performance tasks in CCSS-aligned (and other standards) instruction?

How will you implement performance tasks in your TASC curriculum?
Wrap Up

Share the answer to the question:

How will you implement performance tasks in your TASC curriculum?
Lesson Topic 4

• Develop strategies to differentiate learning with instructional supports while addressing emphasis of CCSS and other standards.
Activity 10: Adult Learners

• On three sticky notes write down three characteristics of adult learners.

• For example, They are busy with their lives. Or They have varied experiences.

• Then, pair and share examples with another participant at your table. Discard duplicates and condense list.

• Combine sticky notes with the whole group to create a master list of the characteristics of adult learners.
Adult Learners

• Learn through experiences.
• Are not empty vessels.
• Need to relate new ideas and experiences to what they already know and have experienced.
• Are self-directed in their learning.
Adult Learners

Heterogeneous Group

- Wide range of skills, interests, ages, experiences
- Unique, individual strengths and needs
- Varied gaps in education
- Varied language proficiency levels
- Busy lives and limited time for learning
Adult Learner Needs

Provide Adult Students with some control over their learning:

• Share assessments results
• Work in collaboration to set practical goals together
• Maintain motivation by recording and sharing progress toward goals
• Make connections between skills being learned and goals.

Provide Adult Students with targeted instruction:

• Provide explicit instruction needed to achieve goals
• Provide examples and non-examples
• Provide repeated practice to master skills
• Provide ways to transfer learning to real world contexts.
Differentiated Instruction

Successful strategies or techniques vary from student to student.

• Form different groups for different skills.
• Be sensitive and aware of learners’ needs and preferences.
• Be flexible and creative in applying strategies; make adjustments in response to individual differences.
• Pay attention to where students get stuck and make corrections.
• Practice until skill is mastered. Students will master skills at different rates.
Scaffolding Instruction

– Segment Instruction
  • Break into sub-skills or manageable steps
  • Bring parts together to focus on whole skill
– Limit number of skills taught at a time
  • Keep students focused on mastery
– Provide additional practice
  • Increase time on task when learning skills
– Active Engagement
  • Work in partners
  • Interact and respond to learning
– Provide supports
  • word banks, number lines, dictionaries

Withdraw supports gradually
Activity 11: Identify Learner Needs

- **Example of CCSS—Math Standard**

  Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2.NBT.5] (Common Core State Standards Initiative 2010, 19)

- Step 1: Identify the components or sub-skills within the standard.
- Step 2: Determine which sub-skill to teach.
- Step 3: Plan instructional supports.
- Step 4: Determine a plan to monitor progress and assess mastery.
English Learner Needs

From the Common Core State Standards:

ELLs require **additional time, appropriate instructional support and aligned assessments** as they acquire both **English language proficiency and content knowledge**.

—Common Core State Standards Initiative (2010b, 1)
Conversational and Academic Language

- **Conversational Language**: Used during breaks, in the cafeteria, on the phone

- **Academic Language**: Use in textbooks, assignments, classrooms.
  
  - **Examples of Content Words**
    - Democracy, freedom of religion, Polygons, Degrees
  
  - **Examples of Process Function Words**
    - Functional language: discuss, line up, graph, list, classify
    - Language process words: scan, skim, debate
    - Transition words: therefore, moreover, furthermore
Content and Language Objectives

• **Content objectives** develop content knowledge and skills.

• **Language objectives** develop academic language.
  - Clearly stated goals that incorporate techniques to develop and support students’ language development
  - Focus on developing students’ vocabulary, reading comprehension skills, the writing process, or any other component of language competency

**Example Language Objectives**

• Formulate questions and generate hypothesis before conducting an experiment.
• Recognize declarative sentences in homework assignment.
• Use adverbs to describe observations in a science report.
• Confirm responses to text questions with a peer.
Considerations for EL Instruction

To support English Learners, teachers can:

- Adjust their speech
- Adjust instructional tasks
- Provide appropriate background information and experiences
- Highlight key language objectives
- Ensure that instruction is comprehensible
- Provide opportunities for classroom discourse and interaction
- Build on ELLs’ existing strengths
- Establish literacy and language-rich environments
- Administer ongoing assessment and provide explicit feedback
- Utilize strong English models
Considerations for EL Assessment

• Multiple forms of classroom assessment: formative and summative, portfolios, presentations, multimedia, written response to reading, and apply co-created rubrics

• Language and content objectives should be assessed: observational notes and checklists; linked to ELP and CCSS standards
Activity 12: Instructional Supports

Brainstorm ideas on how to give extra time and support to students so they achieve the high expectations outlined in the CCSS and other standards.

Visuals:
Graphics:
Interactive:
Questions to Answer

• How can materials and resources from your program support your instruction?
The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

Questions to Answer

• What are the skills needed to align teaching and learning to the Common Core State Standards?

• What is required by the Common Core State Standards?

• What are the implications for instruction and assessment?
Wrap Up

Name 3 ways you will shift your instruction.

Name 2 ways to align teaching and learning to the Common Core State Standards.

Name 1 way this will help your students.
Check in on Workshop Outcomes

Part 1

• Compare and understand the shifts emphasized by Common Core State Standards (CCSS), with reference to Adult Education, including Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills.

• Identify the implications of instructional shifts emphasized by the standards on the role of adult education teachers in preparing students for the TASC exam and, more broadly, 21st Century college and career readiness.

Part 2: Modify curriculum, resource materials, lessons, and current teaching practice to align to standards.

Part 3: Align, create or modify, and assess the quality of an assessment.

Part 4: Develop strategies to differentiate learning with instructional approaches to support standards.
Wrap up/Questions?
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