

College and Career Readiness from the ESOL Instructor's Perspective



Session Goals

- Describe the importance of citing textual evidence as part of college and career readiness.
- Use a checklist to analyze the questions in ESL texts.
- Employ strategic text-dependent questions to deepen learners' knowledge of lesson content and help them demonstrate higher-level thinking.

*Facilitated by
Jayme Adelson Goldstein & Lori Howard
lightheartedlearning@gmail.com lbhoward@casas.org*

Reading for DEMONSTRATION

Identity Theft hurts Job Hunters!



Melissa Goza wanted a credit card. She couldn't get one. Then she wanted a new job. She applied at Target but she didn't get the job. Later she found out the reason. She was the victim of identity theft.

"Three different people used my Social Security number," Melissa said.

Some employers check credit reports before they hire people. They also use background checks. Target checked on Melissa's credit. They found a problem. Target did not hire her. They gave her a reason. Her credit score was low. Melissa was surprised. She always paid her bills. She looked at her credit report and saw the problem. Someone was using her credit cards.

Jennifer Shaw is a workplace lawyer. She says that credit reports help employers hire good people. The reports find dishonest or unreliable people.

Now Melissa knows about her identity theft. She can solve her problem. She must order copies of her credit reports. Then she must make corrections and send them back. A law says that credit companies must give people credit reports for free. They have to do this once a year. Consumers can order these reports online.

Melissa may have some good news. Target will interview her for the job again. She has to give them a letter from the Social Security Office. The letter has to verify who she is. Then she may be able to get a job after all.

Adapted from <http://www.cdllponline.org>

Questions for Demonstration Reading

1. Why does Melissa have bad credit?
2. How did Target find out Melissa was the victim of identity theft?
3. What does unreliable mean?
4. What can Melissa do now to solve her problem?

Checklist for Evaluating Questions to Ensure Text Dependence

- **Directions:** Analyze a text’s questions using items below. Fill in the chart.

Analyze the Questions: Is there at least one question that...	Yes/ No	Comments
1. ... helps learners identify and increase their general understanding of the main idea(s) of the text?		
2. ...asks learners to recall the key details of the text?		
3.helps learners determine the meaning of key academic and other critical vocabulary in the text?		
4. ...helps learners to locate key text structures that are connected to the main idea and key details?		
5. ...asks learners to identify the author’s purpose?		
6. ...requires learners to infer meaning from the text?		
7. ...asks learners to state an opinion about what they have read using evidence from the text?		
Check the Questions		
8. Do the questions match the level of learners (Beg./Int./Adv.) ?		
9. Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning?		
Check for a Culminating Activity		
10. Is there a culminating activity or project which requires learners to utilize the knowledge and understanding they gained from closely reading the text and answering the questions? Does the activity require learners to cite evidence from the text?		

Adapted from Fisher, D. & Frey, N. 2012. Text-dependent questions. Principal Leadership, 70 - 72. Retrieved from http://www.fisherandfrey.com/_admin/_filemanager/File/Text_Dependent.pdf

TDQ Support

Questions, Frames, Prompts

Note: Replace text below with the term most appropriate for your learners. (e.g. paragraph, story, article, etc.). Replace bracketed **bold, underlined** text with appropriate text content.

GENERAL UNDERSTANDING	
What is the “gist” of the text?	
Beginning Level	Intermediate/Advanced Level
Look at the text. Underline the main idea. Retell the main idea in your own words.	What is the main idea? Cite a sentence or phrase from the text to support your answer.
Read the text again. What did you learn about [idea, situation, event] ?	What 3 things did you learn after rereading this text?
What does the author want us to understand when we read this text?	What does the author want the reader to understand?
What is the most important part of the text? Star the [sentence, phrase, part] . Use the author’s ideas to explain your answer. [Possible answer: _____ is the most important part, because the author says _____.]	What is the main idea of the text? Support your answer with two examples from the text.
	What is the big idea or theme of this text? Provide two details from the text to support your answer.
	According to the text, what conclusion can you draw about [idea/concept/ event] ? Provide information from the _____ text to support your conclusion.
KEY DETAILS	
Look in the text for information that supports or gives examples of the main idea. These may answer the questions <i>who, what, where, when, why which, and how-</i>	
Read the text again. Underline two key details. Retell the key details in your own words.	Reread the text. Which facts would you choose to support the main idea?
Read paragraph _____. Find [word/idea] . Explain [word/idea] in your own words.	Locate the [idea/concept/ event] in paragraph #____. Restate it in your own words.
Look at the text again. Can you recall 2 important details about [person/event] ?	What key detail is the author [describing/ explaining/discussing] in paragraph #____?
	What supporting details does the author include to help you learn about [idea/concept/ event] ?
	Restate the key idea in paragraph #____. How does this key idea support the main idea of the text?

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Note: Replace text below with the term most appropriate for your learners. [e.g. paragraph, story, article, etc.]
 Replace bracketed **bold, underlined** text with appropriate text content.

KEY DETAILS [continued]	
Beginning Level	Intermediate/Advanced Level
Find what [person's name] said about the [idea, concept, event] . Highlight his/her words in the text. In your own words, explain his/her idea[s].	What does [person's name] say about [idea, concept, event] in the text?
	Explain why [idea, concept, event] happened in the text. How do you know?
	Which paragraph explains why [idea, concept, event] happened? Restate the explanation in your own words.
	The author states that the reason for _____ is _____. Find three examples in the text where s/he supports this view.
VOCABULARY	
Which words are key to understanding the main idea [s] and key details? Focus on academic, abstract, multiple meaning words, and word families	
Mark the [word/phrase] in the text. What does [word/phrase] mean here?	What does [word / phrase] mean in this text?
	Examine paragraph #____. What do you notice about the words the author uses to describe [event/person] .
Reread paragraph #____. Circle the [word/phrase] in the sentence #____. What does the [word/phrase] mean?	What is the meaning of [word/ phrase] in paragraph #____?
	Explain [word / phrase] as it is used in this text.
Look at paragraph #____. Find [word/phrase] . Circle the word below that means the same. [Teacher provides three words.]	What word [s] could the author have used in paragraph #____ instead of [word, phrase, idiom] ?
The author uses [word] in paragraph #____. Name a word that means the same thing as the word in the text.	Why did the author [word/phrase] instead of [word/phrase]
	Why do you think the author chose to use the word _____ in this text?
What changes when we put that word _____ in the sentence?	What context clues tell you what [word/phrase] means in the text?

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NEWSELA Retrieved from: <http://www.newsela.com>

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Retrieved from: <https://www.npd.com/wps/portal/npd/us/industry-expertise/>

PEW Research Center Retrieved from: <http://www.pewresearch.org/>

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Videos

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Key Documents and Tools

Academic Wordlist www.uefap.com/vocab/select/awl.htm

Lexile Analyzer <https://lexile.com/analyzer/>

Readability Scoring (Flesch-Kincaid Reading Ease) <https://readability-score.com/>

Reading Maturity Metric (Pearson) <http://www.readingmaturity.com/rmm-web/#/>

Kate Kinsella's Academic Discourse Handout

http://www.pgusd.org/english/kinsella/kinsella_acaddiscourse_handout.pdf