

***Hit the Ground Running:
Building Academic and Work Readiness Skills from the Start!***

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OBJECTIVES

Participants should be able to:

- articulate the reasons for embedding academic and career readiness skills from beginning levels of adult ESL instruction.
- name essential skills that are imperative for academic and career readiness.
- identify ways to infuse these academic and career readiness skills in your own programming from beginning to transition levels.

Add 2 burning questions of your own:

Warm-up: Your Personal experiences with some academic and work readiness skills and strategies

<p>Talk to as many people as you can in 10 minutes. Tally the number of people who answer 'yes' and record examples of how, when or where they employ these skills and strategies in their daily lives or work.</p> <p><i>Do you...</i></p>	<p>Tally the number of people you find who answered 'yes' to your question.</p>	<p>Write some examples you hear in this column.</p> <p>How When Where</p> <p>do people employ these skills and strategies in their daily lives?</p>
use multiple note-taking strategies?		
use graphic organizers when planning projects?		
collaborate with others using technology?		
make predictions before reading a text?		
use information to draw conclusions and make decisions?		
synthesize information from multiple sources?		
compare and contrast ideas or things?		
interpret charts and tables?		
create new ideas and materials?		
scan written text for specific information?		
use context clues to understand new information?		
use evidence to support an argument?		
adapt your language to a variety of contexts and communicative tasks?		
read texts differently depending on your purpose?		
listen to others' ideas and contribute your own?		
conduct short research projects?		
write differently for different purposes?		

Language, Skills, and Strategies Needed for Success in Today's World

Academic and Professional Language	Strategies for Effective Reading and Listening	Skills that Promote Critical Thinking	Related Academic and Work Readiness Skills
<p>Conversational academic language to:</p> <ul style="list-style-type: none"> • Elaborate and clarify • Paraphrase ideas • Support ideas with details • Build on partners ideas • Summarize and synthesize ideas • Challenge a partners' ideas • Connect ideas to larger themes <p>The ability to understand ...</p> <ul style="list-style-type: none"> • Text type and level of formality • Organization & structure (visuals, paragraphs) of a text • Transitions between ideas • Complex sentence structure (e.g. embedded clauses), complex verb tenses • Cross-disciplinary terms • Figurative expressions & multiple meanings • Content vocabulary • Affixes & roots 	<ul style="list-style-type: none"> • Anticipate content • Make and confirm predictions • Identify main ideas or themes • Scan or listen for specific information and details • Read and listen for details • Make inferences • Transfer information to other contexts • Interpret table, graphs and charts • Recognize the purpose of a text • Find evidence to support a claim • Find meaning of new words from context • Use context clues (visuals, gestures, etc.) • Summarize and synthesize information from multiple courses • Analyze relationships within a text or listening passage 	<ul style="list-style-type: none"> • Identifying assumptions • Organizing information • Categorizing information • Interpreting • Inquiring • Analyzing and evaluating • Challenging assumptions • Decision-making • Problem-solving 	<ul style="list-style-type: none"> • Ability to take and use notes • Strategies for planning and organizing learning • Working with real-world data

(Ferrit, 2011; Johnson and Parrish, 2010; Parrish, 2015; Parrish and Johnson, 2010; Zwiers, 2014)

What does this look like from beginning-level classes and beyond?

Sample 1 Reading with Linear String/Line-up

Read the story about Choua's new job and fill in the boxes below with her **morning**, **afternoon** and **evening** activities.

Choua's New Job

Choua Vang has a new job. Now Choua works at Family Mart. She works part time from 7:00 in the morning to noon. Now she can be with her two younger sisters and brother in the afternoon and then go to school to work on her English in the evening.

Choua usually helps her sister with homework in the afternoon. Sometimes they go to the playground near their house. They often help their mother. They wash clothes and help clean the house. Choua enjoys her new schedule.

Morning activities

- _____



Afternoon activities

- _____
- *Helps her sister study.*
- _____
- _____
- _____
- *Helps clean the house.*




Evening activities

- _____

Sample II Using Learner Data

One-Question Interview: Our Reading and Writing Practices

Interview everyone in class about their reading and writing practices. *Tally* your answers:

	<p>How often do you use a computer?</p> <table><tr><td>every day</td><td>every week</td><td>every month</td><td>never</td></tr><tr><td> </td><td> </td><td> </td><td></td></tr></table>	every day	every week	every month	never				
every day	every week	every month	never						

Now what can you have students do with the data?

Useful language frames to talk about the data...

Most people...

Some people...

Two-thirds of the class.

Half the class...

More people _____ than _____.

Paragraph Frame Describing Routines

Our class reads and writes _____. _____ use a
_____ every day. Many people _____ every week. Most of
the class doesn't _____ every day. More people _____ than
_____ every week. Some people never _____
_____.

Sample 3 Listening Grids/Mini-lectures: Cultural Surprises

Listen to three people talk about differences between their culture and countries where they have lived. Write the missing information in the boxes.

Group A

	Where did the person live?	What is the practice or custom?	How is it different in his or her country?	How does each person feel about the practice?
Julia	Spain		In the US, cars watch out for people. Fireworks are very far from a people.	
Betsy		Children and parents are together a lot of time.		She really likes it.
Sina	The United States		In Iran people don't eat in public. People eat meals together. People always offer you food.	

Group B

	Where did the person live?	What is the practice or custom?	How is it different in his or her country?	How does each person feel about the practice?
Julia		Safety. Dangerous for people walking. Use of fireworks close to people.		She was very careful. It was scary.
Betsy	France		Teenagers work and drive- they are more independent. Families don't eat together as much.	
Sina		People eat and drink in public. People eat alone at work. People eat in front you and don't offer you food.		He still doesn't like it after 20 years in the US.

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Useful Websites and Resources

Academic Language and Literacy website: www.jeffzwiers.org

ATLAS Academic Career and Employability Skills (ACES) and Transitions Integration Framework:
<http://atlasabe.org/professional/transitions>

Academic Language Development Network: <http://aldnetwork.org>

Breaking News English: A resource with leveled readings and plans using current event topics:
<http://www.breakingnewsenglish.com/>

ELLLO A site with more than 1000 podcasts suitable for creating listening lessons for adult ELLs:
<http://www.elllo.org>

Employability Skills Framework: <http://cte.ed.gov/employabilityskills/>

International Reading Association's Readwritethink website: <http://www.readwritethink.org/>

MinneTESOL Journal, special issues on academic language, spring and fall 2014: <http://minnetesoljournal.org/>

National College Transitions Network's Integrating career awareness into the ABE & ESOL classroom (also other related materials): <http://www.collegetransition.org/docs/ICAcriculumguide.pdf>

New American Horizons Foundation's Teaching ESL to Adults: Classroom Approaches in Action video series:
<http://www.newamericanhorizons.org>

Understanding Language: <http://ell.stanford.edu/about>