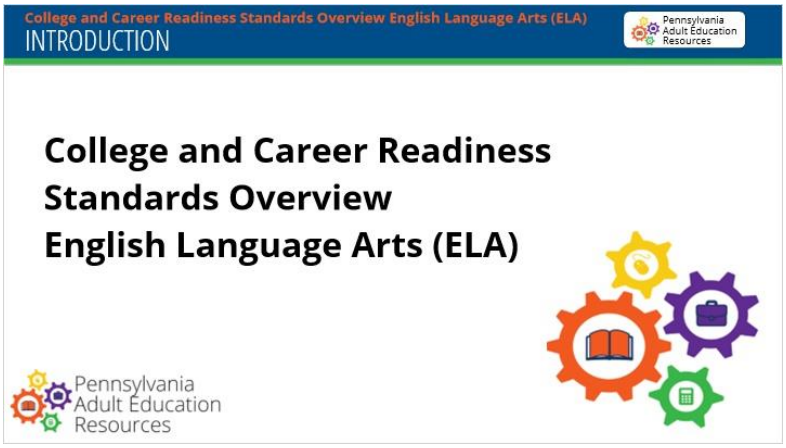
College and Career Readiness Standards Overview - ELA

Welcome

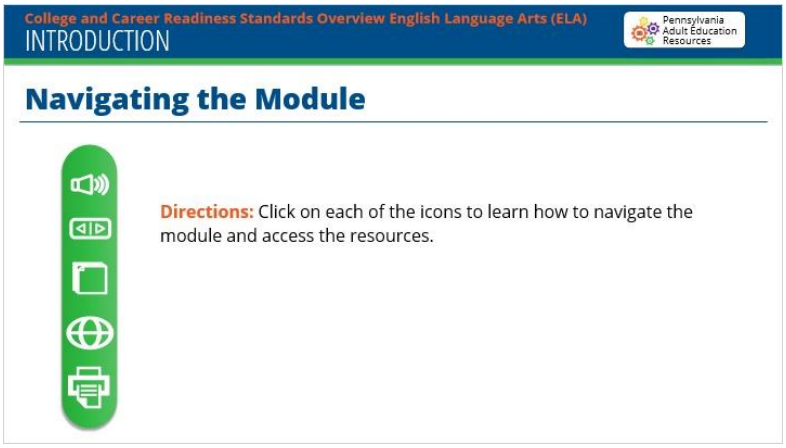


Notes:

Welcome to the College and Career Readiness Standards (CCRS) Overview English Language Arts (ELA) learning module. This online learning activity will take approximately one hour to complete; however, you can stop the module and log back in to view it again at any point. Be sure to use headphones or speakers and have a reliable internet connection as you work through this module.

Please click on the Next button to begin.

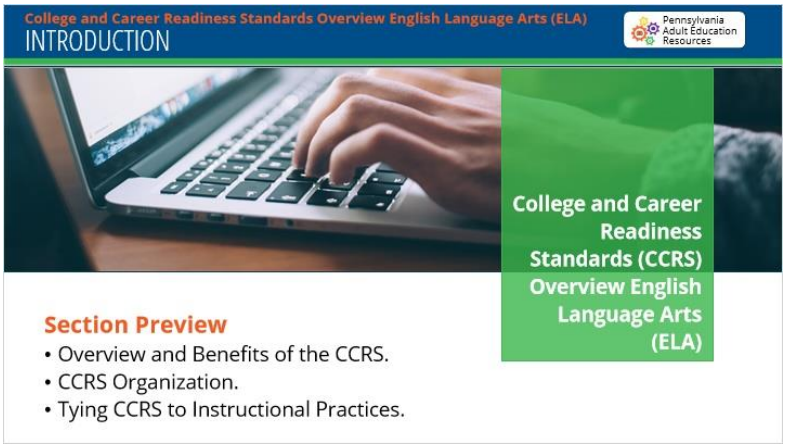
Navigation Tips



Notes:

If this is your first time participating in an online module, please click on each of the icons to learn how to navigate and access resources.

Module Overview



Notes:

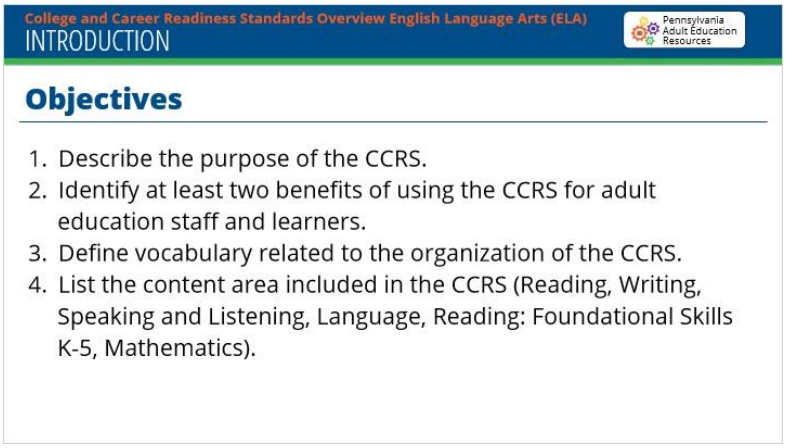
By the end of this module, you will be able to provide an overview and benefits to the College and Career Readiness Standards, also known as CCRS. You will also be able to detail the specifics of CCRS organization. In addition, you will understand how to tie CCRS to instructional practices.

Module Preview

Notes:

The College and Career Readiness Standards Overview, (CCRS) English Language Arts (ELA) module will introduce participants to the structure and the layout of the CCRS ELA standards, including the levels, content areas, and labels. The module will provide an introduction to the key shifts. Participants will learn the benefits of using the CCRS and how the standards apply to lesson planning and teaching for adult basic education and English as a second language adult learners.

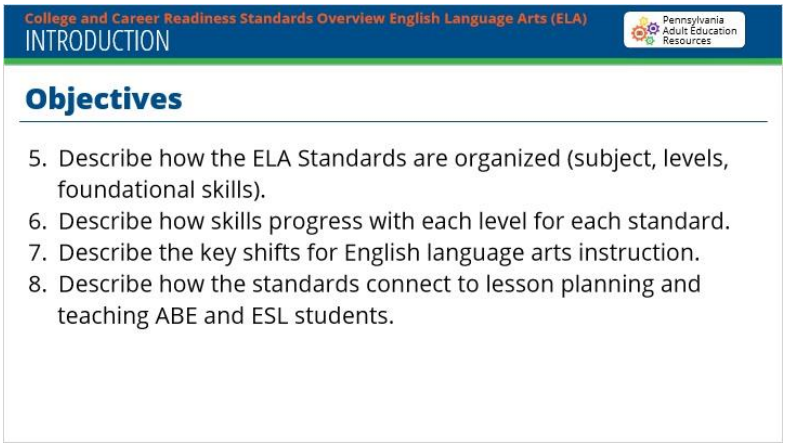
Objectives



Notes:

Here are the objectives for this module. Please go to the next slide to continue reviewing the objectives.

Objectives



Notes:

After you have reviewed the objectives, please go to the next slide to complete a warm-up activity.

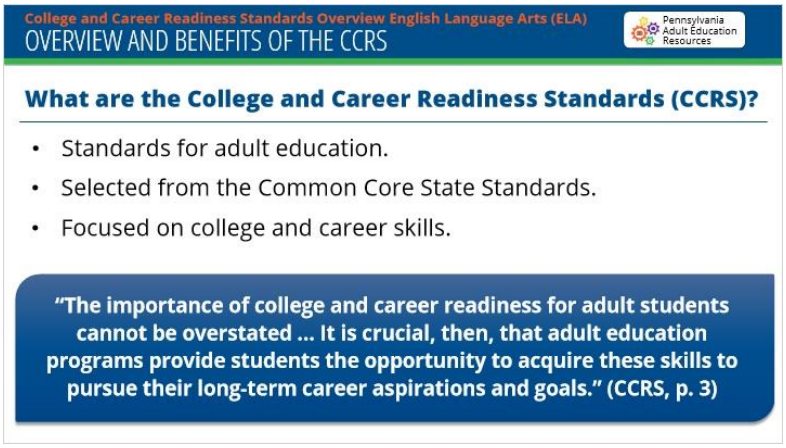
Section 1: Overview and Benefits of the CCRS

Notes:

Welcome to Section One, Overview and Benefits of the CCRS. This section provides an overview and describes some of the benefits of using the College and Career Readiness Standards. By the end of this section, you will be able to:

- Describe the purpose of the CCRS.
- Identify at least two benefits of using the CCRS for adult education staff and learners.
- Define vocabulary related to the organization of the CCRS.

What are the College and Career Readiness Standards (CCRS)?

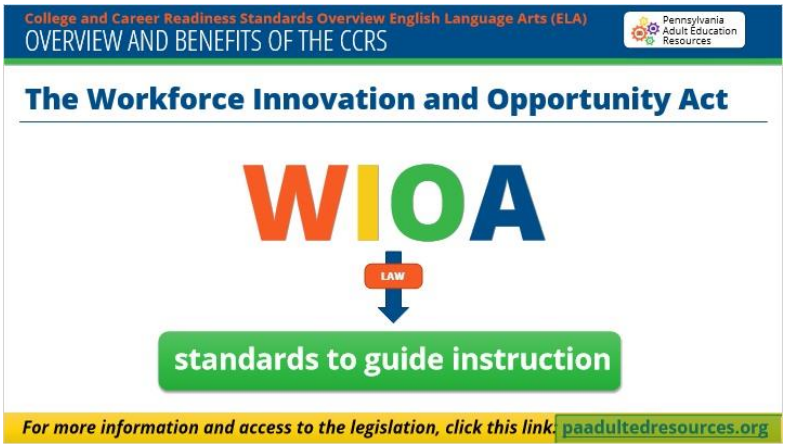


Notes:

What are the College and Career Readiness Standards, or CCRS? The CCRS are standards for adult education that were selected from the Common Core State Standards. They are focused on college and career skills.

The skills addressed in the CCRS are essential for students, not only to do well on high school equivalency tests, such as the GED® or HiSET® exams, but also in order to be successful in postsecondary education and the workplace.
By mastering these skills, students will be more prepared to enter postsecondary education and training programs, without needing remediation (CCRS, p. 3). The CCRS also includes skills that learners will use in the workplace.

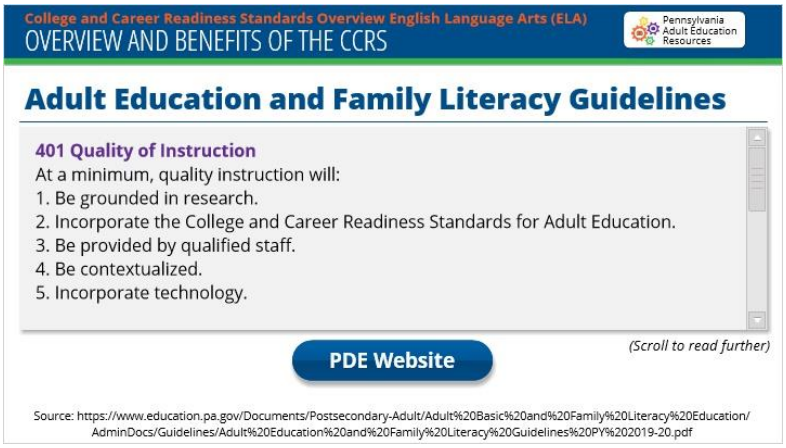
The Workforce Innovation and Opportunity Act



Notes:

The Workforce Innovation and Opportunity Act, also known as WIOA, was signed into law in 2014. Our work in adult education is governed by this law, and this law requires the use of standards to guide instruction.

2.4 Adult Education and Family Literacy Guidelines



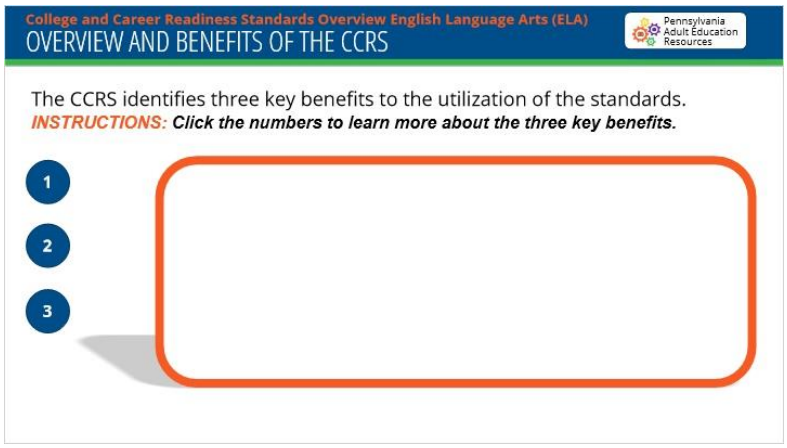
Notes:

In order to meet the WIOA requirements of standards adoption, The Division of Adult Education has implemented the CCRS which are aligned with the Pennsylvania Core Standards. The PDE Adult Education and Family Literacy Guidelines state that these standards must guide lesson planning and instruction.

Please use the scrollbar on the right to continue reading about section 402.6 Standards-Based Instructions. If you would like to read further about the Adult Education and Family Literacy Guidelines, use the PDF link shown on your screen or find this PDF in the Resources section of this course.

Image source: https://www.education.pa.gov/Documents/Postsecondary-Adult/Adult%20Basic%20and%20Family%20Literacy%20Education/AdminDocs/Guidelines/Adult%20Education%20and%20Family%20Literacy%20Guidelines%20PY%202019-20.pdf

2.5 Overview and Benefits of the CCRS



Notes:

In addition to the requirements to use the CCRS standards, there are also many benefits of using the standards for programs, staff, and learners.

The CCRS identifies three key benefits to the utilization of the standards. These include consistent expectations between K-12 and adult education systems; the ability to create partnerships and common tools and materials between programs and states; and helping students prepare for assessments, such as the high school equivalency exams. Click the numbered circles to learn more about the three key benefits.

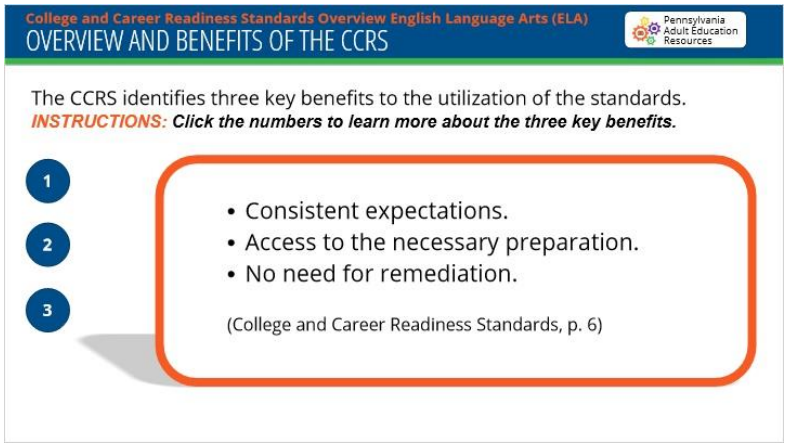
<1> Consistent expectations between K-12 and adult education systems so all students-whatever their pathway to graduation-will have access to the preparation

they need to enter credit-bearing freshman courses without a need for remediation; (College and Career Readiness Standards, p. 6)

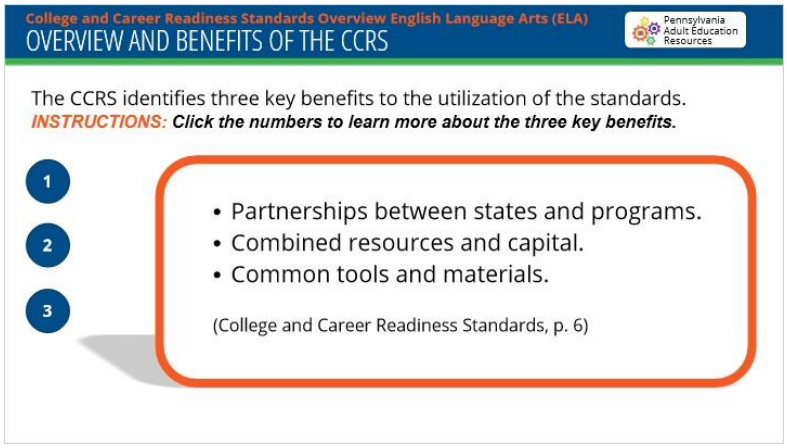
<2> Partnerships between and among states and programs to combine financial resources and human capital to create common tools and materials to support implementation; (College and Career Readiness Standards, p. 6)

<3> 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 (e.g., GED®, Partnership for Assessment of Readiness for College and Careers, and Smarter Balanced Assessment Consortium). (College and Career Readiness Standards, p. 6)

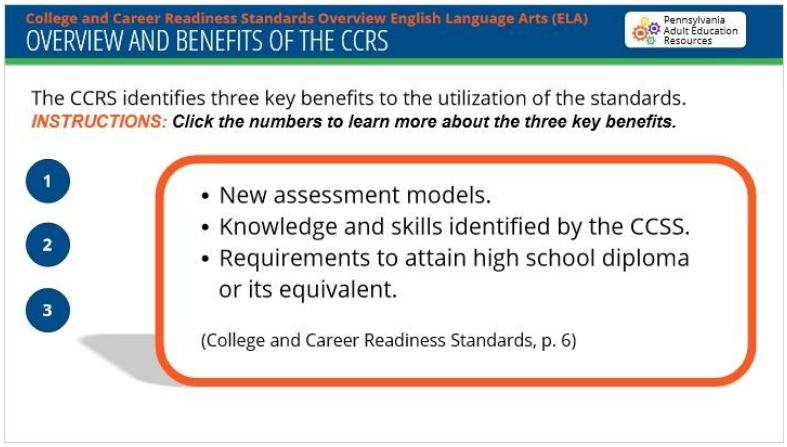
Circle Text 1 (Slide Layer)



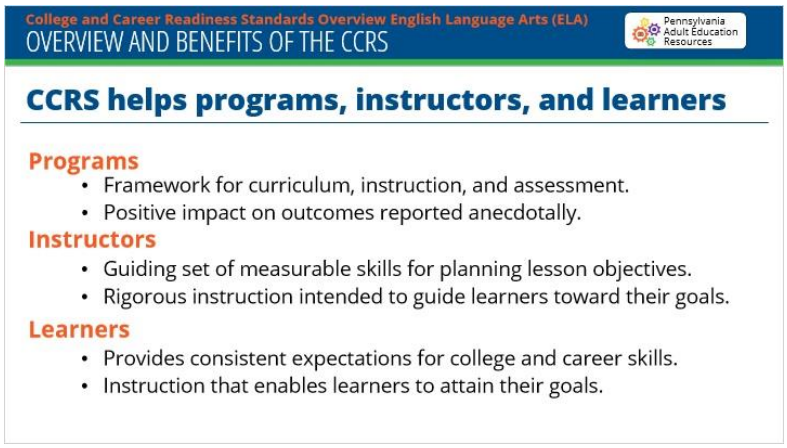
Circle Text 2 (Slide Layer)



Circle Text 3 (Slide Layer)



2.6 CCRS helps programs, instructors, and learners



Notes:

Additionally, using the CCRS can have benefits for your program, instructors, and learners.

Programs:

Using the CCRS can benefit your program in several ways. First, the CCRS clearly defines the content and academic skills needed for students. It provides a framework for your curriculum so that programs have more clarity on what skills to teach for students at each level.

Some programs have also said that they have anecdotally noticed an impact on outcomes after incorporating the CCRS into their teaching.

Instructors

Instructors benefit from using the CCRS for lesson planning because the standards provide clear guidance on what skills students need at each level. They provide measurable expectations that teachers can use to plan instruction and assess improvement.

While learning the standards and using them in lesson planning may take some time at first, instructors often find lesson planning becomes easier as they become more familiar with the standards.

The CCRS key shifts (which we'll further discuss in the module) also provide strategies that can be used in all lessons to ensure students are improving skills needed for workplace and academic success.

Learners

Learners benefit from receiving instruction that is aligned to the standards because it ensures they are being taught skills they will need for workplace and postsecondary education success. They also benefit by learning skills that are measured by the GED® and HiSET® exams.

When programs adopt the CCRS to develop their curriculum, students may find that instruction is more cohesive because the skills are presented in a progression aligned to skill levels.

Teacher Testimony

Notes:

Press Play to see a video about one teacher's experience with the switch to CCRS. As you watch the video, identify the benefits this teacher and his students experienced after using the CCRS to guide instruction.

<Closed Captioning for Video>

A few years ago, we began incorporating the standards into our lessons and into our materials. We did start to see great success with the students. It makes it easier in planning; we know how we're going to proceed. We know the standard that's supposed to happen next and what we should have covered before. We're not jumping around from one subject to the other. The first year we started it, we had easily 20% increase in the amount of level gains that we had.

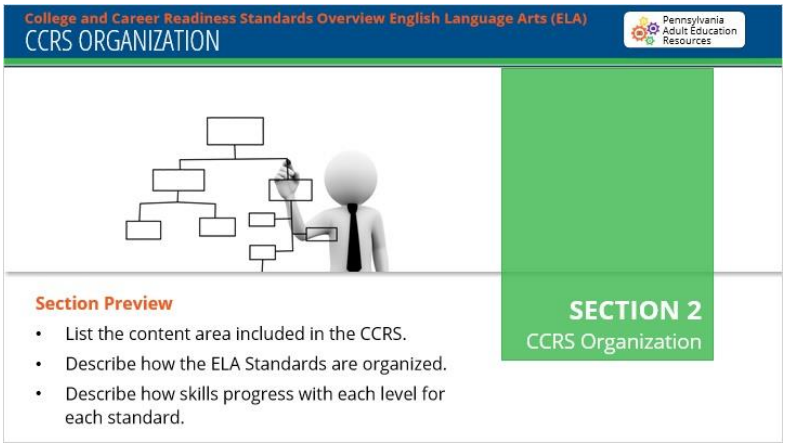
For someone approaching this for the first time, I would advise not to fight it. Embrace it, accept it into your planning and into your instruction, and then your students get success. They're going to make level gains. They're going to learn in an expedient way. You'll have success with your students.

Section 1 Complete

Notes:

Congratulations, you've reached the end of Section One. Please advance to the next section to learn about CCRS Organization.

Section 2: CCRS Organization



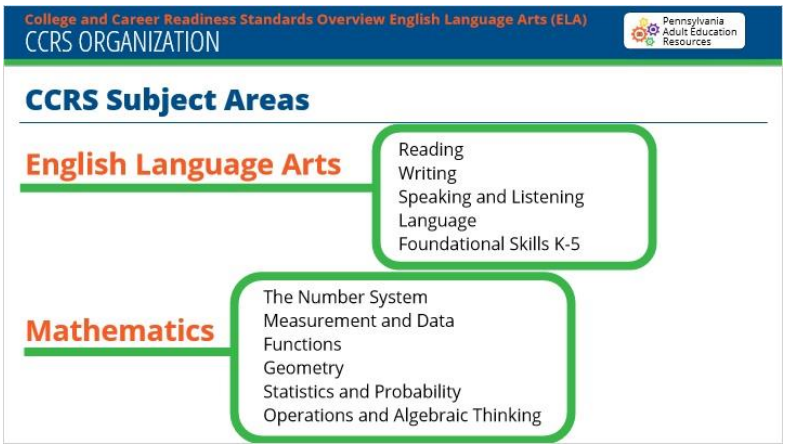
Notes:

Welcome to Section Two, CCRS Organization. By the end of this section, you will be able to:

- List the content area included in the CCRS (Reading, Writing, Speaking and Listening, Language, Reading: Foundational Skills K-5, Mathematics).

- Describe how the ELA Standards are organized (subject, levels, foundational skills).
- Describe how skills progress with each level for each standard.

CCRS Subject Areas



Notes:

The CCRS is divided into two main subject areas, English Language Arts and Mathematics. The ELA standards address skills related to: Reading, Writing, Speaking and Listening, Language, and Reading Foundational Skills. The Mathematics Standards are also included on this slide so you can see how they differ in organization; however, the focus of this module will be the ELA standards. For more information on the Mathematics standards, please consider viewing the modules for CCRS Math.

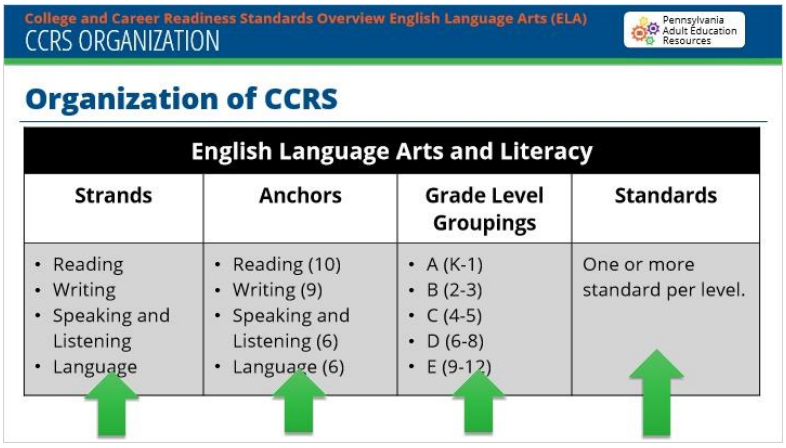
English Language Proficiency Standards (ELPS)

Notes:

If you are teaching English as a second language, you may also consider the English Language Proficiency Standards, or ELPS. This set of standards focuses on skills for English-language learners and includes correspondences with the College and Career Readiness Standards.

You can download the standards in the course Resources section or by clicking the link listed on this slide.

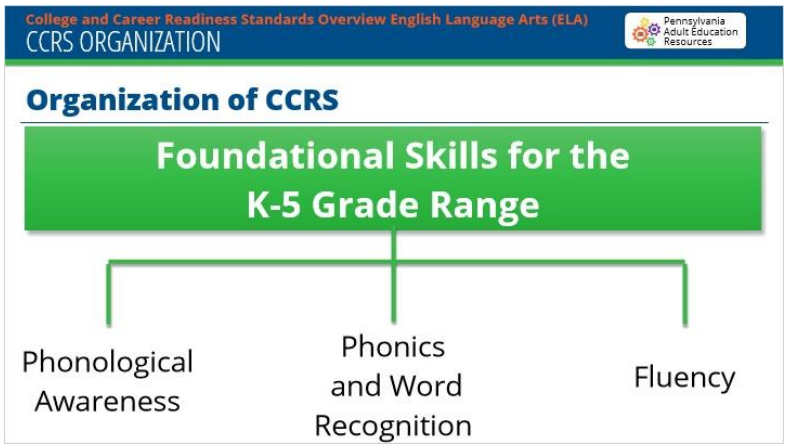
Organization of CCRS



Notes:

The CCRS ELA standards are broken up into four strands: Reading, Writing, Speaking and Listening, and Language. Within each of these strands are anchors, which identify broad college and career readiness skills. There are a different number of anchors for each strand. Each anchor has five different Grade Level Groupings, A through E, which correspond with particular grade levels. Each Grade Level Group has one or more standards included. These standards list specific skill expectations for learners at different levels.

Organization of CCRS



Notes:

The CCRS also includes Foundational Skills for the K-5 grade range which outline "a set of reading acquisition skills designed to develop proficient readers with the capacity to comprehend varied texts across a range of disciplines." (CCRS, p. 10)

These are Phonological Awareness, Phonics and Word Recognition, and Fluency. The Foundational Skills are arranged a bit differently than the other ELA standards and include only three levels for each skill.

Common Core State Standard (CCSS) Citations

College and Career Readiness Standards Overview English Language Arts (ELA)
CCRS ORGANIZATION

Pennsylvania Adult Education Resources

Common Core State Standard (CCSS) Citations

RI	**R**eading **I**nformational Text	**RF**	**R**eading **F**oundations
RL	**R**eading **L**iterature	**W**	**W**riting
RH	**R**eading **H**istorical/Social Studies Text	**SL**	**S**peaking and **L**istening
RST	**R**eading **S**cientific and **T**echnical Text	**L**	**L**anguage
WHST	**W**riting for **H**istory/Social Studies, **S**cientific and **T**echnical Subjects		

Notes:

Throughout the CCRS, you will notice letters and numbers in parentheses next to many of the standards. These represent citations to the Common Core State Standards in a variety of subject areas. At the beginning of each section in the CCRS is a key showing this information.

Please take a moment to read through the list and familiarize yourself with the different citations.

Sample CCRS

DIRECTIONS: ***Click the four highlighted areas on the slide for more information.***

A	B	C	D	E
…R 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 …aking to support conclusions drawn from the text. ***(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*** [4]				
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)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • *Application:* cite specific textual evidence to support …sis of primary and …dary 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)

Source: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Notes:

Here is a sample CCR Standard: Reading, Anchor 1. Please click the four highlighted areas on the slide for more information.

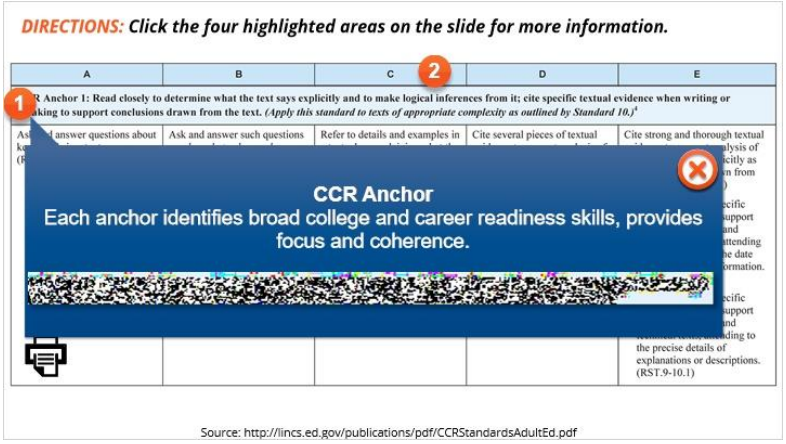
<Section 1> CCR Anchor (reference: CCRS, p. 11) - Each anchor identifies broad college and career readiness skills, provides focus and coherence.

<Section 2> Levels (A-E) (reference: CCRS, p. 11) - Corresponding level-specific standards illustrating specific level-appropriate expectations.

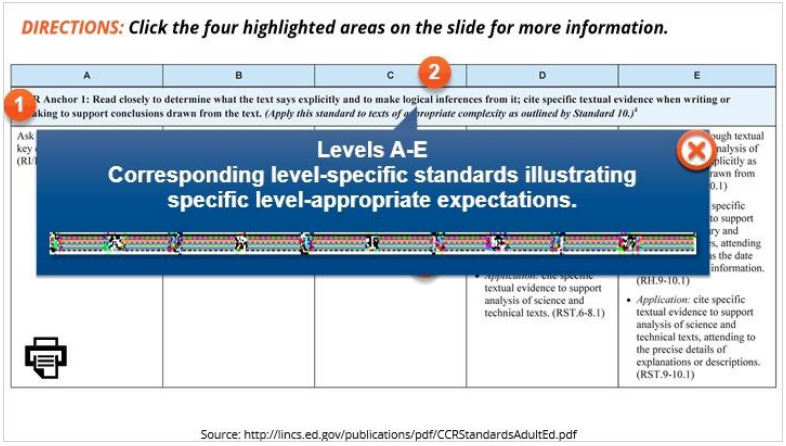
<Section 3> Standards (reference: CCRS, p. 11) - Specific level-appropriate expectations.

<Section 4> CCSS Reference (reference: CCRS, p. 12) - Citations: Common Core State Standard (CCSS) strand, grade and number.

Marker 1 (Slide Layer)



Marker 2 (Slide Layer)



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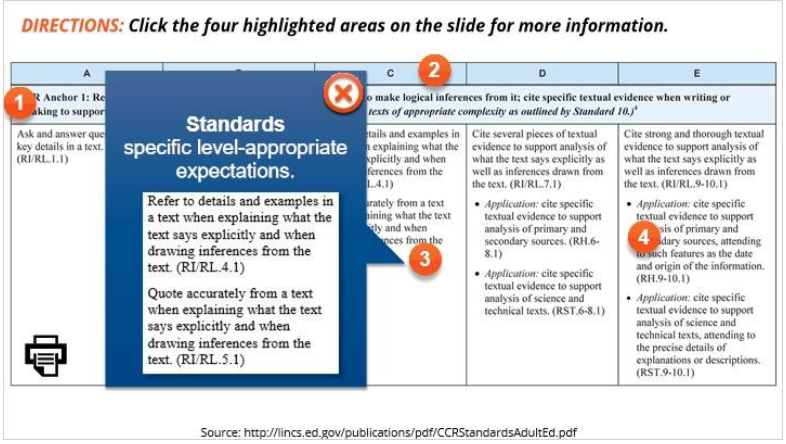

Source: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

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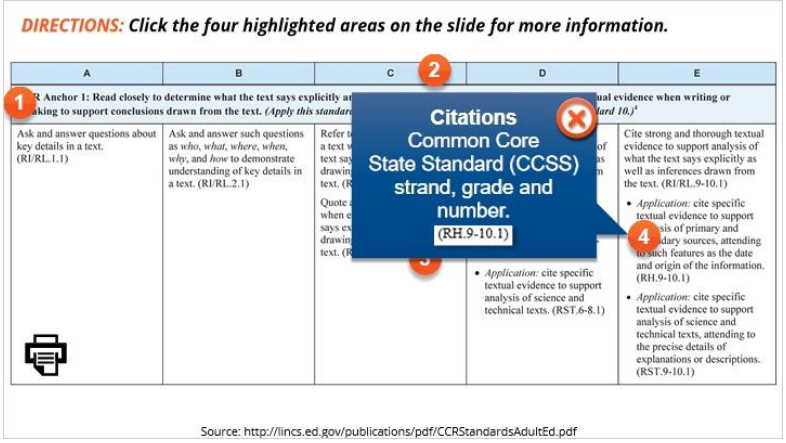

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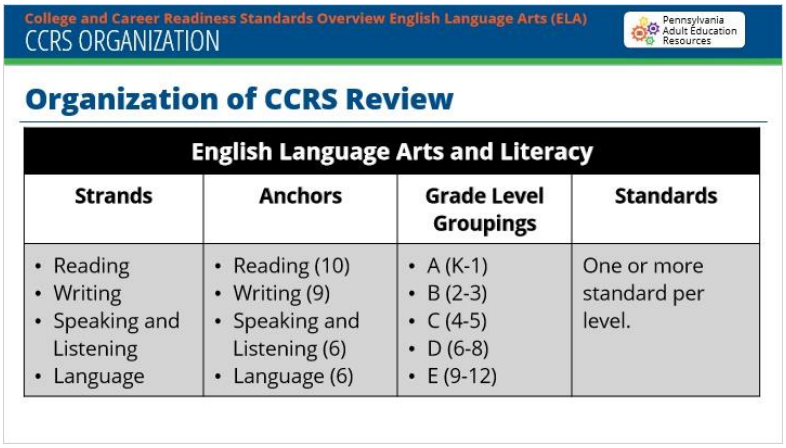
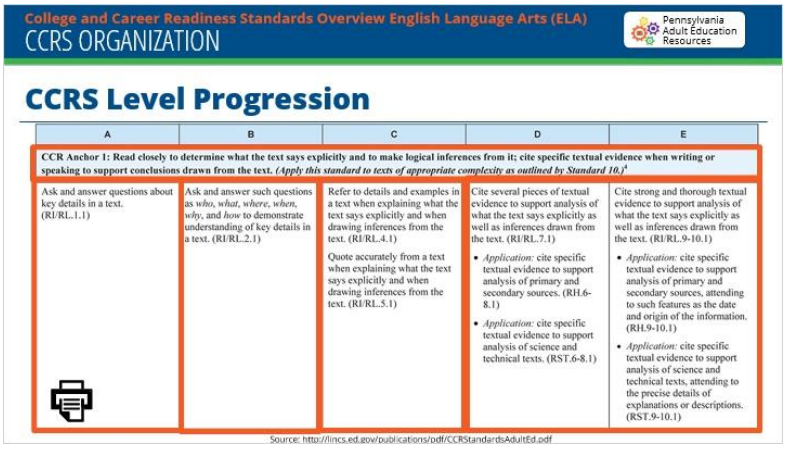
Organization of CCRS Review



Notes:

As you just saw, for each of the CCRS ELA strands, there are Anchors, Grade Level Groupings, Standards, and the Common Core State Standards citations.

CCRS Level Progression



Notes:

Now, let's consider the progression of skills within a single anchor from Level A to Level E. As you read from Levels A to E within each anchor, you will see that the standards become increasingly complex in terms of the skills learners are expected to have mastered.
Reading Anchor One says that the learner should be able to "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." Take a moment to read through the skills required at each level, A through E.

At Level A, the learner is expected to "Ask and answer questions about key details in the text." Moving to Level B, the expectation is similar, but with the addition of answering who, what, where, when, why, and how. Level C adds the skills of referring to details and examples in a text, as well as quoting from a text, when explaining it and drawing inferences. As you move into Levels D and E you will see that they continue to become more rigorous and specific.

This progression through the levels of a CCR anchor standard is also applicable to English language learners. However, instructors need to provide English language learners with additional language supports and language-focused instruction to enhance their learning of these skills.

Section 2 Complete

Notes:

Congratulations, you've reached the end of Section Two. Please advance to the next section to learn more about tying the CCRS to instructional practices.

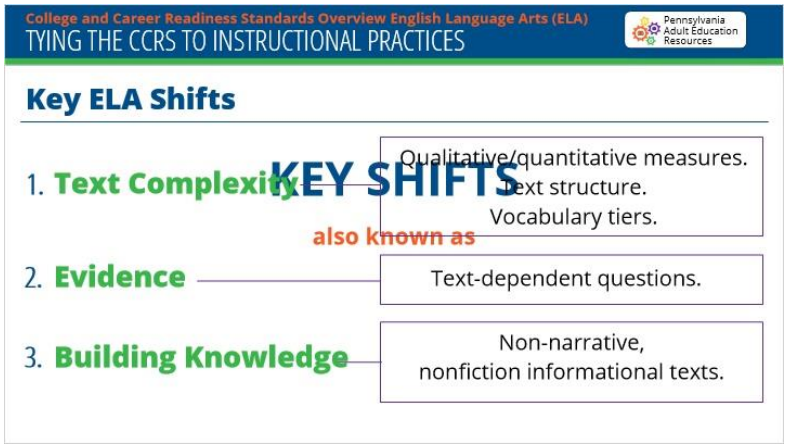
Tying the CCRS to Instructional Practices

Notes:

Welcome to Section Three, Tying the CCRS to Instructional Practices. By the end of this section, you will be able to:

- Describe the key instructional shifts for English Language Arts.
- Describe how the standards connect to lesson planning and teaching ABE and ESL students.
- Identify sample students' CCR Levels.

Key ELA Shifts



Notes:

The CCRS demands a shift in instructional practice to make the standards accessible

to adult learners. In this module we will use the term *key shift* to reference the shift. You may also hear this being referred to as *instructional shift* or *key advances*. In regard to the CCRS, these terms reference the same thing: the overarching changes in instructional practices that will help learners to gain college and career readiness skills.

There are three key shifts in English Language Arts and English as a second language. They are Text Complexity, Evidence, and Building Knowledge.

Integrating text complexity in planning and instruction requires that the instructor analyze and measure texts to ensure that they are the appropriate level for their learners. Through quantitative and qualitative measures, the instructor identifies the text structure and tiered vocabulary.

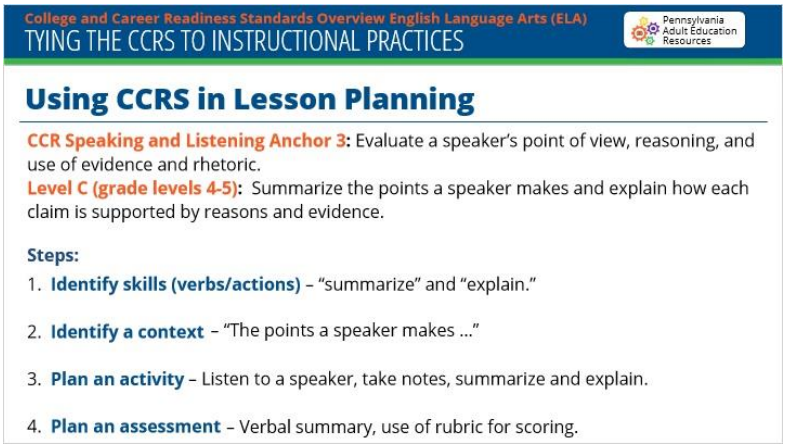
The CCRS ELA also require critical analysis of text by learners. Students draw evidence from texts to support their claims and conclusions about the text. This task of finding evidence in a text is known as text-dependent questioning.

Building knowledge refers to reading, researching, and writing about non-narrative, nonfiction informational texts which help students build cross-disciplinary knowledge.

Employing these key shifts in your instruction will provide opportunities for learners to practice the skills that the CCRS require.

To learn more about this topic, please view the CCRS module focused on the key shifts.

Using CCRS in Lesson Planning



Notes:

Let's take a look at how we could plan a lesson using one of the CCR standards. Here is Speaking and Listening Anchor 3, "Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric." At Level C, the standard says that learners should be able to "summarize the points a speaker makes and explain how each claim is supported by reasons and evidence."

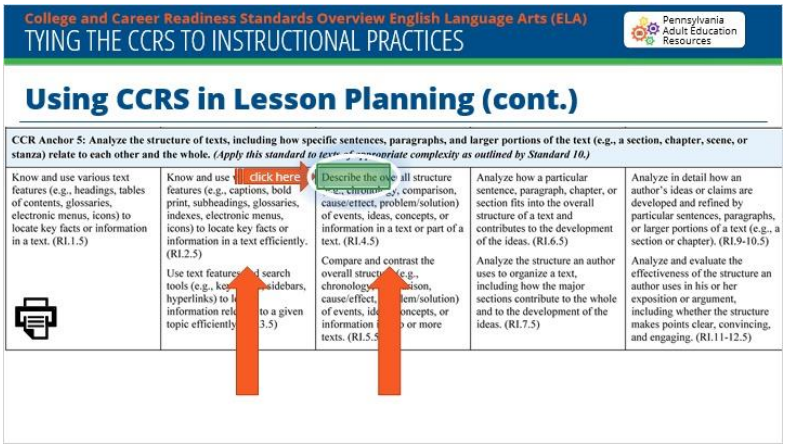
1. Let's begin by identifying the skills the standard mentions. These can be found by locating the verbs or actions in the standard. In this case, the students should be able to "s*ummarize*" and "e*xplain*".

2. Now, we determine the context in which they will be performing these actions. The standard mentions summarizing the "points a speaker makes."

3. Therefore, we could plan an activity in which the student will be listening to a speaker and taking notes in order to gather information to provide a summary and explain the reasons and evidence given by the speaker to support his or her claims.

4. To assess whether the student is able to perform this skill, the student could verbally summarize the speaker's points with the reasons and evidence given to support the claims. A rubric could be used for the learner to know the expectations of the assessment.

Using CCRS in Lesson Planning, cont.

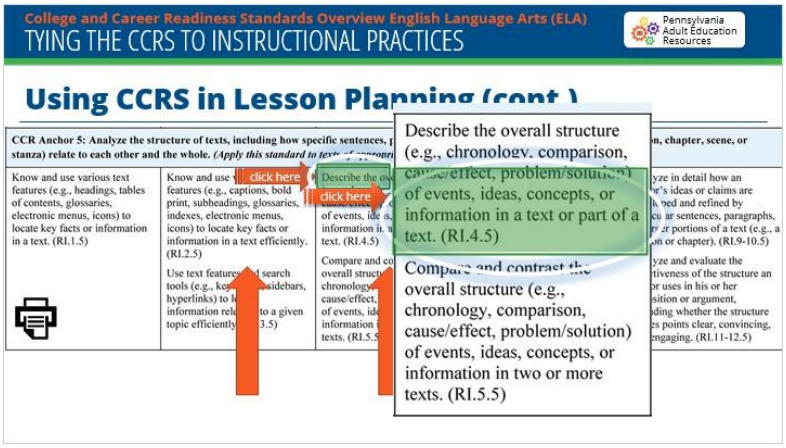


Notes:

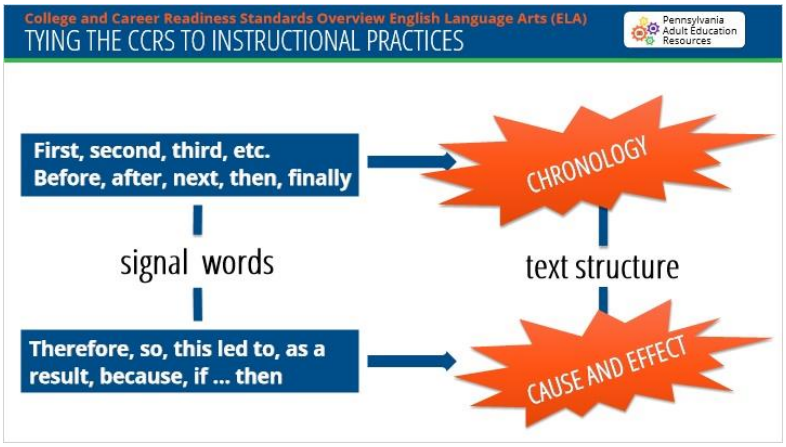
Let's look at another example. Here is Reading Anchor 5: "Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole." Let's imagine that the last time you addressed this standard with your learners, you focused on Level B with the students: "Knowing and using various text features to locate key facts or information in a text." Now, you have determined that the students are ready to move to Level C. How will you determine what the learners should now be doing?

Look at the standards for Level C. The first step is to identify the verbs, the actions or skills that the students will be able to do. For the first of the standards in Level C, **please click on the verb. ["Describe the overall structure"]** Great! The students will be able to describe the overall structure of something. Now, we need to determine the context in which they will be describing the overall structure. **Next, click on the standard to indicate the context in which they will be doing this. ["of events, ideas, concepts, or information in a text or part of a text."].** At this point, you'll want to begin to think about planning an activity in which learners will be able to successfully demonstrate the skill. Perhaps you will want your students to identify key words in the text which indicate a particular text structure. For example, students can look for words such as *first*, *next*, and *then*, which would indicate that its text structure is a chronology, or students could locate words and phrases such as *therefore* or *as a result*, which would show cause and effect. Students could highlight these key words, then write a short description of the text structure including evidence from the text. After modeling and guided practice, learners can work on this activity independently, which provides you, the instructor, an opportunity to assess their mastery of the skill**.**

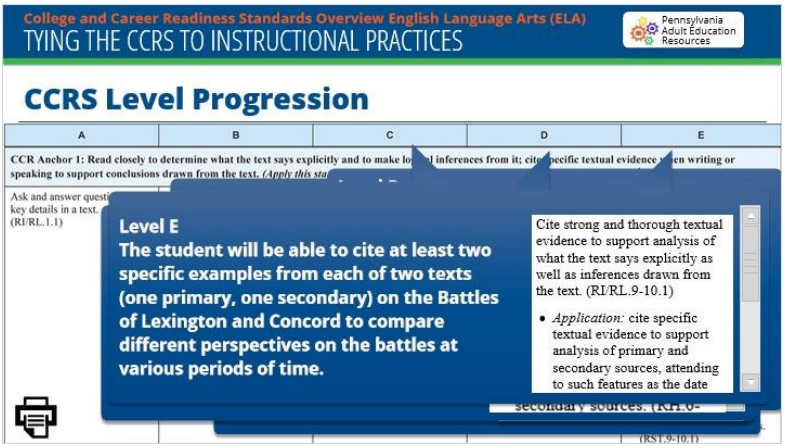
Hotspot 2 (Slide Layer)



Text Structures (Slide Layer)



CCRS Level Progression



Notes:

Using the CCRS Reading Anchor we looked at earlier, let's consider how lesson objectives might look for each of the five levels.

At Level A, the student should be able to ask and answer questions about key details in a text; therefore, a lesson objective could be something like, "The student will be able to answer three questions correctly about key details in a short text about the American Revolution."

As we move to Level B, the standard adds more specific details. A lesson objective could be more specific, such as, "The student will be able to identify who was fighting and two reasons why they were fighting from text about the Battles of Lexington and Concord."

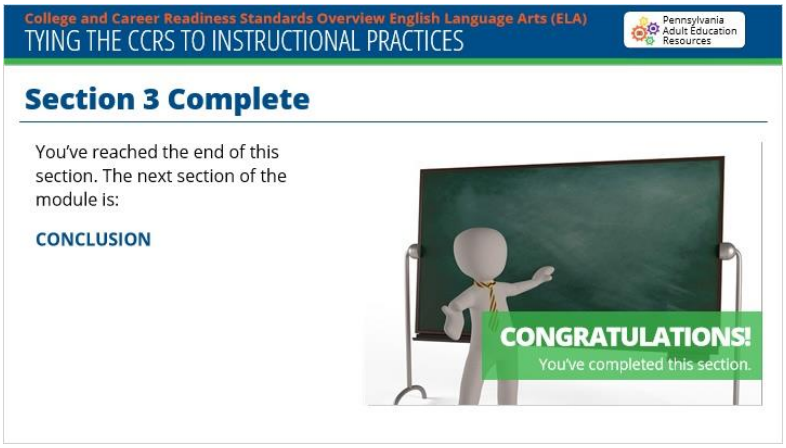
Here are examples of objectives for Levels C, D, and E.

Level C: The student will be able to cite at least two examples and one accurate quote from a text describing the causes of the Battles of Lexington and Concord.

Level D: The student will be able to cite at least two specific examples from each of two texts (one primary, one secondary) on the Battles of Lexington and Concord to summarize the causes and events leading up to the battles.

Level E: The student will be able to cite at least two specific examples from each of two texts (one primary, one secondary) on the Battles of Lexington and Concord to compare different perspectives on the battles at various periods of time.

Section 3 Complete

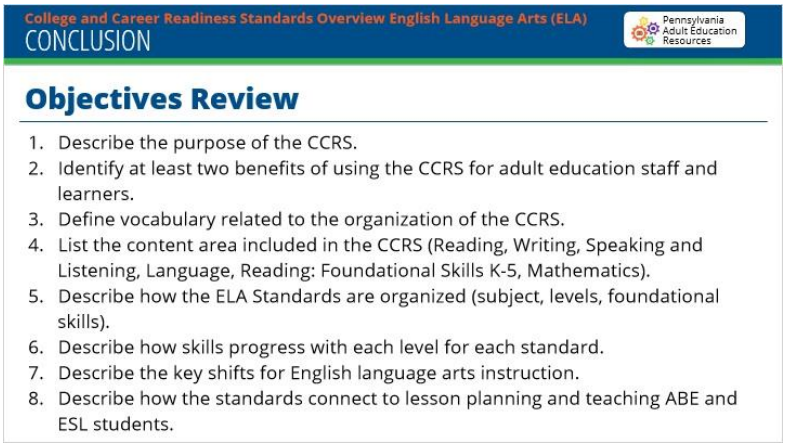


Notes:

Congratulations, you've reached the end of Section Three. Please advance to the next section to review course objectives and conclude this module.

Section 4: Conclusion

Objectives Review

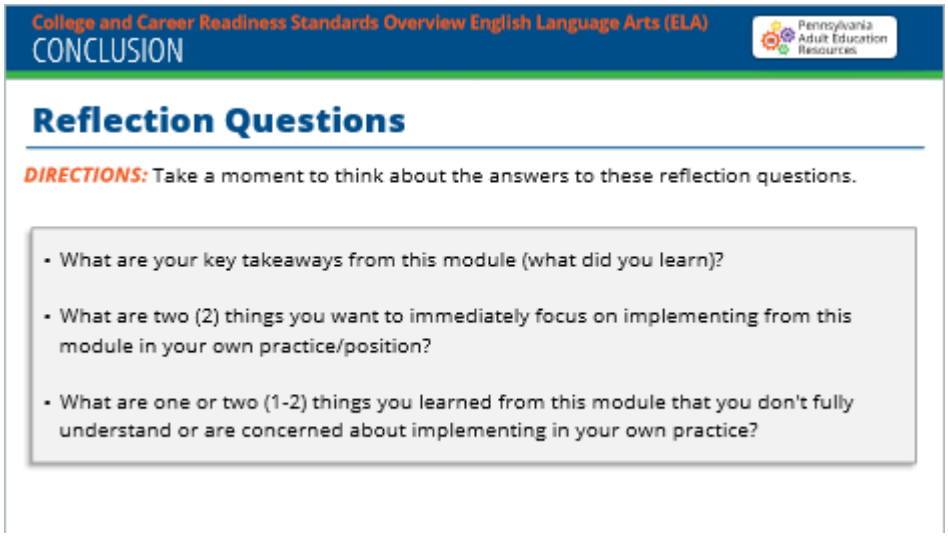


Notes:

In this module, we've focused on the objectives listed on this slide. In a moment, you will take a short quiz to measure your new knowledge and skill based on the content of this module. Take a moment and read through the objectives. Do you feel comfortable with all of them? If not, you may go back to any of the earlier sections to review.

If you'd like to learn more about College and Career Readiness Standards, other CCRS modules are available in the PD Portal.

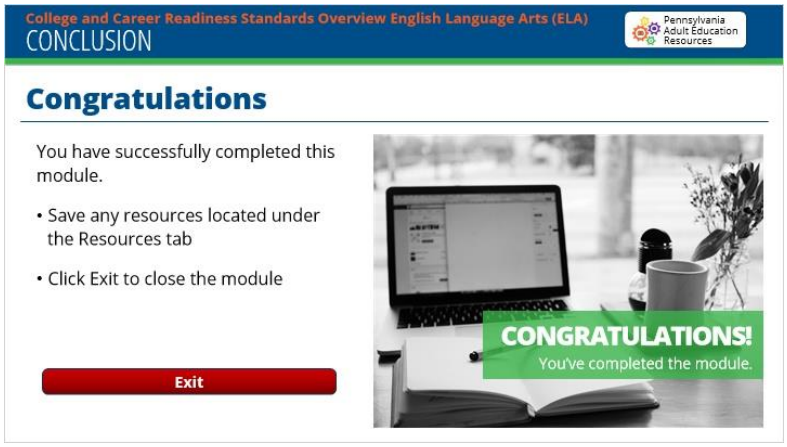
Reflection Questions



Notes:

Take a moment to think about the answers to these reflection questions. A copy of these questions can be downloaded under the Resources tab.

End



Notes:

Congratulations! You have completed this module. Be sure to download any resources you want to save by clicking on the Resources Tab. Click on the Exit button below to close the module.