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.

Credit: Patsy Egan, ATLAS, Hamline University
How can we rise to these higher expectations in our English classes?
Establish high expectations

Support learning with scaffolding

Achieve higher outcomes
Establish concrete and measurable goals that students understand.

Future 1 - Unit 2 - p. 25

Teach language strategies and academic skills

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.
Start with what the student knows.

Introduce new information

Provide varied practice that progresses in challenge.

Require students to synthesize and extend their learning.

**Vocabulary**

**Jobs**

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

Number 5 is a manager.

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

**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.

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

**Show what you know!**

1. TALK ABOUT IT. Ask three classmates about their jobs. Complete the chart.
   
   Andy  | a cook  
   
   A: What do you do?  
   B: I’m 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.
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
Use meaningful content.

Expose students to academic language.

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.

Teach language and learning strategies.

Provide opportunities for student-self assessment.

Establish concrete and measurable goals.

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.

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.

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.
Start with what the student knows.

Introduce new information

Provide varied practice that progresses in challenge.

Require students to synthesize and extend their learning.
Build from what the student knows.

Use multiple modalities.

Provide model language.

Expose students to academic language and language strategies.

Establish concrete and measurable goals.

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

Challenge students to use their use critical thinking skills.

Always get students to demonstrate their learning.

Future 1 p. 40-41
Start with what the student knows.

Introduce new information

Provide varied practice that progresses in challenge.

Require students to synthesize and extend their learning
Use meaningful content.

Use multiple modalities to support meaning.

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

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**Before Reading**

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
<th>What do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Nurse and CNA are two names for the same job.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Nurses, CNAs, and orderlies only work in hospitals.</td>
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<tr>
<td></td>
<td></td>
<td>3. The U.S. has more nurses than CNAs or orderlies.</td>
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<tr>
<td></td>
<td></td>
<td>4. The business of healthcare in the U.S. is growing.</td>
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**Top Jobs in the U.S.**

<table>
<thead>
<tr>
<th>What's the job?</th>
<th>How many do it?</th>
<th>How much money do they make in a year?</th>
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<td>Sales assistant</td>
<td>4.5 million</td>
<td>about $24,000</td>
</tr>
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<td>3.3 million</td>
<td>about $20,000</td>
</tr>
<tr>
<td>Food preparer and server</td>
<td>3.0 million</td>
<td>about $15,000</td>
</tr>
<tr>
<td>Office assistant</td>
<td>2.8 million</td>
<td>about $30,000</td>
</tr>
<tr>
<td>Registered nurse</td>
<td>2.7 million</td>
<td>about $60,000</td>
</tr>
</tbody>
</table>

Source: U.S. Bureau of Labor Statistics
Exposé students to complex text.

**Teach language and learning strategies.**

**2 READ**

> Listen and read.

### Healthcare Jobs in the U.S.


The biggest number of jobs in healthcare is for nurses. They work in hospitals, doctors’ offices, schools, and 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 nursing assistant.”) Most orderlies get training on the job. CNAs take a training course and an exam.

The U.S. has more than 15 orderlies. They work in hospitals. They need to be strong. Orderlies help patients out of bed. They also help people eat, wash, or get dressed.

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

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

### Top Jobs in the U.S.

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<tr>
<td>5. Registered nurse</td>
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Source: U.S. Bureau of Labor Statistics

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**Future 1 p. 38-39**
Use the same approach and skill development throughout the series to grow students reading skills.

Require students to go back to the text to find information and support their answers.

Challenge students to use critical thinking and close reading skills.

**CLOSE READING**

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

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 ________

INTERPRET. Complete the sentences about the chart.

B

<p>| | | |</p>
<table>
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<tr>
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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.
   [underline] works in healthcare. (He/She) is a [underline] (He/She) works at [underline].
Use complex text.

Exposé student to academic terms.

Develop skills in interpreting data.

**Top Jobs in the U.S.**

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*Source: U.S. Bureau of Labor Statistics*

**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

*Future 1 p. 38-39*
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 as __________.

Rigorous writing strand from the start.

Provide model language.
Expose students to the writing process from the start.

Model language.

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

Level appropriate mechanics are taught.

Clear expectations for writing outcome.

Future 1 p. 43

**1 STUDY THE MODEL**

**READ.** Answer the questions.

Tim Lee

My Friend

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

**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?

**Writing Skill: Use a period**

Begin a sentence with a capital letter. End a sentence with a period.

For example: He is a custodian.

**3 WRITE**

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

**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.
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
An example to help students understand the soft skill.

Link English communication to workplace skills and culture.

Problem and solution approach engages students' critical thinking skills.

**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?
Future 2e: English for Work, Life, and Academic Success
# NRS Level Descriptors

<table>
<thead>
<tr>
<th>Future Intro</th>
<th>Future Level 1</th>
<th>Future Level 2</th>
<th>Future Level 3</th>
<th>Future Level 4</th>
<th>Future Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Beginning ESL Literacy</td>
<td>NRS Low Beginning ESL</td>
<td>NRS High Beginning ESL</td>
<td>NRS Low Intermediate ESL</td>
<td>NRS High Intermediate ESL</td>
<td>NRS Advanced ESL</td>
</tr>
<tr>
<td>ELPS Level 1</td>
<td>ELPS Level 1</td>
<td>ELPS Level 2</td>
<td>ELPS Level 3</td>
<td>ELPS Level 4</td>
<td>ELPS Level 5</td>
</tr>
<tr>
<td>CCRS Level A</td>
<td>CCRS Level A</td>
<td>CCRS Level A</td>
<td>CCRS Level B</td>
<td>CCRS Level C</td>
<td>CCRS Level D</td>
</tr>
<tr>
<td>CASAS 180 and below</td>
<td>CASAS 181–190</td>
<td>CASAS 191–200</td>
<td>CASAS 201–210</td>
<td>CASAS 211–220</td>
<td>CASAS 221–235</td>
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Thank you!

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Rising to Higher Expectations

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