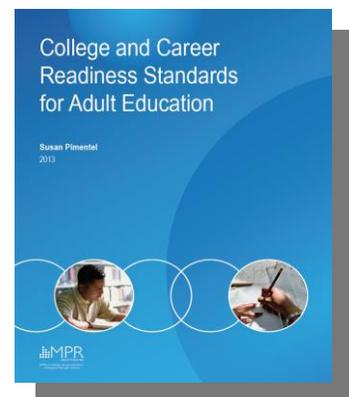# Transitions: College and Career Readiness Standards

Mt. SAC Regional Consortium for Adult Education

Fall 2018 Conference

Donna Price
San Diego Community College
Continuing Education
dprice007@gmail.com

Introduction to the College and Career Readiness Standards: Four Questions

Question 1

Who developed the College and Career Readiness (CCR) Standards? Where did the CCR Standards come from?

1. The CCR Standards were developed by the **Office of Career and Technical Adult Education (OCTAE)** to help prepare **adult** students for **college** and **career** readiness.

Question 2

What do the CCR Standards consist of?

2. The CCR Standards have four major strands: **reading**, **writing**, **speaking and listening**, and **language**. Each strand has several **anchor** standards. Each anchor standard has **five** level-specific strands.

Question 3

What is the purpose of the CCR Standards?

3. The CCR Standards are not a curriculum. They are not a lesson plan. The CCR Standards are a set of **standards** that **OCTAE** has developed to guide instructors as they assist students in developing the **skills** needed for college and career readiness.

Question 4

What are the three major instructional shifts in the CCR Standards?

4. There are three (3) major instructional shifts in the CCR Standards. They are in-text **complexity** (using more academic language in reading, writing, and speaking), using citation of **evidence**, and in reading of informational texts to develop content **knowledge**.

College and Career Readiness Standards Brief Explanation

The CCR Standards are the OCTAE's response to the Common Core State Standards, a Grades K–12 initiative. OCTAE's mission is to transition students to postsecondary and career readiness programs. The CCR Standards consist of 10 reading anchor standards, nine writing standards, six standards for speaking and listening, and six standards for language skills (a total of 31 anchor standards). Also included are reading and language foundation anchor standards. The CCR anchor standards are broad answers to the question: What skills do our students need to be college and career ready?

The complete CCR Standards can be accessed at:
http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

College and Career Readiness Standards Covered in This Workshop

CCR Reading 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 speaking to support conclusions drawn from the text.
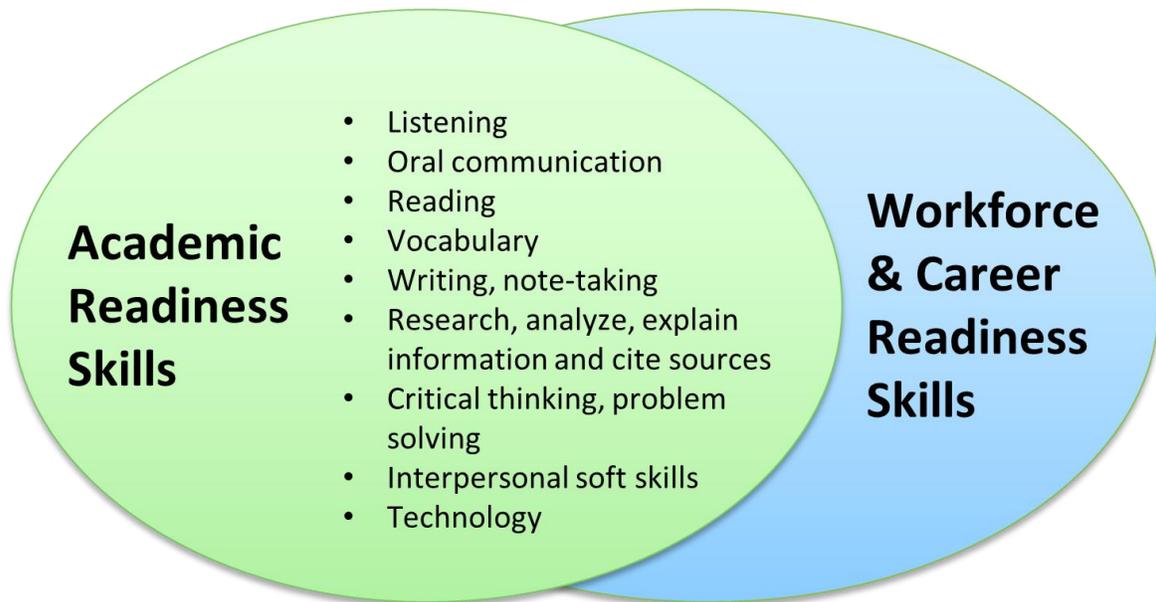
CCR Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Speaking and Listening Anchor 4: Present information, findings, and supporting evidence such that listeners can follow that the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Skills Students Need for Success

Academic Readiness Skills

- Listening
- Oral communication
- Reading
- Vocabulary
- Writing, note-taking
- Research, analyze, explain information and cite sources
- Critical thinking, problem solving
- Interpersonal soft skills
- Technology

**Workforce & Career Readiness Skills**

The skills listed in the diagram are some of the academic and workplace readiness skills students need for success. The skills are the same, but the contexts in which they are used are different.

Safely Bending and Lifting an Object

Many people hurt their backs when they lift objects. Here are some things you can do to prevent back injury and back pain when lifting objects at work and at home:

1. Stand with your feet 1–2 feet apart.

2. Stand close to the box or object.

3. Bend your knees. (Squat down to lift the object.)

4. Use your hands to grip the object.

5. Hold the object close to your body to avoid stretching and reaching.

6. Tighten your stomach muscles as you lift the object or lower it down to protect the low back.

7. Slowly lift the object, using your muscles and hips.

8. Do not bend forward.

9. Do not twist your back when you bend to reach the object.

10. Squat as you set the object down. Use the muscles in your knees and hips.

11. If something is too heavy, ask someone for help.
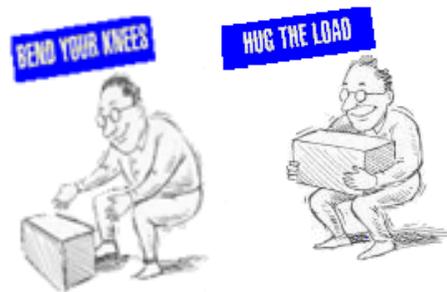
According to the Oklahoma State University Environmental Health and Safety office, "One of the common causes of injury is from lifting loads, twisting, reaching, bending, and sitting in your work area. Employees must know how to lift properly, and maintain a good posture at all times."

Sources:

Oklahoma State University Environmental Health and Safety Training
https://ehs.okstate.edu/back-safety-1.html

MedlinePlus
http://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000414.htm

Safely Bending and Lifting an Object: Text-Dependent Questions

What are three things you can do to avoid back injuries according to the article?	What are two things you shouldn't do when you are lifting something heavy?	If something is too heavy for you to pick up, what should you do?
When you squat, what muscles do you use?	The picture in the article says, "Hug the load." What's another way to say that?	The author says to bend your knees and kneel down. What word means to bend your knees and kneel down?
Name two times you tighten your stomach muscles during the lifting process.	Where did the information for this article come from?	What can you infer will happen if you twist your back when you bend forward during the lifting process?
Why is it a good idea to tighten your stomach muscles as you lift an object?	Why do you think it's a good idea to hold the object close to the body?	Look at the title and the first two lines of the article. Who is the author addressing the article to?

Safely Bending and Lifting an Object: Non-Text-Dependent Questions

Have you ever injured your back? If yes, what happened? If no, do you know someone who injured their back? What happened?	What's a remedy for a sore back?	What is something heavy you lifted at home lately? At work? At school? How did you lift it?
Have you ever filled out an accident report for an accident or injury on the job?	What kinds of doctors treat back injuries and back pain?	What medicines do doctors prescribe for back pain?
What's the opposite of "tighten" in number 6?		

Moving a Box—Beginning Level Total Physical Response (TPR) Activity

This activity is for beginning level English as a second language (ESL) students. After teaching students the **TPR** activity, give each of them one of the **Conversation Mingle Questions** and have them walk around the room asking, answering, and exchanging questions with their peers.

TPR: Moving a Box Safely

1. You are in the living room. You are going to move a heavy box.

   Bend your knees and squat down.

2. Pull in your stomach muscles.

3. Keep your back straight.

4. Do not bend forward.

5. Put your hands around the box.

6. Pick the box up slowly.

7. Hold the box close to your body. (Hug the box.)

8. Stand up and walk across the room with the box.

9. Bend your knees and slowly put the box down on the table.

10. Smile. Your work is complete!

Conversation Mingle Questions
Text-Dependent Questions

1. What is he doing? (lifting a box)

2. Where does he put his hands? (around the box)

3. Why is he pulling in his stomach muscles? (to prevent back injury)

4. Why does he need to keep his back straight? (to prevent back injury)

5. Is he holding the box close to his body or far from his body? (close to his body)

6. Where does he put the box? (on the table)

7. Is he lifting the box safely? Why or why not? (Yes. His back is straight and he is holding the box close to his body.)

Non-Text-Dependent Questions

1. Did you ever lift a heavy box? How did you lift it?

2. Did you ever hurt your back? What happened?

3. What medicine can you use for a sore back?

Planning the Career in My Future: Collaborative Group Activity[1]

Students decide on a career they want to have in the future. Collaborating in teams, they brainstorm a list of questions to research about a particular job and record the information on a guided note-taking template. Student groups give oral presentations in front of the class. During the presentations, they cite references. Other class members take notes using the same guided note-taking template. Based on the information shared, class members evaluate/discuss career preferences.

Goal-Setting Phase:
- **Survey:**
  - Survey the class and determine which job each student wants to have in 5 to 10 years. List the jobs on the board.
  - Group students in teams by future job preference (likeability groups).
- **Brainstorm:**
  - Groups work collaboratively developing a list of questions they want to investigate about a particular job. Each group selects a reporter to take notes.
    - *How much is the pay per hour?*
    - *How many years of school do I need to attend to get the job?*

Research Phase:
- **Guided Note-Taking Template:**
  - Collaborative groups go online to investigate the answers to their questions.
  - Provide students with a list of helpful/level-appropriate websites.
    - *O*Net OnLine: http://www.onetonline.org*
    - *My Skills My Future: http://www.myskillsmyfuture.org*
    - *My Next Move: https://www.mynextmove.org/*
  - Teach students note-taking skills: That is, record only the key words, take notes in the space provided next to each question, and so on.
  - Each student takes notes on their own handout.
- **Preparing for the Oral Report:**
  - Groups work together to **summarize/analyze/evaluate** the information gathered and decide how to present the information in their oral reports.
  - Group members write presentation scripts on note cards. They create posters showing the job name, yearly income, pictures of people on the job, and so on.

Oral Presentation Phase:
- **Presenting the Oral Report**: Student groups present their oral reports. Each group member participates in the presentation.
- **Citation of Evidence**: Students give evidence-based presentations in which they use academic language and cite evidence based on informational texts they've read and analyzed. They use academic language such as:
  > *According to…*
  > *The author states that…*
  > *I read about this in…*
- **Note-Taking:** Class members take notes on the presentations using the Note-Taking Template.
- **Career Discussions:** Student groups discuss the presentations they've heard and reflect on their own career preferences.

---

[1] A similar lesson can be found at http://calpro-online.org/VirtualWorkroom/default.asp.

My Future Job

1. Name of Job	
2. Job Description	
3. Hourly Wage	
4. Yearly Wage	
5. Education Required	
6. Training Required	
7. Local Job	
8. Why I want this job	

I read this information on the _____**website.**

Useful Phrases in Academic Settings

Phrases to cite evidence:
According to the author…
_____pointed out that…
The author states that…
In the text, _____states that...
_____indicated that…
_____emphasized that...
_____concluded that…

Phrases to ask an opinion:
How do you see it?
What is your point of view?
What are your thoughts on this issue?

Phrases to express an opinion:
In my opinion…
Based on my experience…
From my perspective…

Phrases to report the group's idea:
We decided that…
We concluded that…
We have come to a consensus that…

Phrases to ask for clarification:
Could you explain what you mean by…?
Could you provide another example of…?
I don't quite understand…(the directions, the task).

Phrases for leave-taking: (It's always nice to say good-bye to your partner[s] politely!)
It was nice talking to you.
Thank you for your time.
I learned a lot from our discussion.

Adapted from Kinsella, 2014.

References and Websites
References

Kinsella, K. (2018). *Cutting to the Common Core: Communicating on the same wavelength.* Retrieved from http://languagemagazine.com/?page_id=5381

Kinsella, K. (2014). *Disrupting classroom discourse: Preparing English learners for Common Core academic language demands*. Retrieved from http://mes.sccoe.org/resources/201415%20CLC%20Summer%20Institute/Kinsella_SCCOE_KEYNOTE.pdf

Magy, R., & Price, D. (2014). *Transferable skills, interactive activities and the CCR: What's the connection?* Workshop given at the Adult Level Workshop, CATESOL 2014. Retrieved from https://www.quia.com/pages/donna/workshops

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Author. Retrieved from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Pimentel, S. (2013). *College and Career Readiness Standards for adult education.* Washington, DC: MPR Associates. Retrieved from http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

WIOA Resources

National Association of Workforce Boards. (2016, August 19). Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act); Final Rule, August 2016. *Federal Register, 81*(161). Retrieved from https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf

Websites

Academic Language and Literacy
http://jeffzwiers.org/

Academic Word List
https://www.victoria.ac.nz/lals/resources/academicwordlist

Simplifying Text Complexity
Teaching Channel Video
https://www.teachingchannel.org/videos/simplifying-text-complexity

Exploration Websites

Click "Allied Health Professions." The webpage includes descriptions of many jobs our students are interested in.
http://explorehealthcareers.org/en/home

The webpage contains short videos (captioned) on many professions our students might be interested in. When you get there, click on "Health Science Videos."
http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx

O*NET OnLine (easy-to-use career exploration website)
http://www.onetonline.org/

My Next Move
http://www.mynextmove.org