The Future Is Here:
Rising to Higher Expectations for ESOL Instruction and Student Outcomes

Federico Salas-Isnardi

Sarah Lynn

Today's Questions:

- How have standards in adult education changed?

- How can we rise to these higher expectations in our general English language classes?

How have the standards changed?

WIOA: Redefining Adult Education

- ○ **Priority on workforce, civics, and academic readiness**

- ○ **Integration of employability skills, academic language, civics with basic language skills**

- ○ **Integration of technology in instruction (technology is no longer optional)**

Today's Standards
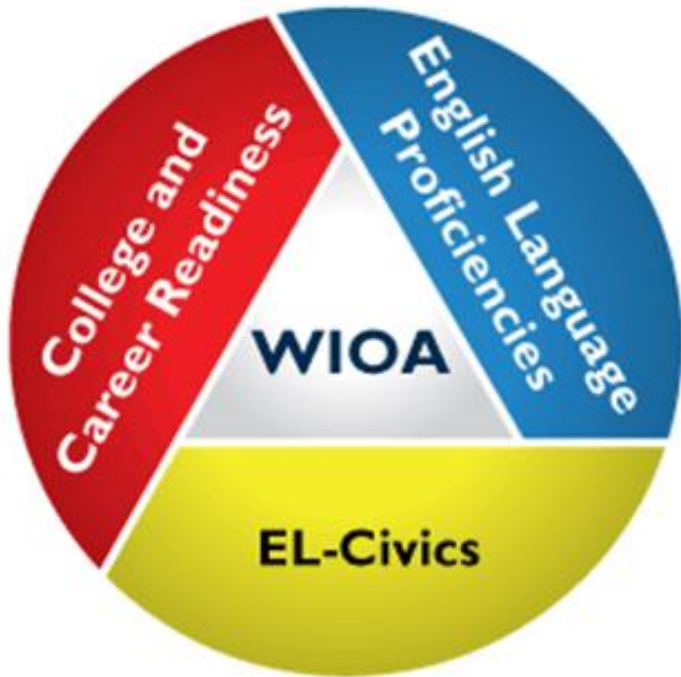
- **CCRS** – Academic skills needed for career and academic success
- **ELPS** - Language needed so students can reach the CCRS
- **IEL-Civics** - Contextualized English language and Civics instruction
- **WIOA** Goals

Instructional Rigor

Academic Language: Language of access to more formal interactions (spoken and written) at school, work, and community. It works at the discourse level (recognizing text structure, transitions), sentence level (complex verb tenses, long noun phrases), and word level.
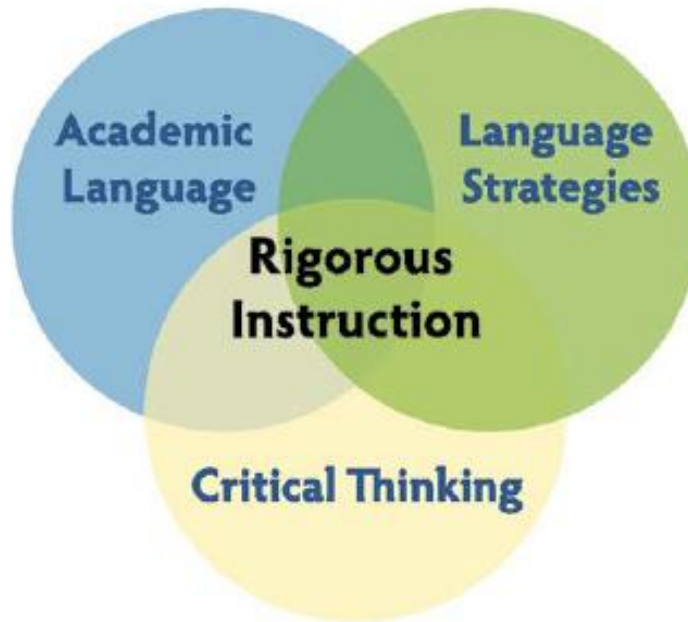
Language Strategies: Activities we employ to access and understand complex written and oral texts (i.e. re-reading, recalling, checking sources, searching for main ideas, etc.)
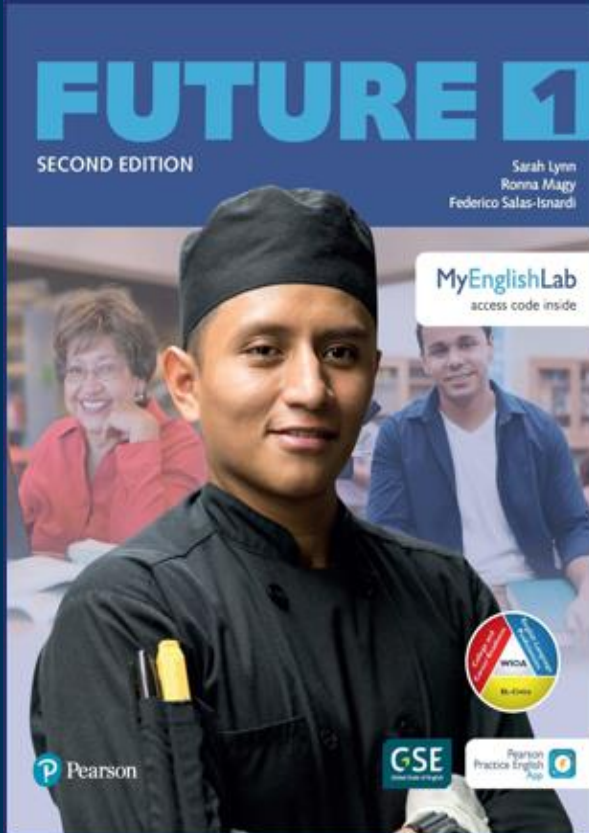

Critical Thinking: Evaluating information, problem-solving, analyzing relationships between ideas in order to make a decision or take action.

How can we rise to these higher expectations in our English classes?

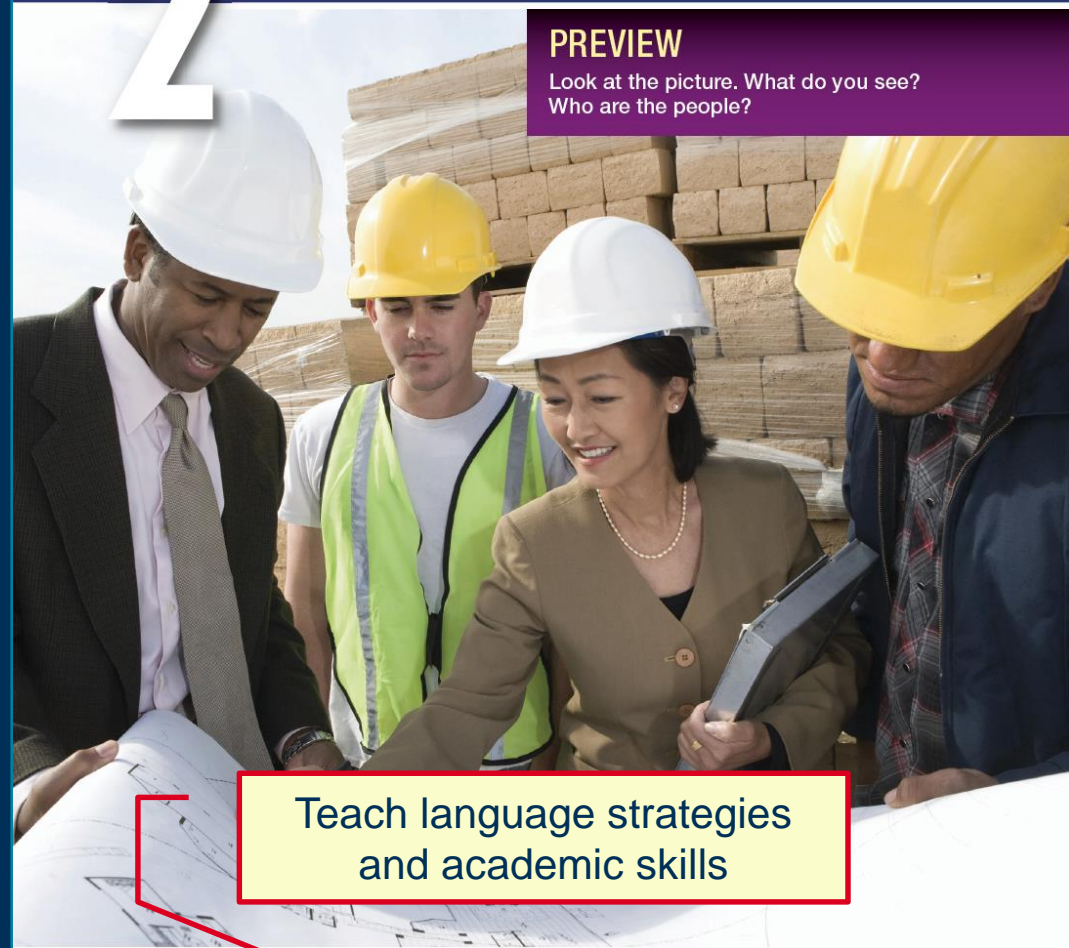Establish high expectations

Support learning with scaffolding

Achieve higher outcomes

FUTURE 1

SECOND EDITION

Sarah Lynn
Ronna Magy
Federico Salas-Isnardi

MyEnglishLab
access code inside

GSE

Pearson

Future 1 - Unit 2 - p. 25

2 A Hard Day's Work

PREVIEW
Look at the picture. What do you see?
Who are the people?

Teach language strategies
and academic skills

Establish concrete and measurable
goals that students understand.

UNIT GOALS

☐ Name jobs
☐ Introduce someone and talk about your job
☐ Ask for and give contact information
☐ Ask about jobs

☐ Talk about where you work
☐ **Academic skill:** Learn new vocabulary
☐ **Writing skill:** Use a period
☐ **Workplace soft skill:** Be a good listener

Instructional Design of Every Lesson

1. Start with what the student knows.

2. Introduce new information.

3. Provide multiple opportunities for varied practice.

4. Require students to synthesize and extend their learning.

Jobs

A **PREDICT.** Look at the pictures. What do you see? Where are the jobs?

Number 3 is a manager.

B ▶ **LISTEN AND POINT.** Then listen and repeat.

Vocabulary

		construction site
1. a cook	7. a cashier	12. a painter
a server	8. a sales assistant	13. an electrician
a manager	9. a driver	
		F. home
spital	**D. office**	14. a homemaker
doctor	an office assistant	15. a child-care worker
	ountant	16. a landscaper

C **IDENTIFY.** Student A, say a job. Student B, point to the picture on page 26.

A nurse.

D **WORK TOGETHER.** Student A, act out a job. Students B and C, guess the job.

B: *You're a homemaker.*
A: *No.*
C: *You're a landscaper.*
A: *Right!*

Study Tip

Use your language
Make cards. On one side, write the word in English. On the other side, write the word in your language.

Show what you know!

1. **TALK ABOUT IT.** Ask three classmates about their jobs. Complete the chart.

   A: *What do you do?*
   B: *I'm a cook.*

Name	Job
Andy	a cook

2. **PRESENT IT.** Tell your class about your classmates' jobs.

   Andy is a cook.

3. **WRITE ABOUT IT.** Now write a sentence about your job.

   I'm a server.

I can name jobs. ▪   I need more practice. ▪

For more practice, go to MyEnglishLab.

Callout annotations:
- Start with what the student knows.
- Introduce new information
- Provide varied practice that progresses in challenge.
- Require students to synthesize and extend their learning.

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Higher Expectations from the Start:

1. **Establish clear goals and measurable outcomes**

2. **Expose students to academic language**

3. **Use content that builds knowledge**

4. **Teach language and learning strategies**

5. **Intensify the reading and writing skill development throughout**

Integrated Scaffolding

1. Use a content-based cohesive curriculum to provide a stable context for lower level learners and facilitate recycling of learning.

2. Use meaningful content to tap adult learners' motivation to learn

3. Use multiple-modalities to create memorable learning and support meaning
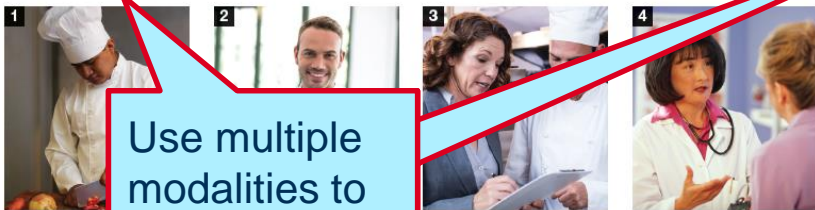
4. Support all activities with model language

Vocabulary

Jobs

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Number 3 is a manager.

B ▶ **LISTEN AND POINT.** Then listen and repeat.

Vocabulary

tore
1. a cook
2. a server
3. a manager

B. hospital
4. a doctor
5. a nurse

7. a cashier
8. a sales assistant
9. a driver

D. office
10. an office assistant
11. an accountant

E. construction site
12. a painter
13. an electrician

F. home
14. a homemaker
15. a child-care worker
16. a landscaper

C int to the picture on page 26.

A nurse.

D **WORK TOGETHER.** Student A, act out a job.
Students B and C, guess the job.

B: *You're a homemaker.*
A: *No.*
C: *You're a landscaper.*
A: *Right!*

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Andy is a cook.

3. **WRITE ABOUT IT.** Now write a s

I'm a server.

Name	Job
Andy	a cook

I can name jobs. ■   I need more practice. ■

For more practice, go to MyEnglishLab.

Use meaningful content.

Expose students to academic language.
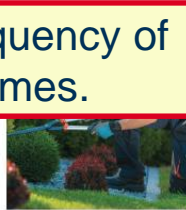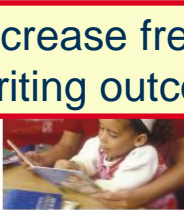
Teach language and learning strategies.

Use multiple modalities to create memorable learning.

Support all activities with model language.
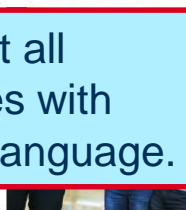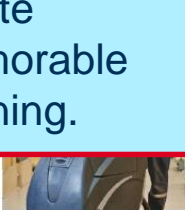
From the start have students practice presenting information to the class in a more formal way.

Increase frequency of writing outcomes.

Provide opportunities for student-self assessment.

Establish concrete and measurable g   ls.

Future 1 - p. 26-7

Talk about where you work

Start with what the student knows.
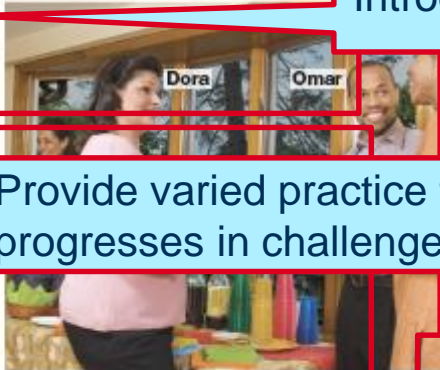
1 BEFORE YOU LISTEN

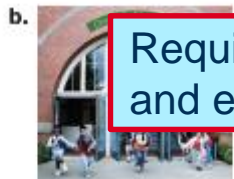**TALK ABOUT IT.** Look at the picture. What do they do? Where do they work?

2 LISTEN

A ▶ **LISTEN.** Dora, Omar, and Sali are at a party. What is Sali talking about?

a. her school   b. her job

Dora   Omar

B ▶ **LISTEN FOR DETAILS.** Where does Sali work?

Provide varied practice that progresses in challenge.

a.

b.

Require students to synthesize and extend their learning.

C ▶ **EXPAND.** Listen to the whole conversation. Complete the sentences.

1. Omar is a _____
   a. nurse   b. teacher   c. student

2. Omar says, "It's _____."
   a. an interesting job   b. a hard job   c. a great job

D DISCUSS.

Sali says, "That's not a job." Omar says, "Yes, it is." Who is right, Sali or Omar?

A: So, what do you do?
B: I'm a nurse.
A: Really? Where do you work?
B: I work at a school on Main Street. I'm a school nurse.
A: Oh. That's nice.

Introduce new information

...rsation in Exercise A.

C **CREATE.** Make new conversations. Use the information in the boxes.

A: What do you do?
_____.
Where do you work?
...t _____ on Main Street.
A: Oh. That's nice.

a carpenter

a construction site

a caregiver

a nursing home

D **MAKE CONNECTIONS.** Make your own conversations. Ask where your partner works.

A: Where do you work?
B: Oh, I'm a server at Alice's Restaurant. What about you?
A: I'm a server, too. I work at . . .

an assembly line worker

a factory

a stock clerk

a supermarket

E **NETWORK.** Find classmates with the same job as you. Form a group. Ask the people in your group, *Where do you work?*

I can talk about where I work. ■   I need more practice. ■

For more practice, go to MyEnglishLab.

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1

Talk about where you work

Establish concrete and measurable goals.

1 BEFORE YOU LISTEN

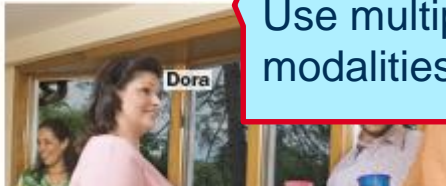**TALK ABOUT IT.** Look at the picture. What do they do? Where do they work?

Build from what the student knows.

2 LISTEN

A ▶ **LISTEN.** Dora, Omar, and Sali are at a party. What is Sali talking about?

a. her school   b. her job

Use multiple modalities.

B ▶ **LISTEN FOR DETAILS.** Where does Sali work?

a.

b.

Expose students to academic language and language strategies.

Provide model language.

C ▶ **EXPAND.** Listen to the whole conversation. Complete the sentences.

1. Omar is a _____
   a. nurse

2. Omar says, "It's _____
   a. an interesting job

Challenge students to use their use critical thinking skills.

D **DISCUSS.**

Sali says, "That's not a job." Omar says, "Yes, it is." Who is right, Sali or Omar?

---

3 CONVERSATION

A ▶ **LISTEN AND READ.** Then listen and repeat.

... ?
... ou work?
... n Main Stree...
A: Oh. That's nice.

Provide visual cues to guide students in multi-step tasks.

...RK TOGETHER. Practice the c...

...EATE. Make new conversations. ... the information in the boxes.

A: What do you do?
B: I'm _____ .
A: Really? Where do you work?
B: I work at _____ on Main Street.
A: Oh. That's nice.

MAKE CONNECTIONS. Make your own conversations. Ask where your partner works.

A: Where do you work?
B: Oh, I'm a server at Alice's Restaurant. What about you?
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E **NETWORK.** Find classmates with the same job as you. Form a group. Ask the people in your group, *Where do you work?*

a carpenter

a construction site

a caregiver

a nursing home

an assembly line worker

a factory

a stock clerk

a supermarket

Always get students to demonstrate their learning

Establish concrete and

I can talk about where I work. ■   I need more practice. ■

For more practice, go to MyEnglishLab.

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Lesson 7

Reading

Read about healthcare jobs in the U.S.

1 BEFORE YOU READ

A CHOOSE. Complete the sentences with the vocabulary from the box.

| CNA | nursing home | orderly |

1. He's an _____.
2. She's a _____.
3. They live in a _____.

B TALK ABOUT IT. What kinds of jobs are there in a hospital?

2 READ

▶ Listen and read.

Academic Skill: Learn new vocabulary

The words in Exercise 1A will be important when you read *Healthcare Jobs in the U.S.* Write the words in your notebook. Underline the words when you see them in the article.

Healthcare Jobs in the U.S.

Many people in the U.S. work in healthcare. How many? More than 12 million.

The biggest number of jobs in healthcare is for nurses. They work in hospitals, doctors' offices, schools, and
5 nursing homes. You need a lot of training to be a nurse. Nurses go to school for many years.

That is not true for all jobs in healthcare. For some jobs, a high school diploma is enough. For example, you can be an orderly or a CNA. (CNA means "certified
10 nursing assistant.") Most orderlies get training on the job. CNAs take a training

The U.S. has more than 1.5 million CNAs and orderlies. They work in hospitals and nursing homes. They need to be strong because sometimes they lift
15 patients out of bed. They also help people eat, wash, or get dressed.

Hospitals and nursing homes need other kinds of workers, too. They need cooks, housekeepers, custodians, and electricians. They need clerks to do
20 office work.

Healthcare in the U.S. is growing. It will need more

	What's the		
1.	Sales assis		
2.	Cashier	3.5 million	about $20,000
3.	Food preparer and server	3.0 million	about $19,000
4.	Office assistant	2.8 million	about $30,000
5.	Registered nurse	2.7 million	about $69,000

Source: U.S. Bureau of Labor Statistics

3 CLOSE READING

A CITE EVIDENCE. Complete the sentences. Where is the information? Write the line number.

Lines

1. More than _____ million people work in healthcare in the U.S.
   a. 12   b. 15   c. 21   _____
2. You need many years of school to be _____.
   a. a CNA   b. an orderly   c. a nurse   _____
3. _____ do office work in hospitals.
   a. Clerks   b. Housekeepers   c. Electricians   _____
4. There will be _____ jobs in healthcare in the future.
   a. more   b. the same number of   c. not so many   _____

_____ . the best jobs

most workers   most money

2. There are _____ nurses in the U.S.
   a. 2.7 million   b. 7 million   c. 12 million

_____ ants   c. doctors

ar.   c. $89,000

4 SUMMARIZE

Complete the summary with the words in the box.

| CNA | healthcare | nurses | training |

More than 12 million people in the U.S. work in (1) _____ . The biggest numb of jobs are for (2) _____ . They need a lot of (3) _____ , but you can b (4) _____ or an orderly after you finish high school. There are many other job healthcare, too.

Show what you know!

1. **THINK ABOUT IT.** Do you know people who work in healthcare? What are their jobs? Where do they work?

2. **WRITE ABOUT IT.** Now write about someone you know who works in healtho

_____ *works in healthcare. (He/She) is a* _____ . *(He/S*
works at _____ .

I can learn new vocabulary. ☐   I need more pra

To read more, go to My

Provide varied practice that progresses in challenge.

Start with what the student knows.

Introduce new information

Require students to synthesize and extend their learning

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Read about healthcare jobs in the U.S.

> Use meaningful content.

1 BEFORE YOU READ

A **CHOOSE.** Complete the sentences with the vocabulary from the box.

CNA	nursing home	orderly

> Use multiple modalities to support meaning.

1. He's an _____.

2. She's a _____.

3. They live in a _____.

B **TALK ABOUT IT.** What kinds of jobs are there in a hospital?

2 READ

▶ Listen and read.

Academic Skill: Learn new vocab

The words in Exercise 1A will be im
you read *Healthcare Jobs in the U.S.*
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when you see them in the article.

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workers, too. They need cooks, housek
custodians, and electricians. They need
20 office work.

Healthcare in the U.S. is growing. It w
workers in the future.

Top Jobs in the U.S.		
What's the job?	**How many people do it?**	**How much money do they make in a year?**
1. Sales assistant	4.5 million	about $25,000
2. Cashier	3.3 million	about $20,000
3. Food preparer and server	3.0 million	about $19,000
4. Office assistant	2.8 million	about $30,000
5. Registered nurse	2.7 million	about $69,000

Source: U.S. Bureau of Labor Statistics

Before Reading		What do you know?	After Reading	
True	False		True	False
		1. *Nurse* and *CNA* are two names for the same job.		
		2. Nurses, CNAs, and orderlies only work in hospitals.		
		3. The U.S. has more nurses than CNAs or orderlies.		
		4. The business of healthcare in the U.S. is growing.		

> Further online resources provide additional scaffolding. For example, this Anticipation Guide.

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Teach language and learning strategies.

▶ Listen and read.

Academic Skill: Learn new vocabulary

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The U.S. has more tha[n] orderlies. They work i[n] They need to be strong 15 patients out of bed. They a[lso] [help peo]ple eat, wash, or get dressed.

Expose students to complex text.

Hospital[s and n]ursing homes need other kinds of [work]ers, too. They need cooks, housekeepers, custodians, and electricians. They need clerks to do 20 office work.

Healthcare in the U.S. is growing. It will need more workers in the future.

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1

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Reading

3 CLOSE READING

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   a. 12 b. 15 c. 21 _____
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4. There will be _____ jobs in healthcare in the future.
   a. more b. the same number of c. not so many _____

B **INTERPRET.** Complete the sentences about the chart.

___s.
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ney
S.

c. 12 million

an _____.
sistants c. doctors
a year.

c. $89,000

s in the box.

es   training

work in (1) _____. The biggest number
of jobs are for (2) _____. They need a lot of (3) _____, but you can be a
(4) _____ or an orderly after you finish high school. There are many other jobs in
healthcare, too.

Show what you know!

1. **THINK ABOUT IT.** Do you know people who work in healthcare? What are their jobs? Where do they work?

2. **WRITE ABOUT IT.** Now write about someone you know who works in healthcare.

   _____ works in healthcare. (He/She) is a _____. (He/She) works at _____.

I can learn new vocabulary. ☐   I need more practice. ☐

To read more, go to MyEnglishLab.

Vo
Co ___ e boxes.

lif
1.
2.   an yo lp me?.
3.
4. The bus is $1.50. I have $1.25. I don't have [   ] money. I need more.
5. You need to learn how to do a job before you start. You need [   ].

States. You can also write this

Top Jobs in the U.S.

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5.	Registered nurse	2.7 million	about $69,000

Source: U.S. Bureau of Labor Statistics

B INTERPRET. Complete the sentences about the chart.

1. The chart shows _____ in the U.S.
   a. the jobs with the most workers
   b. who makes the most money
   c. the best jobs
2. There are _____ nurses in the U.S.
   a. 2.7 million
   b. 7 million
   c. 12 million
3. There are more nurses in the U.S. than _____.
   a. cashiers
   b. office assistants
   c. doctors
4. Most nurses make about _____ a year.
   a. $39,000
   b. $69,000
   c. $89,000

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2

Challenge students to synthesize and extend their learning.

Students discuss their ideas before they write to scaffold the writing process.

Show what you know!

1. THINK ABOUT IT. Do you know people who work in healthcare? What are their jobs? Where do they work?

2. WRITE ABOUT IT. Now write about someone you know who works in healthcare.

_____ works in healthcare. (He/She) is a _____. (He/She) works a _____.

Rigorous writing strand from the start.

Provide model language

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Lesson 10 Writing

Write about a friend

1 STUDY THE MODEL

READ. Answer the questions.

Tim Lee

<u>My Friend</u>

Sam Lin is my friend. He lives in Texas. He is a custodian. He works at a hospital.

1. What is the friend's name?
2. Where does the friend live?
3. What does the friend do?
4. Where does the friend work?

Questions point students to the structure and organization of the model.

Model language.

2 PLAN YOUR WRITING

WORK TOGETHER. Ask and answer the questions.

1. What is your friend's name?
2. Where does your friend live?
3. What does your friend do?
4. Where does your friend work?

Students discuss their ideas before they write to scaffold the writing process.

Writing Skill: Use a period

Begin a sentence with a capital letter.
End a sentence with a period.
For example: He is a custodian.

Level appropriate mechanics are taught..

3 WRITE

Now write about a friend. Use the frame, the model, the Writing Skill, and your ideas from Exercise 2 to help you.

_____ is my friend. He/She lives in _____. He/She is a/an _____. He/She works at a/an _____.

Model language.

4 CHECK YOUR WRITING

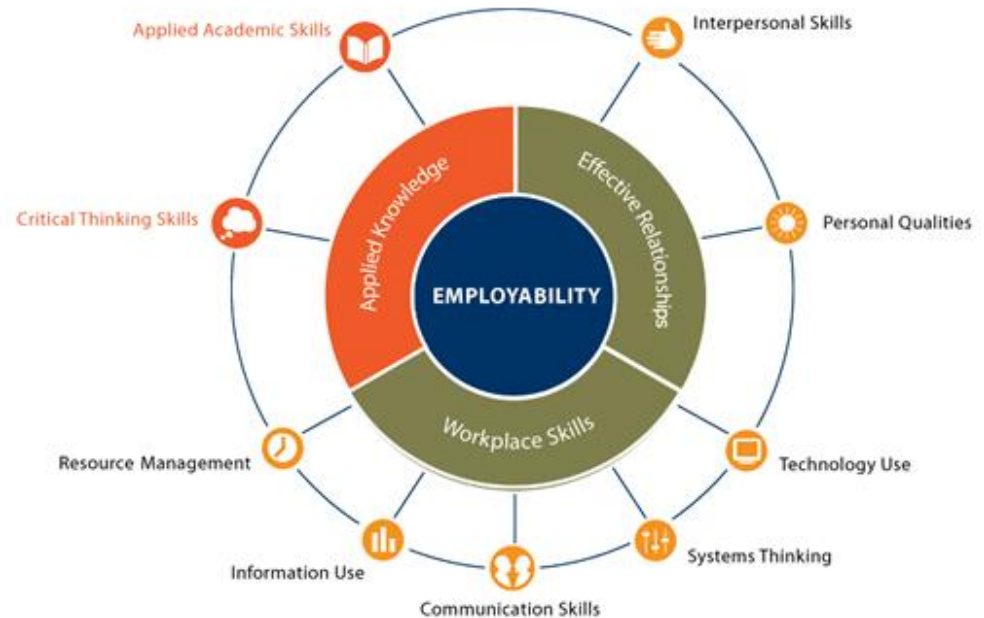**WORK TOGETHER.** Read your writing aloud with a partner.

WRITING CHECKLIST

☐ The writing answers the questions in Exercise 2.

☐ Each sentence begins with a capital letter.

☐ The names of people and places begin with capital letters.

☐ Each sentence ends with a period.

Clear expectations for writing outcome.

What are Soft Skills?

Future Level 1

1. Be friendly
2. Be a good listener
3. Be flexible
4. Separate work and home life
5. Find information
6. Be a team player
7. Take action
8. Be ready to learn new skills
9. Be reliable
10. Respond well to feedback

Employability Skills Framework
https://cte.ed.gov/initiatives/employability-skills-framework

Link English communication to workplace skills and culture.

An example to help students understand the soft skill.

Problem and solution approach engages students' critical thinking skils

11 Soft Skills at Work

Be a good listener

1 MEET FREDY

Read about one of his workplace skills.

I'm a good listener. For example, I ask questions when I don't understand.

2 FREDY'S PROBLEM

READ. Read about Fredy's problem. Circle *True* or *False*.

Fredy is a painter. He paints homes. The supervisor gives Fredy and his co-workers instructions every morning. Then Fredy starts to work.

One day his supervisor is very busy. The supervisor gives many instructions. He speaks very fast. Fredy doesn't understand what the supervisor is saying.

1. Fredy's supervisor gives instructions every morning.	True	False
2. Fredy's supervisor speaks slowly.	True	False
3. Fredy understands his supervisor's instructions.	True	False

3 FREDY'S SOLUTION

WORK TOGETHER. Fredy is a good listener. What is the right thing to do? Explain your answer.

1. Fredy says to the supervisor, "I'm sorry. Could you please repeat that?"
2. Fredy asks his co-workers questions when the supervisor leaves.
3. Fredy doesn't ask questions. Then he starts to work.
4. Fredy _____.

Academic Conversation Support

Use the conversation model to work together and talk about Anh's solutions.

A: I think ___ is the right thing to say because _____.

B: I don't agree. I think ___ is better because _____.

MY SOFT SKILLS LOG

This is a list of my soft skills. They are skills I use every day. They are important for work, school, and home. In a job interview, I can talk about my soft skills. I can give these examples from my life.

Unit 1: I'm friendly.

For example, _____

_____

_____

_____

Unit 2: I'm a good listener.

For example, _____

_____

_____

_____

Unit 3: I'm flexible.

For example, _____

_____

_____

_____

1. Fredy says to the supervisor, "I'm sorry. Could you please repeat that?"
2. Fredy asks his co-workers questions when the supervisor leaves.
3. Fredy doesn't ask questions. Then he starts to work.
4. Fredy _____.

Show what you know!

1. **THINK ABOUT IT.** How are you a good listener at school? At work? At home? Give examples.
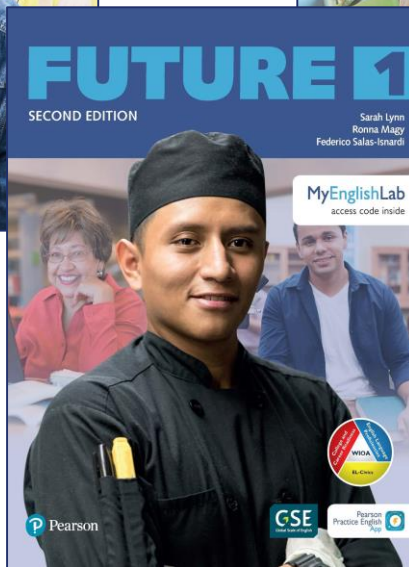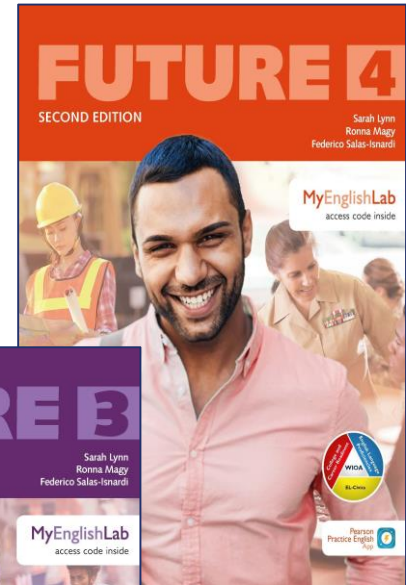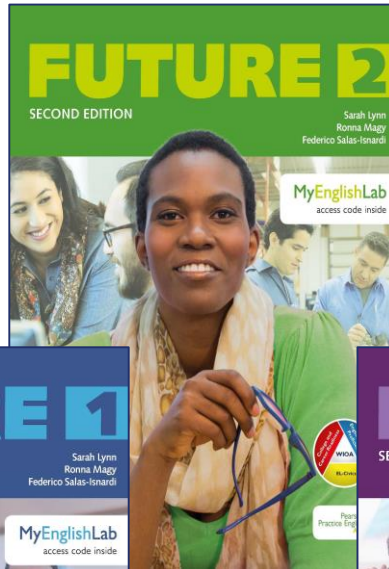
2. **WRITE ABOUT IT.** Now write your example in your Skills Log.

   I am a good listener at school. I don't talk when another student talks.

I can give an example from my life of being a good listener. ☐

Unit Review: Go back to page 25. Which goals can you check off?

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Future 2e: English for Work, Life, and Academic Success

Level 5 coming in 2020

NRS Level Descriptors

Future Intro	Future Level 1	Future Level 2	Future Level 3	Future Level 4	Future Advanced
NRS Beginning ESL Literacy	NRS Low Beginning ESL	NRS High Beginning ESL	NRS Low Intermediate ESL	NRS High Intermediate ESL	NRS Advanced ESL
ELPS	**ELPS**	**ELPS**	**ELPS**	**ELPS**	**ELPS**
Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
CCRS	**CCRS**	**CCRS**	**CCRS**	**CCRS**	**CCRS**
Level A	Level A	Level A	Level B	Level C	Level D
CASAS	**CASAS**	**CASAS**	**CASAS**	**CASAS**	**CASAS**
180 and below	181–190	191–200	201–210	211–220	221–235