Creating a Bridge between ESL and GED® for ALTA’s ELLs

by

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Dedication

I would like to dedicate this project to the ESL students and the staff at the ALTA program at Luzerne County Community College. My desire to pursue this particular project came from a desire to give back to them and to this program for making my TESOL internship such a positive and rewarding experience.
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Abstract

The question was posed, “What elements should be included in a curriculum that could assist the Adult Learners’ Training and Assistance (ALTA) program’s adult students in transitioning from English language classes into rigorous academic contexts, such as General Educational Development (GED)® classes?” This inspired a study of the challenges unique to adults transitioning from English as a Second Language (ESL) classes to academic contexts, the skills adult English Language Learners (ELLs) need for academic success, and the characteristics of successful transition programs. The research indicated that a successful ESL transition program should provide reinforcement and practice in reading, writing, listening, speaking, and technology skills, through content-based instruction aimed at increasing academic and content-area vocabulary, building background knowledge in academic subjects, and improving academic and non-academic skills. These findings led to the formulation of a research-based curriculum designed to be a bridge between the advanced-level ESL classes and GED® classes for ALTA’s ELLs.
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List of Abbreviations Used

TESOL = Teaching in English to Speakers of Other Languages

ELL(s) = English Language Learner(s)

ESL = English as a Second Language

L1 = First Language (native language)

L2 = Second Language (target language)

ALTA = Adult Learners’ Training and Assistance

LCCC = Luzerne County Community College

CASAS = Comprehensive Adult Student Assessment Systems

GED® = General Educational Development

ABE = Adult Basic Education

ASE = Adult Secondary Education

EAP = English for Academic Purposes

IEP = Intensive English Program

CALP = Cognitive Academic Language Proficiency

AOA = Age on Arrival

EFL = Educational Functioning Level

IRB = Internal Review Board
Creating a Bridge between ESL and GED® for ALTA’s ELLs

Introduction

The ALTA (Adult Learners’ Training and Assistance) Program is part of the Workforce and Community Development program at Luzerne County Community College (LCCC). ALTA’s mission is “to offer educational programs that are accessible and flexible in delivery. The ALTA program fosters values for lifelong learning, respect for diversity, and development of students as contributing members of society. Educational goals are set by individual learners and are defined by the adult learner’s perceived roles as workers, family members, and community members” (LCCC, n.d., para. 1). This program offers ESL (English as a Second Language) instruction to adults who are “looking to increase their fluency in the English language...to develop listening, speaking, reading, and writing skills and study for US citizenship” (para. 6).

This summer, I completed my TESOL internship, teaching adult ESL classes at the ALTA program and I recently accepted a job at ALTA, teaching GED® classes. I will also begin teaching ESL classes in January, during ALTA’s winter session. Because my internship was such a positive experience, I wanted to give back to ALTA by working on a project that could be useful to the program. I asked the program director if there were particular areas in which the research I would be required to conduct for my Master of Education thesis or project could benefit ALTA. According to the director of the ALTA program, many of the students who are exiting the ESL classes would like to pass the GED® (General Educational Development) tests, but they are not academically prepared for the challenges of the GED® classes. This disparity in preparation has raised concern, especially in light of the new version of the GED® test, which incorporates many of elements required by the Common Core State Standards, such as reading,
engaging with, and responding to complex texts in the different content areas of the GED® battery (Bunch, Walqui, & Pearson, 2014; Pimental, 2013).

To assist ALTA’s adult students in transitioning from English language classes into rigorous academic contexts, the capstone project that I chose for my Master in Education degree was to design a course that would be a bridge between ALTA’s ESL classes and GED® or post-secondary classes. I explored some of the challenges unique to adults transitioning from ESL to academic contexts, some of the skills adult ELLs need for academic success, and some of the characteristics of successful transition programs.
Review of the Literature

Challenges Facing Adults Transitioning from ESL to Academic Contexts

John Comings (2007) wrote of adult education, “Every adult participant is sacrificing time that could be used to earn money, help their children, or enjoy their favorite entertainments. Participants make that sacrifice because they want to move forward to a life that offers more opportunities” (p. 94). Because of the unique challenges and sacrifices that adult students face, Comings recommended that the United States Department of Education fund a new national research and development center that would focus on adult learning, saying, “Practitioners must value that sacrifice and make every effort to provide services as effectively as possible… Evidence-based practice assures practitioners that they are making the best possible decisions” (p. 94). He described six major groups of adult learners, four of which pertain to this project. The first group includes immigrants who want to learn English and are not literate in their native language (L1). The second group includes immigrants who want to learn English, are literate in their L1, but have few English skills. The third includes immigrants who want to learn English, are literate in their L1, and have some English skills. The fourth group includes immigrants and non-immigrants who have dropped out of school, are seeking to pass the GED® tests, and have sufficient literacy and math skills to do so (Comings, 2007).

Among the challenges that these groups of adult English learners face as they seek to transition from ESL classes to academic contexts is inadequate academic preparation, including limited exposure to algebra, limited experience with long, complex reading or writing assignments and limited academic vocabulary (Zafft, 2008).

Another challenge facing adult ELLs is economic hardship; students list financial constraints as their greatest concern (Greenberg, Wise, Frijters, Morris, Fredrick, Rodrigo, &
Workers who have not finished high school earn much less than those with high school or college diplomas do. Many adult students need to curtail work hours to attend classes and the lower wages make it difficult for adult English learners without degrees to work enough hours to earn a living while taking English language classes (Prince, 2008). Other financial concerns that adult learners face include the additional cost of transportation and childcare (Zafft, 2008).

In a study conducted in Washington, the state board of education and several colleges found that non-English speaking students were more likely to have lower incomes and they were less likely to attain higher education. They also found that people with lower incomes were more likely to delay entry to college and attend as older students (Prince, 2008). They focused on reducing this disparity by implementing a program that measured and financially rewarded colleges that encouraged students to advance to higher levels of education. The initiative measured each step that students made toward academic achievement, through five different levels of gains. These gains, or momentum points included: “advancing through ABE or ESL; completing pre-college English and mathematics; earning the first, fifteenth, and thirtieth college-level credits; completing college math or computation courses; and earning a certificate backed by at least one year of college level credit or a degree or apprenticeship award” (Prince, 2008, p. 68).

Greenberg, et al. (2012) conducted a study aimed at predicting what factors influence persistence in adult literacy interventions, comparing factors such as demographics, economic hardship, educational history, psychosocial sense of reading, self-concept, and exposure to print, with adult persistence rates and completion of programs. They found that employment status did not influence learners’ persistence. Additionally, Greenberg, et al. (2012) found that “the
representatives of the full program completer group were more likely to be English as second language learners, female and older… and that more nonnative English speakers tend to complete the reading program as compared to native English speakers,” which is promising for ALTA’s ELLs (pp. 510-511).

A third challenge that adult English learners face in transitioning from ESL classes to academic contests is marginalization. Because of the need to work long hours to earn a living, they often do not have the opportunity to learn, study, or practice reading, writing, speaking, or listening to English. “From the perspective of second language acquisition, this spells disaster…research points to the role of oral language development and aural comprehension in the fostering of reading comprehension skills” (Rance-Roney, 2008). According to Becker (2011), the sense of marginality also provokes anxiety and negatively “affects the stamina and motivation necessary to reach a desired goal” (p. 17). Muro (2012) makes a case for mitigating the effects of marginalization and improving learners’ CALP (Cognitive Academic Language Proficiency) skills in adult education and GED® instruction by tapping into the resources of the learners’ native language, history, and socio-cultural resources, saying “the ability to access knowledge interconnected with cognitive abilities developed in L1 has positive intellectual consequences” (p. 4).

Although their study focused on Asian students transitioning from K-12 to post-secondary contexts, the findings of Odo, D'Silva, and Gunderson (2012) confirm that marginalization can be a significant challenge to ELLs. They found that many Asian students feel lonely or isolated and “have a difficult time acculturating to North American School environments” (p. 263). They state that researchers and educators often treat immigrant students as “one homogenous group” with a focus in the United States on Spanish speakers (p. 264). They
also report that the learners’ L1, AOA (age on arrival), and gender were significant factors in predicting which Asian immigrants would qualify for post-secondary education.

Becker (2011) linked adult learners’ academic progress to a sense of marginality and mattering, cultural capital, and habitus. She defined cultural capital in educational settings as the “accumulation of scholastic wealth such as transitioning to credit programs that lead to a postsecondary degree; such actions help the individual to gain symbolic power” (p. 18). She defined habitus as the “conscious and unconscious actions and perceptions of learners that impact academic and social mobility,” or the ways in which learners react to situations that reflect “generational conditioning” (p. 18).

A fourth challenge that adult ELLs face as they transition from ESL to GED® or post-secondary classes is a “curricular mismatch” between the adult ESL content and the rigorous content of academic courses (Mathews-Aydinli, 2006; Rance-Roney, 1995, para. 2). The new GED® and high stakes accountability tests are aligned with the new Common Core State Standards that require students to “read and comprehend complex literary and informational texts independently and proficiently” (National Governors’ Association Center for Best Practices, Council of Chief State School Officers, 2010, as cited by Walqui, Bunch, & Pearson, 2014, p. 534). Rance-Roney (1995) wrote that few of the participants in adult education classes move into academic programs that allow them to earn a GED® or higher degree and she attributes this to “differences in purpose, content, and contextuality” (para. 2). Rance-Roney also suggested strategies to bridge this gap, facilitating successful transitions for adults moving from adult ESL classes into academic settings (1995, 2008).

Johnson and Parrish (2010) conducted a study that identified curricular mismatch and areas of alignment and gaps between expectations of post-secondary instructors and instruction
in ESL classes. There were discrepancies in foundational academic skills such as reading, writing, listening, speaking, critical thinking, and technology, as well as disparities in learners’ preparation for and awareness of academic culture.

**Skills Adult ELLs Need for Academic Success**

“Because the new 2014 GED® has been designed to reflect state standards, the writing section of the new GED® now assesses students’ ability to ‘develop an argument in which they use evidence directly from the passages they are given in order to support their assertions’” (GED® Testing Services, 2012, p. 8). Miekley (2013) and Thompson (1999) assert that critical-thinking skills are essential for adult students to move beyond adult education classes and into academic or post-secondary settings. Miekley (2013) and Thompson (1999) both acknowledge the challenges of introducing critical-thinking tasks into an ESL program. However, Miekley (2013) and Mathews-Aydinli (2006) suggest that ESL instructors begin to incorporate critical-thinking skills into their transition programs by modeling critical thinking, and they provide examples of tasks that promote critical-thinking skills.

Zafft (2008) identifies the need for effective strategies for maintaining their roles as students, employees and family members as essential to adult learners’ academic success. Parrish and Johnson (2010) also identify “non-academic skills, such as time management and the ability to prioritize and organize assignments and responsibilities,” as essential for academic success (p. 2).

Parrish and Johnson, and others, also list academic skills necessary for academic achievement, including an ability to write academic papers, academic knowledge of content area subjects, reading, listening, organizing information, taking notes, and critical thinking (Mathews-Aydinli, 2006; Parrish & Johnson, 2010; Zafft, 2008).
The GED® Testing Service (2014) provided a list of the top skills that test-takers are lacking, based on the most missed items on the 2014 GED® test results. They recommend that instructors work with students on these skills to help learners prepare for the test. Some examples of the essential skills that test-takers are missing include analyzing relationships within texts, finding main ideas and supporting details in texts, using details in texts to make logical inferences or valid claims, analyzing cause-and-effect relationships, and a wide range of mathematical, quantitative, and algebraic reasoning skills.

**Characteristics of Successful Transition Programs**

Larrotta and Serrano (2012) suggest that successful transition programs connect the curriculum to the learners’ experience, utilize information “about the learners’ strengths, skills and talents - as well as their needs, weaknesses, fears and challenges,” and capitalize on the adult learners’ “funds of knowledge” (pp. 323-324).

Hector-Mason and Condelli (2009) describe two different types of transition programs. In the first model, all of the transition activities were internal, with students moving from ESL to ABE, GED® or ASE (Adult Secondary Education) within the same location or program. They describe this full/comprehensive programming model as most appropriate for students with higher levels of education, and a desire to pass the GED® tests or enroll in post-secondary education. In the second model, students transition from ESL to ABE, GED® or ASE in two or more programs. This partial/targeted programming model is more appropriate for students who need to fill in gaps in their education, who need to build literacy skills, and who require additional assistance in transitioning to ASE or GED® classes. Hector-Mason and Condelli (2009) also suggest that “more mathematics needs to be infused into ESL instruction at all levels…there is a need, not only for literacy skills in general, but mathematical literacy skills to
help students transition and succeed in non-English courses and post-secondary education” (p. 102).

Mellard, Krieshok, Fall, and Woods (2012) found that, while “high quality instruction in a meaningful curriculum accounts for and is necessary for most learners to make educational gains,” there are other factors that influence learners’ educational achievements (p. 536). Setting goals, monitoring those goals, encouraging goal-directed thinking such as hope, and engaging in goal-directed actions such as regular attendance were greater predictors of learners’ success or failure in adult education programs than factors such as demographics, family history, or economic situation (2012). Their findings point to the importance of incorporating goal-setting, implementing tutoring, mentoring, or accountability measures, and including educational resources into the transition program.

It can take five to seven years for English learners to achieve CALP skills equivalent to those of native English speakers (Rance-Roney, 2008). However, Parrish and Johnson (2010) and Rodriguez (2013) assert that both academic and non-academic skills can, and should be, integrated into the curriculum, even at the beginning levels of ESL instruction. “Teachers who are intentional about developing activities that lead to deeper understanding of content, increased critical thinking, and greater independence will provide learners with the tools that they need to succeed” (Parrish & Johnson, 2010, p. 5).

In addition to supporting learners academically, Rance-Roney (2008) suggests that instructors can encourage learners’ success by taking intentional steps toward fostering a supportive climate in the classroom. This community environment reduces feelings of marginalization and increases interactions among students, which enables them to grow academically and develop proficiency in their new language (Rance-Roney, 2008). Rance-Roney
(1995) also advocates rethinking “curricular and programmatic strategies to facilitate transitioning learners from adult ESL to academic English or GED® programs” (para. 1). She encourages instructors to incorporate learner outcomes that would facilitate successful transitions between the two contexts. These outcomes include: motivation to face the challenges of academic rigor and administrative structures, familiarity with academic norms, developing academic and critical-thinking skills, focus on academic language, reading and responding to academically rigorous content, building vocabulary and knowledge of academic terminology, and integrating literacy skills from L1 into L2 (Mathews-Aydinli, 2006; Rance-Roney, 2008).

In her dissertation, Olga Rodriguez (2013) examines the effects of academic English as a second language pathway at community college. Although her research relates to community colleges, her findings suggest that ESL programs can facilitate successful transitions to GED® and post-secondary courses by spending less time on remedial course work, by allowing students to take non-ESL courses along with ESL classes in order to help students practice their English skills, and by fostering supportive, mentoring relationships between students and faculty. She recommends transition programs include student success courses that provide students with GED® and post-secondary information, help finding academic support, career planning, and information on improving study skills and time-management. Based on her findings, she also recommends, “Students would benefit if an introductory level speech class were imbedded into the curriculum” (p. 150). Additionally, Rodriguez recommends reforming ESL sequences by using instructional time to teach and learn reading and writing using a contextualized approach, and by incorporating content-based instruction into the curriculum.

Mathews-Aydinli (2006), Parrish and Johnson (2010) and Zafft (2008) advocate for transition programs that incorporate the academic and non-academic skills needed for academic
success. Additionally, Zafft suggests a variety of adult transition models, that incorporate not only the necessary academic and non-academic skills, but also educational or vocational goal advising that pertains to the learners’ needs (2008).

**Conclusions Based on the Review of the Literature**

Successfully transitioning from ESL classes to more rigorous academic contexts is a problem that is not unique to the ALTA program. In discussing the issue with my colleagues in the field of TESOL, I discovered that many of them also have adult students who have exited ESL classes as “advanced,” or higher, learners, yet struggle to succeed in GED® and post-secondary courses after. This gap in curriculum and achievement concerns the ALTA staff and my colleagues greatly.

A review of the literature revealed some of the challenges unique to adults transitioning from ESL to academic contexts that may contribute to the problem. Additionally, the literature pointed to some of the skills that adult ELLs need for academic success beyond ESL classes. In light of the rigor of the new GED® tests, a review of the literature also provided a list of the top skills that test-takers were lacking, based on items they missed on the 2014 test, and suggested strategies to help adult learners acquire those skills. Finally, the literature review provided solutions for bridging the curricular gap by detailing some of the characteristics of successful transition programs and by providing educators’ perspectives on aligning instructional practices with the academic needs of adult ELLs.

By acknowledging the challenges that adult ELLs face in transitioning from ESL classes to GED® courses, one goal of this project was to design a research-based program that highlights the need for focused instruction that incorporates the topics and skills needed for academic success beyond ALTA’s ESL classes (Brown, 2007).
Another goal of this bridge program was to assist ALTA’s students who are “Advanced ESL,” or higher, on the CASAS (Comprehensive Adult Student Assessment Systems) Skill Level Descriptors for ESL (2014), who have exited ESL classes, and who wish to prepare for GED® classes.

Additionally, another goal of this program was to incorporate the characteristics of other successful transition programs in order to enable these students to flourish in the GED® preparation classes offered by the ALTA program and to pass their GED® tests successfully. Ultimately, a long-term goal of the bridge program is to begin to lay the groundwork for ALTA’s ESL students to pass their GED® tests so that they can enroll in and excel in post-secondary education by providing the academic preparation that is essential for success in those settings.
Methodology

Introduction

The goal of my project was to design a research-based curriculum that would help ALTA’s ELLs succeed at transitioning from ESL to GED® classes. In order to assess and meet the needs of ALTA, its curriculum, and its ELLs, I conducted a two-part study of ALTA’s students and of instructors’ practices and expectations to support this goal. The first part of my research was to collect and study data from the ALTA program in order to support the director’s statements about ALTA’s ELLs and their difficulties transitioning from ESL to GED® classes. The second part of my research was to collect and study data on the alignment of expectations and instructional practices between ABE/ESL instructors and GED®/post-secondary instructors in an effort to understand the factors that may contribute to the difficulties that ALTA’s ELLs have in moving from ESL classes to GED® classes.

Data Collection

I utilized data provided by the ALTA program in order to describe the success rates for ALTA’s students who transition from ESL classes to GED® classes and beyond. I collected data from students in the 2013-2014 classes at the ALTA program. This data was compiled into a spreadsheet and filtered to include only students who identified themselves as immigrants.

In addition to the data on ALTA’s students, I also surveyed participants on the alignment of expectations and instructional practice with the academic needs of ESL students. The data was collected from both male and female instructors, from LCCC, and ALTA. For informational and comparison purposes, I also surveyed several instructors from other local college programs.

This survey replicated a study conducted by Johnson and Parrish (2010), in an effort to understand the difficulties that ALTA’s ESL students are having with the transition to GED®
classes. I used two questionnaires that were modified versions of the questionnaires used in the previously mentioned Johnson and Parrish (2010) study (Marchwick, Johnson, & Parrish, 2008). One questionnaire was given to GED® and post-secondary instructors; the other was given to ESL and ABE instructors (Appendix A, pp. 99-111, and Appendix B, pp. 112-124).

I began by obtaining permission from the IRBs (Internal Review Board) at LCCC and Messiah College to collect and use the data obtained from the ALTA program and the questionnaires. After obtaining permission to distribute the questionnaires, the director of the program e-mailed the surveys to 23 of the ESL, ABE, GED®, and post-secondary instructors in the ALTA program, soliciting their participation. The director’s rationale for being the person to request their participation was to show her support of my project and to explain that the findings from my project could benefit the ALTA program. I also sent questionnaires to four other ESL or post-secondary instructors whose input I thought would be helpful for comparison purposes.

The data from this study was not analyzed using a commercial descriptive statistics program. However, I did analyze the data by calculating percentages of responses that fell into several categories, based on each of the measures, in order to understand trends in students’ outcomes or instructors’ responses.

**Project Development**

After collecting and analyzing the data from both portions of my research, I synthesized the information that I had gleaned from the two-part study and the review of the literature to design a research-based ESL course that will assist ALTA’s students in transitioning effectively from ESL classes into GED® classes. I began by outlining a list of the academic and non-academic skills that ELLs need to succeed in a GED® program. Next, I listed the characteristics of other programs that have been successful in helping students move from ESL into GED® and
post-secondary settings. Finally, I constructed the curriculum, using a design that is similar in format to ALTA’s other ESL classes. This class will follow the Advanced ESL class in the overall sequence of ALTA’s ESL curriculum.

**Conclusion**

In creating the curriculum for this research-based transition course, I incorporated instruction on the academic and non-academic skills that the literature review and data from my research indicated is necessary for academic success. I also included many of the characteristics of other successful transition programs, based on the review of the literature and the findings from my research. The completed project is a course with a syllabus that is undergirded by research and includes English language instruction through content-based lessons on topics that will increase ELLs’ academic vocabulary, improve their content-area vocabulary, and deepen their background knowledge in topics that they are likely to encounter on the GED® battery. This transition course will be a bridge between ALTA’s ESL classes and GED® classes.
Findings for ALTA Students’ Data

Participants

*Demographics of ALTA students:* Data collected from students in the 2013-2014 classes at the ALTA program was compiled into a spreadsheet and filtered to include only students who identified themselves as immigrants. The sample population for this study is based on data provided to the researcher by ALTA’s office personnel, includes 330 participants, and all (100%) of those participants identified themselves as immigrants. A majority of these participants, 252 (76.36%), identified themselves as “Hispanic (any race)”, 23 (6.97%) identified themselves as “Asian,” 23 (6.97%) as “Black or African American (not Hispanic)”, and 30 (9.09%) as “White (not Hispanic)”.

Eight (2.42%) of ALTA program participants listed obtaining GED® or post-secondary credentials as their primary reason for participating in ALTA classes, 96 (29.09%) were seeking to enter employment, 129 (39.09%) were seeking to enter post-secondary education or training, and 94 (28.48%) wanted to retain employment.

The data showed that 224 (67.88%) of these ALTA students participated in ESL classes, 72 (21.82%) participated in GED® classes, and 34 (10.30%) participated in distance-learning courses or other classes offered by the ALTA program.

Measures Used to Collect Students’ Information

*Data collection for ALTA students:* All students in the ALTA program must complete intake forms as part of the program requirements. These forms ask for students’ personal information, such as address, phone number, and Social Security number, as well as race, educational level, primary reason for participation in ALTA classes, and goals that the students’ hope to achieve as a result of participation in ALTA classes.
ALTA students’ information: The ALTA program collected the data from student participants using the intake information forms that students are required to complete upon entrance into classes in the program. That data was then electronically entered and the results were presented as a spreadsheet. However, the data provided to the researcher for this study does not contain any of the students’ personal information, nor does it provide any way of identifying the students whose information is being used for the purposes of this study.

Results of Students’ Data

ALTA students: According to the data, only 8 (2.42%) of the 330 students in the program who identified themselves as immigrants set and met a primary goal of obtaining GED® or post-secondary credentials while enrolled in GED® or distance-learning classes at ALTA. None of the 224 ESL students (0.00%) set obtaining GED® or post-secondary credentials as their primary goal for participating in ALTA’s ESL classes. None of the ESL students (0.00%) met completed post-secondary education or training during participation in ALTA ESL classes. However, 10 (4.46%) of the 224 ESL students did meet the exit criteria for ESL, and 47 (20.98%) met their primary goals of obtaining or retaining employment while taking ESL classes.

Analysis of Results from Students’ Data

The data from this portion of the study was not analyzed using a commercial descriptive statistics program. However, I did analyze the data from the spreadsheet by calculating percentages of participants that fall into several different categories, based on the learners’ data, in order to understand trends in students’ outcomes. The information collected was used only to direct the project and not for formal research purposes.
Discussion of Students’ Data

As indicated by the results, none of the learners that attended ESL classes and exited with “Exit Criteria ESL” or “Advanced ESL” levels went on to take GED® classes or passed the GED® tests. The ALTA learners who did identify themselves as immigrants while participating in ALTA classes in 2013-2014 did not pass the GED® tests in great numbers. They also struggled with completing post-secondary credentials and exiting ESL classes. However, ALTA’s ELLs did have some success obtaining or retaining jobs while taking classes offered by ALTA.

Although this sample population is large, it only contains results for one year in ALTA’s records. This is because this type of data is not readily available after a year has passed. However, the director of the program indicated that these results are typical for the program, which is why I chose to design a program that would help ALTA’s ELLs to succeed in transitioning from ESL classes to GED® classes.
Findings for Instructors’ Data

Participants

Demographics of Instructors: Although I sent 27 questionnaires, the final sample for the questionnaires consisted of only thirteen responses. I had six responses from ABE and ESL instructors (46.2% of the sample), two responses from GED® instructors (15.4 % of the sample) and five responses from post-secondary instructors (38.5 % of the sample). Three of the responses came from instructors at colleges other than LCCC, and they made up (23.1%) of the total sample.

Seven participants completed the questionnaire for GED® and post-secondary instructors. Two (28.6% of the group, 15.4% of the total sample) teach GED® classes at ALTA, three (42.9% of the group; 23.1% of the total sample) teach at LCCC, and two (28.6% of the group, 15.4% of the total sample) teach at other local colleges that are not affiliated with LCCC. Six participants completed the questionnaire for ABE and ESL instructors. Two (33.3% of the group, 15.4% of the total sample) teach ABE classes at ALTA, three (50% of the group, 15.4% of the total sample) teach ESL at ALTA, and one (16.7% of the group, 7.7% of the total sample) teaches ESL classes in a local university’s Intensive English Program (IEP).

Measures Used to Collect Instructors’ Responses

Data collected from instructors: All participants in the survey of instructional practices completed a brief demographic form as part of their responses, assessing the area in which they teach and the percentage of students who are ELLs. The GED® and post-secondary teachers were also asked to estimate the percentage of students that they considered underprepared.
Instructors’ questionnaires: All participants in the survey of instructional practices portion of the study received both questionnaires and letters explaining the purpose of the study. They completed the questionnaires independently and returned them to me, via inter-office mail.

The questionnaires contained questions about expectations and instructional practices, where participants responded using scales such as, “Not applicable to my field,” “Not very frequently,” “Somewhat frequently,” “Very frequently,” and “Extremely frequently,” or “Unprepared,” “Not Very “Prepared,” “Somewhat Prepared,” “Prepared,” and “Very Prepared.” The questionnaires also contained questions about the amount of time that instructors engaged in particular instructional practices. These responses utilized a range of percentages, a range of page numbers, or scales, such as “Rarely,” “Sometimes,” or “Always,” as appropriate for each question.

Results of Instructors’ Data

Instructors’ students: Of the ABE and ESL instructors, 66.7% responded that more than half of their students are non-native speakers of English. In comparison, 71.4% of the GED® and post-secondary instructors responded that less than half of their students are non-native speakers of English, and 85.7% of these instructors responded that they considered 26% or more of their students to be underprepared learners.

Modes of instruction: 83.3% of the ABE and ESL instructors responded that they dedicate 26%-100% of their instructional time to lecture. 85.7% of GED® and post-secondary instructors also reported to spend 26-100% of their class time on lectures. Both groups reported that they often employ group activities, projects, and student-led activities. They both responded that they rarely use field trips and guest speakers, and neither group reported ever using internships or service learning.
**Reading assignments:** 16.7% of the ABE and ESL instructors assigned readings from textbooks extremely frequently and essays very frequently. They assigned other types of reading applicable to their fields, but they reported to do so not very frequently to somewhat frequently. However, all of their reading assignments were less than 15 pages of reading per week; half of the instructors said they did not assign any reading at all. 42.9% of the GED® and post-secondary instructors assigned readings from textbooks very or extremely frequently, 28.6% assigned readings from essays or journal, magazine, and news articles very frequently. They reported assigning other readings applicable to their fields not very frequently to somewhat frequently. However, all of the GED® and post-secondary instructors indicated that they assigned less than 30 pages of reading per week; 28.6% assigned 1-15 pages, 28.6% assigned 16-30 pages, 50% assigned no readings at all.

**Academic reading skills:** All of the GED® and post-secondary instructors identified the ability to understand and follow written instructions, and to identify and organize new content-area vocabulary as somewhat, very, or extremely important to success in their classes. 66.7% of the ABE and ELS instructors reported that they always included instruction on understanding and following written instruction and on identifying and organizing new content-related vocabulary.

85.7% of the GED® and post-secondary instructors reported that they considered the ability to understand and analyze data from charts and graphs to be somewhat to extremely important for success in their classes; however, only 50% of the ABE and ESL instructors reported that they always included instruction in reading and analyzing data from charts and graphs.
All of the ABE and ESL instructors reported that they sometimes or always include instruction on reading efficiently and comprehension; 71.4% of GED® and post-secondary instructors consider this skill somewhat to extremely important to students’ success in their classes.

*Academic writing assignments and skills:* 66.7% of ABE and ESL instructors responded that they very frequently or extremely frequently assign paragraphs or short answers and 83.3% assign in-class writing. 33.3% of them assign one to four writing assignments in their classes; 50% assign none at all. All (100%) of the ABE and ESL instructors reported that they give writing assignments that are one page or less; half said they assigned no writing at all. 57.1% of the GED® and post-secondary instructors said they assign paragraphs or short answers very or extremely frequently; 71.4% claim to assign in-class writing extremely frequently. Half of the GED® and post-secondary instructors who responded said that they give no writing assignments in their classes, the other half give five or more writing assignments in their classes; however, all of the writing assignments given by these GED® and post-secondary instructors were three pages or less and 28.6% said they required none at all.

In order to succeed in their classes, 42.9% of the GED® and post-secondary instructors reported that it is extremely important for students to be able to evaluate resources, and 51.7% considered it somewhat important to extremely important for students to be able to use quotations and cite resources correctly. All (100%) of the ABE and ESL instructors reported that they rarely or only sometimes include instruction on these skills.

*Listening skills:* All of the ABE and ESL instructors reported that they always included instruction on understanding and following oral instructions; 100% of the GED® and post-secondary instructors also reported this as a skill that students needed in order to succeed in their
classes. All of the GED® and post-secondary instructors considered it very or extremely important for students to be able to understand technical vocabulary, content vocabulary and jargon and to understand other students’ questions or comments. However, only 50% of ABE and ESL instructors reported that they always included instruction on understanding technical or content vocabulary and jargon. Only 66.7% reported that they always include instruction on understanding other students’ questions or comments.

16.7% of the ABE and ESL instructors said that they always teach effective note-taking skills while watching supplemental materials, 50% said they always teach effective note-taking skills during lectures. Only 16.7% reported that they always provided instruction on distinguishing between main ideas or secondary ideas, or between ideas and examples in a lecture. 71.4% of GED® and post-secondary instructors consider it somewhat to extremely important to students’ academic success that students be able to take notes during supplemental materials; 57.1% considered it very to extremely important for students to be able to take notes effectively during lectures. 71.4% of GED® and post-secondary instructors reported that they considered it very to extremely important to students’ academic success that they be able to distinguish between main ideas and secondary ideas, and between ideas and examples in a lecture.

Academic speaking: The ABE and ESL instructors’ instructional practices aligned with the GED® and post-secondary instructors’ expectations of students’ academic speaking skills in most of the areas that they were asked to consider. These included: asking for help, clarification or information, explaining or justifying answers, defining or describing concepts, giving peer feedback, participating in group discussions by stating points of view, agreeing, disagreeing, giving reasons and interrupting, giving an oral presentation, summarizing and paraphrasing
materials, describing processes, and conducting interviews. 85.9% of the GED® and post-secondary instructors responded that they considered it very important to extremely important for students to be able to verbalize numerical data; however only 16.7% of the ABE and ESL instructors responded that they always included this skill in their instruction.

*Mathematics skills:* 33.3 to 66.7% of the ABE and ESL instructors rarely include instruction on any of the math skills they were asked to consider in the questionnaire. 42.9 to 71.4% of the GED® and post-secondary instructors responded that these math skills were not applicable to their field, or that they considered them not very or only somewhat important to students’ success in their classes.

*Technological literacy:* Most ABE and ESL instructors do not include instruction in technological literacy as a separate skill, although some might include basic keyboarding or word processing skills as part of another subject or assignment. 71.4-100% of GED® and post-secondary instructors consider technological literacy skills as somewhat important to extremely important to students’ success in GED® and post-secondary classes. Other factors that GED® and post-secondary instructors suggested as important to success in their classes were an attitude of persistence, as well as the ability to type and print documents.

*Assessment practices:* Both the ABE and ESL instructors and the GED® and post-secondary instructors responses indicated that the most common form of assessment they used is objective tests, like multiple choice, true-false or fill-in-the-blank, and both groups indicated that they also frequently use short-answer tests. Both groups indicated that they sometimes used problem-solving sets, group projects or self-assessment. Both groups also reported that they rarely used in-class essay exams, essays, reports, electronic or paper portfolios or presentations to assess students’ progress.
Academic culture: Half of the ABE and ESL instructors responded that they considered the students exiting their programs unprepared, not very prepared, or somewhat prepared to handle the academic expectations and workload of GED® or post-secondary classes. 66.7% of them considered students exiting their programs unprepared, not very prepared, or somewhat prepared to handle standardized tests such as the GED® battery or college-placement tests. They considered 83.3% of students exiting their programs to be not very prepared or somewhat prepared to handle the time management and study skills needed to succeed in GED® or post-secondary classes.

None of the GED® or post-secondary instructors (0%) considered the students entering their programs to be very prepared for the academic expectations or workload, standardized tests, time-management skills or study skills needed to succeed in their classes. In fact, 14.3-28.6% of these instructors saw the students entering their programs as prepared to handle any of the previously mentioned aspects of academic culture; 28.6-57.1% considered students entering their programs unprepared or not very prepared to handle the study skills needed.

All of the ABE and ESL instructors considered the students exiting their programs to be aware or very aware of student and teacher roles, but not as aware of things such as academic honesty, college admission and financial aid and college students’ services. The GED® or post-secondary instructors had a wide range of responses about how aware they considered the students entering their programs were of each of these aspects, particularly college admission and financial aid. However, 85.7% of them considered the students entering their programs to be somewhat aware to very aware of student and teacher roles.
Analysis of Instructors’ Data

The data from this portion of the study was not analyzed using a commercial descriptive statistics program. However, I did analyze the data from both questionnaires by calculating percentages of participants that fall into several categories, based on the questionnaires, in order to understand trends the instructors’ responses. The information gathered was used only to direct the proposed project and not for formal research purposes.

Discussion of Results from Instructors’ Data

Instructors’ students: The results indicate that the ABE and ESL instructors’ classes have a greater percentage of ELLs than the GED® or post-secondary instructors’ classes do, which may lend support to the directors’ claim that ALTA’s ELLs are having difficulty transitioning from ESL to GED® and post-secondary classes, or it may be unrelated. This would require further research and additional analysis of the data.

Modes of instruction: Both groups indicated that the most commonly used mode of instruction is lecture, although both groups also employ a variety of other teaching strategies.

Academic reading assignments and skills: Neither group reported that they gave their students large reading assignments or assigned them with much frequency. The groups were not strongly aligned on the topic of reading charts and graphs, though they were in better agreement on the need for reading efficiently and for comprehension. In light of the new GED® battery’s alignment to Common Core which emphasizes reading and interacting with text, this may be a factor that contributes to the difficulty that ALTA’s ELLs are having difficulty transitioning from ESL to GED® and post-secondary classes. Additionally, reading charts and graphs is included in the math, science and social studies portions of the new GED® tests.
**Academic writing assignments and skills:** Neither group reported that they gave their students large writing assignments or assigned them with much frequency. The groups were strongly aligned on the types of writing that they asked their students to produce; however, those writing assignments are not aligned to the type and length of the constructed response questions that students are expected to write for the GED® tests.

Also, it is interesting to note that none of the GED® and post-secondary instructors responded that they considered writing quickly to be a skill that students needed to succeed in their classes and none of the ABE or ESL instructors reported that they always included instruction on writing quickly. However, all of the sections of the GED® tests are timed tests.

**Listening skills:** The GED® and post-secondary instructors’ expectations for students to understand technical vocabulary, content vocabulary, and jargon, to understand other students’ questions or comments, and to take notes effectively during lectures or supplemental materials did not align strongly to the amount of time that ABE and ESL instructors spent on teaching these skills. This gap between instructional practices and expectations in this area may be a factor that strongly contributes to the difficulty that ALTA’s ELLs are having in transitioning from ESL to GED® and post-secondary classes.

**Academic speaking:** The ABE and ESL instructors’ instructional practices are aligned with the GED® and post-secondary instructors’ expectations of students’ academic speaking skills. Since there is no element of the GED® battery that assesses students’ speaking skills, it is not likely to be a factor that has contributed to difficulty that ALTA’s ELLs are having in transitioning from ESL to GED® and post-secondary classes.

**Mathematics skills:** Although the ABE and ESL instructors’ responses were aligned with those of the GED® and post-secondary instructors’ answers, it was surprising to see how many
responses from both groups indicated that the instructors considered the different mathematical skills to be not applicable to their area of instruction. Mathematics is one of four individual sections of the GED® battery, and mathematical skills are incorporated into many parts of the science and social studies tests. Therefore, it is my opinion that the instructors’ failure to esteem the value of mathematics, along with their failure to recognize its integral relationship to the other subjects on the test, are also factors that contribute greatly to the difficulty that ALTA’s ELLs are having in transitioning from ESL to GED® and post-secondary classes.

Technological literacy: As stated earlier, most ABE and ESL instructors do not include instruction in technological literacy as a separate skill, although some might include basic keyboarding or word processing skills as part of a subject or assignment that they are teaching. A colleague told me that this is because ABE instructors are not allowed to teach these topics as separate skills. However, because students take the GED® tests on a computer, the gap between instruction and assessment practices with regard to technological literacy could contribute somewhat to the struggle that ALTA’s ELLs experience in transitioning from ESL to GED® and post-secondary classes.

Assessment practices: Both the ABE and ESL instructors and the GED® and post-secondary instructors responses indicated that the most common form of assessment they used is objective tests, like multiple choice, true-false or fill-in-the-blank, and both groups indicated that they also frequently use short-answer tests. The strong alignment between the two groups’ assessment practices is probably because ALTA uses CASAS tests in the ABE, ESL and GED® classes to assess students’ progress and CASAS tests are multiple-choice tests.

Academic culture: There is strong alignment between the two groups’ perceptions of students’ ability to handle different aspects of academic culture, and their awareness of academic
The responses from both groups indicate that the rigors of academic culture are another factor that may contribute to the trouble that ALTA’s ELLs experience in transitioning from ESL to GED® and post-secondary classes.
Implications for Creating a Bridge between ESL and GED® for ALTA’s ELLs

The instructors’ responses to the questionnaires indicate that several factors may contribute to the difficulty that ALTA’s ELLs are experiencing in transitioning from ESL to GED® classes. The first possible factor is that the students are not frequently required to read, which may put them at a disadvantage because the new GED® battery is aligned to Common Core State Standards, which emphasizes reading and interacting with complex texts. A second possible factor may be that students are not frequently required to produce written assignments similar to the type and length of constructed responses they must write for the GED® tests, which may also put them at a disadvantage. A third factor could be the gap in instructional practices and expectations of students’ listening skills, particularly concerning their understanding of technical vocabulary, content vocabulary, and jargon, their understanding of other students’ questions or comments, and their ability to take notes effectively. Fourth, both groups of instructors’ failure to esteem the value of mathematics, along with their failure to recognize its integral relationship to the other subjects on the test may be a significant factor. Fifth, students’ lack of technological literacy may contribute to ALTA’s ELLs’ difficulty transitioning from ESL classes to GED® and post-secondary classes. Finally, the rigors of academic culture may also be a significant factor in the struggle that ALTA’s students have in transitioning from ESL classes to GED® and post-secondary classes.

In light of the previously mentioned factors, the program I designed includes instruction to help students acquire the academic and non-academic skills that the literature review and research indicated are necessary for academic success. The program’s syllabus does this by emphasizing reading, writing, listening, mathematical, technological literacy, and study skills. It includes English language instruction through content-based lessons on topics that will improve
ELLs’ academic vocabulary, increase their content-area vocabulary, and improve their background knowledge in topics that they are likely to encounter on the GED® battery.
Limitations and Considerations for Designing Future ESL Programs

The findings of this current study have implications for assisting students who wish to transition from ESL classes into GED® or post-secondary classes. However, the study has limitations and therefore caution should be exercised in generalizing my findings to the design of any other ESL programs. The results from the current study relied exclusively on self-reporting for the measures from a small sample of instructors within the ALTA, LCCC, and local college communities. In addition, there was only one year’s worth of data available on students in the ALTA program.

To guarantee anonymity of the student participants, the spreadsheet omitted any personal identifiers that would normally have been included in the data. Therefore, there may be duplicate entries among the 330 learners listed on the spreadsheet, due to a line for each class a learner attended (i.e., a learner attends 2 classes, thus 2 lines). ALTA uses a unique identifier on the spreadsheet, called the “Adult PK” number, which can be used to identify duplicate records for a single learner. However, this information was also omitted to guarantee anonymity, therefore another limitation of the study may be that the data may not fully account for which participants’ information may have been duplicated because of “roll-over” students (students who enroll in more than one session of classes offered by ALTA). In addition, none of the data from any part of the study was compiled from random sampling, and the sample size of instructors was relatively small, which may contribute to significant bias in the interpretation of the results.

To offset these limitations, future research should employ a larger, randomized sample to help improve the ability to generalize the results and decrease bias in the design of future studies. Incorporating several years’ of data on ALTA’s students, eliminating duplicate learners by including the “Adult PK” number, and surveying instructors from several educational institutions
would also add to the overall scope of the findings. This would allow for further analysis of how other ESL programs could improve their efforts of assisting ELLs in transitioning from ESL classes into GED® or post-secondary classes.
**Conclusion: Creating a Bridge between ESL and GED® for ALTA’s ELLs**

Using the information gathered from the literature review, the data on ALTA’s students, and the data from the questionnaires, I have designed a research-based curriculum to help ALTA’s ELLs succeed at transitioning from adult ESL classes to GED® classes, following the curriculum and syllabus format used by ALTA for their other ESL classes. In addition to the Transition ESL Course Curriculum and Syllabus (pp. 43-61), I have expanded the section of ALTA’s ESL curriculum and syllabus called, Weekly Topics (pp. 58-61), and designed a 10-week instructional plan for the course that can be modified to meet the needs of the learners (pp. 62-82).

ALTA facilitates four 10-week instructional sessions per year. Each instructional session in this transition course will consist of five two-week units that will provide content-based lessons in each of the four content-areas covered by the GED® tests. Daily lessons will cover reading, writing, listening, speaking, and technology skills, and will provide instruction with a language focus, a vocabulary focus, an academic skill, and a non-academic skill. Keeping in mind that increasing the learners’ vocabulary is vital for academic success, there will be several academic vocabulary words that will be introduced at the beginning of each unit. However, contrary to the notion of giving the learner long lists of vocabulary to memorize, research has shown that vocabulary learning only happens by using the words in context and that the learner should have no more than seven new words in a class period (Bailey & Pransky, 2013; Lightbown & Spada, 2013). Therefore, the academic vocabulary words will be reviewed during each class in the unit, and every day, no more than seven content-area vocabulary words will be introduced in the context of a content-based lesson.
Additionally, the content-area lessons for this transition class will rotate curriculum in order to cover four different subjects per year in each of the GED® testing areas in order to increase learners’ exposure to a variety of topics, to increase academic and content-area vocabulary, and to build background knowledge by providing instruction in the following subjects:

**Science:** Earth Science, Life Science, Physical Science, and Environmental Science

**Social Studies:** American History, World History, American Government, and U.S. Citizenship

**Language Arts:** Reading and Writing in Fiction, Reading and Writing in Non-fiction, Reading and Writing in Classic Works, and Reading and Writing in Media

**Math:** Basic Math, Pre-algebra, Algebra, and Geometry
Transition Course Curriculum and Syllabus

ESL Transition Course Description: This class will allow students to develop reading, composition, grammar, listening, comprehension, speaking, and study skills to prepare them for GED® preparation courses or credit courses.

In addition, students will develop literary and analytical skills, academic skills and non-academic skills, which will enable them to be successful in GED® classes, post-secondary education or training, and the workplace.

Each week, the instruction will focus on a specific topic. The instructor will integrate that topic into content-based instruction that correlates to the subjects addressed by the GED® tests: language arts, mathematics, science and social studies. Daily lessons will incorporate activities that will develop students’ listening, speaking, reading, writing, and technology skills:

- **Listening:** Students will listen to English from native speakers via their teacher and other media. They will also listen to English spoken by their peers. They must focus their attention on the speaker’s message in order to comprehend and produce a meaningful response.
- **Speaking:** Students will have the daily opportunity to practice speaking by responding to others questions and comments, in structured conversations with their peers, and through several projects, which require the students to present information to the class, using newly acquired English skills.
- **Reading:** Students will be reading a variety of modified texts, including short stories, poetry, academic texts, news articles, and expository writing, with guidance and support from their teacher and peers. Students will learn various strategies to help them comprehend a text in their second language. They will also learn analytical skills necessary to interpret both literature and images.
- **Writing:** Students will be writing on a daily basis, practicing the grammar structures and the new vocabulary. They will write a variety of personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to write in response to various texts.
- **Technology:** Students will be visiting the computer lab on a weekly basis to practice their technological literacy skills as well as their English reading and writing skills. Students will also have opportunities to write in a class blog, using an educational blogging site, such as EduBlog - http://edublogs.org/, or Weebly - https://education.weebly.com/

Resources to be used in class:

*Ventures 4: Student’s Book* (Bitterlin, Johnson, Price, Ramirez, & Savage, 2008)
Main textbook

*Grammar in Context, Level 3* (Elbaum, 2001)
Supplemental textbook - for grammar and reading exercises
Contemporary’s Breakthroughs in Critical Reading (Benner, 1996)
Supplemental textbook - for selected reading exercises, vocabulary, and study skills

Contemporary’s Reading Basics: Introductory (Contemporary’s, 2001) and Contemporary’s Reading Basics: Introductory Reader (Contemporary’s, 2001)
Supplemental textbook - for selected reading exercises

Effective College Learning (Holschuh & Nist, 2007)
Supplemental textbook - for selected readings on academic and non-academic skills

News for You and NewsforYouOnline.com --ProLiteracy.org
Supplemental resource - for current events readings and journal responses

The Times in Plain English
Supplemental resource - for current events readings and journal responses

Other selected on-line and print resources, at the discretion of the instructor

Assessment

During the class orientation, each learner will take the CASAS Reading Appraisal 80 and Math Appraisal 30. Next, the learners will take the appropriate CASAS Reading Pre-test and CASAS Math Pre-test. Each learner takes a pre-test that is determined by his/her score on the appraisal. The pre-test scores are scaled-scores that reflect the learner’s initial EFL (Educational Functioning Level) in Reading and Math.

At the end of the 10-week instructional session, the learners will take a CASAS Reading post-test and CASAS Math post-test. Each learner takes a post-test that is determined by his/her score on the pre-tests. The post-test scores are scaled scores that reflect the learner’s final EFL in Reading and Math, and indicate whether the student has made an educational gain during the 10-week instructional session.
Course Competencies and Objectives:

At the end of the course, students will be able to meet the following specific CASAS competencies and Common Core College & Career Readiness Standards (CCRS) (CASAS, 2014):

CASAS Competencies

0. Basic Communication
  0.1 Communicate in interpersonal interactions
    0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
    0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
    0.1.5 Interact effectively in the classroom
    0.1.6 Clarify or request clarification
    0.1.7 Understand, follow or give instructions, including commands and polite requests

0.2 Communicate regarding personal information
  0.2.3 Interpret or write a personal note, invitation, or letter

1. Consumer Economics
  1.1 Use measurement and money
    1.1.7 Identify product containers and related units of measure

  1.2 Use information to identify and purchase goods and services
    1.2.3 Compute discounts
    1.2.4 Interpret or compute unit pricing
    1.2.5 Interpret letters, articles, and information about consumer-related topics

  1.6 Understand consumer protection measures
    1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers

  1.8 Demonstrate financial literacy skills
    1.8.4 Interpret information about the types of loans available through lending institutions
    1.8.5 Interpret information about investments and financial planning, including type and purpose of investments

2. Community Resources
  2.3 Understand concepts of time and weather
    2.3.3 Interpret information about weather conditions
    2.3.5 Interpret information about time zones

  2.5 Use community agencies and services
    2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare
    2.5.6 Use library services
2.5.8 Identify community organizations and their purpose and functions
2.5.9 Identify and use childcare services in the community

2.7 **Understand aspects of society and culture**
2.7.3 Interpret information about social issues
2.7.4 Interpret information about religion
2.7.5 Interpret literary materials such as poetry and literature
2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
2.7.7 Obtain and interpret news from a variety of media sources
2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people’s perceptions, attitudes, and actions
2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment

2.8 **Understand how to access and use educational systems and services**
2.8.1 Interpret information about the educational system, from early childhood to postsecondary
2.8.2 Identify, evaluate, and access schools and other learning resources
2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
2.8.5 Interpret school-related forms, such as registration and application forms
2.8.6 Interpret information from schools and communicate with school personnel
2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
2.8.8 Interpret information related to student and school performance, and identify ways to promote change
2.8.9 Identify ways to get involved or volunteer in an educational setting

3. Health
3.5 **Understand basic principles of health maintenance**
3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures

4. Employment
4.1 **Understand basic principles of getting a job**
4.1.4 Identify and use information about training opportunities
4.1.8 Identify common occupations and the skills and education required for them
4.1.9 Identify procedures for career planning, including self-assessment

4.4 **Understand concepts and materials related to job performance and training**
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
4.4.5 Identify job training needs and set learning goals
4.8 Demonstrate effectiveness in working with other people
4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

5. Government and Law
5.1 Understand voting and the political process
5.1.1 Identify voter qualifications
5.1.2 Interpret a voter registration form
5.1.3 Interpret a ballot
5.1.4 Interpret information about electoral politics, political parties, and candidates
5.1.5 Interpret information about special interest groups
5.1.6 Identify, interpret, and express opinions on political and other public issues
5.1.7 Identify how to contact public officials about issues and concerns

5.2 Understand historical and geographical information
5.2.1 Interpret information about U.S. history
5.2.2 Identify or interpret U.S. historical documents
5.2.3 Interpret information about world history
5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
5.2.5 Interpret information about world geography
5.2.6 Identify the U.S. flag, other national

5.5 Understand the functions of government
5.5.1 Interpret information about international affairs
5.5.2 Interpret information about the legislative branch and its activities
5.5.3 Interpret information about the judicial branch and its activities
5.5.4 Interpret information about the executive branch and its activities
5.5.5 Interpret information about the military
5.5.6 Interpret information about law enforcement
5.5.7 Interpret information about local policymaking groups
5.5.8 Identify local, state and federal government leaders
5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

5.6 Understand civic responsibilities and activities
5.6.1 Interpret information about neighborhood or community problems and their solutions
5.6.2 Interpret information about civic organizations and public service groups
5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
5.6.5 Identify volunteer agencies and opportunities in the community

5.7 Understand issues related to science and ethics
5.7.1 Interpret information related to environmental issues
5.7.2 Interpret information related to energy issues
5.7.3 Interpret information about issues related to natural sciences, such as biology
5.7.4 Interpret information related to technological issues
5.7.5 Interpret information about issues related to social sciences, such as psychology
5.7.6 Interpret information related to ethical and philosophical issues

5.8 Understand concepts of economics
5.8.1 Interpret economic information and statistics
5.8.2 Interpret information on economic issues and trends
5.8.3 Interpret information on world economic systems

6. Math
6.0 Demonstrate pre-computation skills
6.0.1 Identify and classify numeric symbols
6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
6.0.3 Identify information needed to solve a given problem
6.0.4 Determine appropriate operation to apply to a given problem
6.0.5 Demonstrate use of a calculator.

6.1 Compute using whole numbers
6.1.1 Add whole numbers
6.1.2 Subtract whole numbers
6.1.3 Multiply whole numbers
6.1.4 Divide whole numbers
6.1.5 Perform multiple operations using whole numbers

6.2 Compute using decimal fractions
6.2.1 Add decimal fractions
6.2.2 Subtract decimal fractions
6.2.3 Multiply decimal fractions
6.2.4 Divide decimal fractions
6.2.5 Perform multiple operations using decimal fractions
6.2.6 Convert decimal fractions to common fractions or percents

6.3 Compute using fractions
6.3.1 Add common or mixed fractions
6.3.2 Subtract common or mixed fractions
6.3.3 Multiply common or mixed fractions
6.3.4 Divide common or mixed fractions
6.3.5 Perform multiple operations using common or mixed fractions
6.3.6 Convert common or mixed fractions to decimal fractions or percents
6.3.7 Identify or calculate equivalent fractions

6.4 Compute with percents, rate, ratio, and proportion
6.4.1 Apply a percent to determine amount of discount
6.4.2 Apply a percent in a context not involving money
6.4.3 Calculate percents
6.4.4 Convert percents to common, mixed, or decimal fractions
6.4.5 Use rate to compute increase or decrease
6.4.6 Compute using ratio or proportion

6.5 Use expressions, equations, and formulas
6.5.1 Recognize and evaluate simple consumer formulas
6.5.2 Recognize and apply simple geometric formulas
6.5.3 Recognize and apply simple algebraic formulas
6.5.4 Recognize and evaluate logical statements

6.6 Demonstrate measurement skills
6.6.1 Convert units of U.S. standard measurement and metric system
6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles
6.6.3 Measure area and volume of geometric shapes
6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
6.6.5 Interpret diagrams, illustrations, and scale drawings
6.6.6 Calculate with units of time
6.6.7 Solve measurement problems in stipulated situations
6.6.8 Interpret mechanical concepts or spatial relationships
6.6.9 Use or interpret switches and controls

6.7 Interpret data from graphs and compute averages
6.7.1 Interpret data given in a line graph
6.7.2 Interpret data given in a bar graph
6.7.3 Interpret data given in a picture graph
6.7.4 Interpret data given in a circle graph
6.7.5 Compute averages, medians, or modes

6.8 Use statistics and probability
6.8.1 Interpret statistical information used in news reports and articles
6.8.2 Interpret statements of probability

6.9 Use estimation and mental arithmetic
6.9.1 Use computation short cuts
6.9.2 Estimate answers

7. Learning and Thinking Skills
7.1 Identify or demonstrate effective skills and practices in accomplishing goals
7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
7.1.3 Demonstrate initiative and persistence in accomplishing goals
7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see also 4.7.5)
7.2 **Demonstrate ability to use critical thinking skills**
7.2.1 Identify and paraphrase pertinent information
7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
7.2.6 Generate ideas using various approaches, such as brainstorming
7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors

7.3 **Demonstrate ability to use problem-solving skills**
7.3.1 Identify a problem and its possible causes
7.3.2 Devise and implement a solution to an identified problem
7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 **Demonstrate study skills**
7.4.1 Identify and use effective study strategies
7.4.2 Take notes or write a summary or an outline
7.4.3 Identify and use strategies for remembering information
7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
7.4.5 Use reference materials, such as dictionaries and encyclopedias
7.4.6 Use an index or table of contents
7.4.7 Identify and use test-taking skills and strategies
7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
7.4.9 Identify personal learning style

7.5 **Understand aspects of and approaches to effective personal management**
7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
7.5.3 Identify or use strategies to cope with negative feedback
7.5.4 Identify sources of stress, and resources for stress reduction
7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
7.5.6 Identify or use strategies for communicating more successfully
7.5.7 Identify constructive ways of dealing with change, including showing flexibility and
adaptability, and updating skills

**7.6 Demonstrate the ability to view the media critically**
7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
7.6.4 Interpret rating systems for media content

**7.7 Demonstrate the ability to use information and communication technology**
7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together
7.7.2 Demonstrate basic skills in using a computer, including using common software applications
7.7.3 Demonstrate ability to use the Internet
7.7.4 Demonstrate ability to use e-mail and other messaging systems
7.7.5 Identify safe and responsible use of information and communication technology
7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

**8. Independent Living**
**8.3 Use support services to assist in maintaining independence and achieving community integration**
8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, and caregivers)
8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities) (CASAS, 2014).

**CASAS Reading Content Standards**

**R2 Vocabulary**
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)

**R3 General reading comprehension**
R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
R3.7 Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
R3.11 Make connections between related information across different sections of a text
R3.14 Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it’s important that...)
R3.15 Interpret idioms and collocations from context
R3.16 Interpret figurative meanings of words from context (e.g., flooded with calls)
R3.18 Interpret analogies in familiar contexts
R3.19 Interpret meaning of metaphors and similes in context

**R4 Text in format**
R4.9 Interpret maps, diagrams, and graphs

**R5 Reference materials**
R5.6 Use a standard dictionary to distinguish between multiple meanings of a word
R5.7 Use reference tools such as a print or online encyclopedia

**R6 Reading strategies**
R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.5 Skim complex text for general meaning or to determine subject matter or organization
R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R6.7 Increase reading fluency (accuracy, speed)

**R7 Reading and thinking skills**
R7.1 Identify the main idea of a simple paragraph
R7.2 Identify the main idea of a multi-paragraph text
R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic
R7.5 Determine the sequence of events in a complex narrative
R7.6 Paraphrase information
R7.7 Summarize a text
R7.8 Make inferences and draw conclusions from simple text
R7.9 Make inferences and draw conclusions from complex text
R7.10 Differentiate fact from opinion in a written text
R7.11 Identify the writer, audience, and purpose of a text
R7.12 Determine a writer’s point of view
R7.13 Compare related information from various sources (e.g., consumer ads)
R7.14 Verify and clarify facts in written information (e.g., advertising claims)

**R8 Academic-oriented skills**
R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings
R8.4 Generate relevant questions about readings on issues that can be researched
R8.5 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
R8.6 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
R8.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., professional journals, editorials, political speeches, primary source materials)
R8.10 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

R9 Literary analysis
R9.1 Identify the story elements such as setting, character, plot, and resolution
R9.6 Identify the function of introductory and concluding paragraphs in an essay
R9.7 Identify cause-and-effect relationships in literary texts
(CASAS, 2014)

CASAS Listening Content Standards

L2 Vocabulary
L2.8 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics
L2.9 Comprehend specialized vocabulary (e.g., technical, academic)

L3 Grammar
L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it’s important that, well, anyway, that being said, etc.)
L3.13 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences)
L3.14 Recognize a range of question types (e.g., embedded questions, tag questions)

L4 General Discourse
L4.9 Comprehend communicative function of speech (e.g., polite disagreement: Do you really think so?)
L4.10 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies)
L4.11 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts)
L4.12 Understand humor, jokes, irony

L5 Informational Discourse
L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts (e.g., specialized contexts such as workplace procedures, operating instructions)
L5.7 Comprehend instructions or requests given tentatively or indirectly (e.g., Why don’t you ...? You may want to...)
L5.8 Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)
L5.9 Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)
L5.10 Comprehend detailed non-face-to-face communication in a wide range of contexts (e.g., teleconferences, recorded lectures, workplace instructions)

L6 Strategies and Critical Thinking
L6.1 Identify the topic, main idea, or gist of brief discourse or information
L6.2 Listen for simple specific details of brief discourse (e.g., What time will the train leave?)
L6.3 Make inferences from simple statements or conversation
L6.4 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.)
L6.5 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions)
L6.6 Demonstrate understanding of hypothetical situations (e.g., You are a patient. What do you say to the doctor?)
L6.7 Determine when clarification is necessary
L6.8 Identify the main idea or topic of extended discourse
L6.9 Listen for complex detail or several details in extended discourse (e.g., What are the reasons for the company’s new policy?)
L6.10 Make inferences and predictions and draw conclusions from lengthy or complex information
L6.11 Differentiate fact from opinion
L6.12 Detect a speaker’s direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches)
L6.13 Listen critically in order to make informed decisions or formulate opinions

(CASAS, 2014)

**CASAS Math Content Standards**

**M1 Number Sense**
M1.3 Demonstrate understanding of the operations of multiplication and division, their relation to each other and their application in solving problems with rational numbers
M1.4 Understand the meaning of ratio, proportion and percent and use them to solve problems
M1.5 Use strategies and tools to solve problems

**M2 Algebra**
M2.1 Find structure and patterns in arithmetic number sequences and contextual situations
M2.2 Use variables, simplify expressions and solve equations
M2.3 Model mathematical relationships (particularly functional relationships) found in context, using words, tables, graphs, as well as algebraic expressions and equations

**M3 Geometry**
M3.1 Recognize, identify and describe the attributes of geometric shapes and use them in solving problems
M3.2 Recognize, identify, describe and reason about lines and angles in two dimensions
M3.3 Use spatial relationships to interpret two and three-dimensional drawings and figures

**M4 Measurement**
M4.1 Use tools and apply estimation in measuring
M4.2 Work fluently within measurement systems and use general equivalencies between them
M4.3 Calculate the measures of 2- and 3-dimensional figures.
M4.5 Use relationships between measures to analyze change (rates)
M5 Statistics, Data Analysis and Probability
M5.1 Collect, organize and display data
M5.2 Interpret and analyze data from representations of a data set
M5.3 Use the laws of probability to predict the likelihood of outcomes
(CASAS, 2014)

Common Core College and Career Readiness Standards
Anchor Standards for Reading:

Key Ideas and Details
R1. 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.
R2. Determine central ideas or theme s of a text and analyze their development; summarize the key supporting details and ideas.
R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
R10. Read and comprehend complex literary and informational texts independently and proficiently.
(Pimental, 2013)

Common Core College and Career Readiness Standards
Anchor Standards for Writing

Text Types and Purposes
W1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing:
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (Pimental, 2013)

Common Core College and Career Readiness Standards
Anchor Standards for Language

Conventions of Standard English
L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
(Pimental, 2013)
Common Core College and Career Readiness Standards
Anchor Standards for Mathematics

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<thead>
<tr>
<th>N</th>
<th>Number</th>
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<tbody>
<tr>
<td>CC</td>
<td>Counting and Cardinality</td>
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<tr>
<td>OA</td>
<td>Operations and Algebraic Thinking</td>
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<tr>
<td>NBT</td>
<td>Number and Operations in Base-Ten</td>
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<td>NF</td>
<td>Number and Operations in Fractions</td>
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<td>MD</td>
<td>Measurement &amp; Data</td>
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<td>Ratios and Proportional Relationships</td>
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<td>Reasoning with Equations and Inequalities</td>
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<td>Interpreting Functions</td>
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<td>F-BF</td>
<td>Building Functions</td>
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<td>G-CO</td>
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<tr>
<td>G-SRT</td>
<td>Similarity, Right Triangles, and Trigonometry</td>
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<td>G-C</td>
<td>Circles</td>
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<td>G-GPE</td>
<td>Expressing Geometric Properties with Equations</td>
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<td>G-GMD</td>
<td>Geometric Measurement and Dimension</td>
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<td>Conditional Probability and the Rules of Probability</td>
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<td>S-MD</td>
<td>Using Probability to Make Decisions</td>
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(Pimental, 2013)
### Transition Course Weekly Topics:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skills</th>
<th>Non-Academic Skills</th>
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<tbody>
<tr>
<td>1&amp;2</td>
<td>Understanding Ideas: Main ideas; Supporting details; Summarizing; Paraphrasing</td>
<td>Ventures 4 Welcome Unit (pp. 2-5) &lt;br&gt;Grammar in Context (pp. 1-30)  &lt;br&gt;• Review Verb Tenses: Simple present, past, future</td>
<td>• Personal Information &lt;br&gt;• Activities &lt;br&gt;• Study habits and strategies</td>
<td>• Study habits and strategies &lt;br&gt;• Discuss time commitment and materials needed</td>
<td>• Introductions &lt;br&gt;• Initiating conversations &lt;br&gt;• Asking Questions &lt;br&gt;• Exchanging information</td>
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<td>Ventures 4 – Unit 1 (pp. 6-17)  &lt;br&gt;Grammar in Context (pp. 1-30)  &lt;br&gt;• Count and non-count nouns &lt;br&gt;• Noun clauses with that  &lt;br&gt;• Adjectives &lt;br&gt;• Adverbs  &lt;br&gt;• Contrasting adjectives and adverbs</td>
<td>Ventures 4 – Unit 2 (pp. 18-29)  &lt;br&gt;Grammar in Context (pp. 77-86)  &lt;br&gt;• Present passive &lt;br&gt;• Infinitives after passive verbs</td>
<td>• Main Idea &lt;br&gt;• Key word &lt;br&gt;• Detail &lt;br&gt;• Highlight &lt;br&gt;• Support &lt;br&gt;• Content-area vocabulary *(To be based on each day’s content area readings)</td>
<td>Note Taking Skills  &lt;br&gt;Effective College Learning; Breakthroughs in Critical Reading Selected on-line and print resources  &lt;br&gt;Listening Skills; Ventures 4 audio resources; Grammar in Context audio resources</td>
</tr>
<tr>
<td>3&amp;4</td>
<td>Interpreting Ideas: Making inferences; Making predictions</td>
<td>Ventures 4 – Unit 3 (pp. 32-43)  &lt;br&gt;Grammar in Context (pp. 219-236)  &lt;br&gt;• Indirect wh-questions  &lt;br&gt;• Indirect yes/no questions</td>
<td>Ventures 4 – Unit 4 (pp. 44-55)  &lt;br&gt;Grammar in Context (pp. 149-205)  &lt;br&gt;• Ought to, shouldn’t, have to, don’t have to  &lt;br&gt;• Should have, shouldn’t have</td>
<td>• Infer &lt;br&gt;• Predict &lt;br&gt;• Organize &lt;br&gt;• Strategy &lt;br&gt;• Direction &lt;br&gt;• Assess  &lt;br&gt;• Content-area vocabulary *(To be based on each day’s content area readings)</td>
<td>Reading Skills and Strategies Effective College Learning; Ventures 4 Selected on-line and print resources  &lt;br&gt;Skills and Strategies for Organizing Information Effective College Learning; Ventures 4 Selected on-line and print resources</td>
</tr>
<tr>
<td>5&amp;6</td>
<td>Organizing Ideas: Fact vs. opinion; Cause and effect; Compare and contrast; Sequencing</td>
<td>Ventures 4 – Unit 5 (pp. 58-69)  &lt;br&gt;Grammar in Context (pp. 31-66)  &lt;br&gt;• Clauses with until and as soon as  &lt;br&gt;• Repeated actions in the present and past</td>
<td>Ventures 4 – Unit 6 (pp. 70-81)  &lt;br&gt;Grammar in Context (pp. 305-330)  &lt;br&gt;• Although, even though  &lt;br&gt;• Contrasting because and although</td>
<td>• Relationship &lt;br&gt;• Cause &lt;br&gt;• Effect &lt;br&gt;• Fact &lt;br&gt;• Opinion &lt;br&gt;• Sequence &lt;br&gt;• Content-area vocabulary *(To be based on each day’s content area readings)</td>
<td>Skills and Strategies for Organizing Information; Effective College Learning; Breakthroughs in Critical Reading Selected on-line and print resources  &lt;br&gt;Study Skills and Strategies Effective College Learning; Ventures 4 Selected on-line and print resources</td>
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### Expressing Ideas: Persuasion, experiments, graphics and visual aids, research, writing

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<th>Ventures 4 – Unit 7 (pp. 84-95)</th>
<th>Persuade</th>
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<tr>
<td>Grammar in Context (pp. 219-246)</td>
<td>Express</td>
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<tr>
<td>• Who and that as the subject of a dependent clause</td>
<td>Mentor</td>
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<tr>
<td>• that as the object of a dependent clause</td>
<td>Accountable</td>
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<td><strong>Ventures 4 – Unit 8 (pp. 96-107)</strong></td>
<td>Dependent</td>
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<tr>
<td><strong>Grammar in Context (pp. 31-66)</strong></td>
<td>Independent</td>
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<tr>
<td><strong>Keys to Teaching Grammar (pp. 232-241)</strong></td>
<td>Content-area vocabulary</td>
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<tr>
<td>• Contrasting present perfect and present perfect continuous</td>
<td>*To be based on each day’s content area readings</td>
</tr>
<tr>
<td>• Word Forms</td>
<td><strong>Writing Skills and Strategies: Effective College Learning; Ventures 4</strong></td>
</tr>
<tr>
<td>• Adjectives ending in -ed and -ing</td>
<td>Selected on-line and print resources</td>
</tr>
</tbody>
</table>

### Responding to Ideas: Drawing conclusions, making inferences, describing processes and solutions

<table>
<thead>
<tr>
<th>Ventures 4 – Unit 9 (pp. 110-121)</th>
<th>Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar in Context (pp. 326-330; 387-412)</td>
<td>Logic</td>
</tr>
<tr>
<td>• Present unreal conditional</td>
<td>Conditional</td>
</tr>
<tr>
<td>• Since, due to, consequently, as a result</td>
<td>Interpret</td>
</tr>
<tr>
<td><strong>Ventures 4 – Unit 10 (pp. 122-133)</strong></td>
<td>Goal</td>
</tr>
<tr>
<td><strong>Grammar in Context (pp. 175-180; 408-412)</strong></td>
<td>Visual</td>
</tr>
<tr>
<td>• Real future conditional and unreal conditional</td>
<td>Content-area vocabulary</td>
</tr>
<tr>
<td>• Hope and wish</td>
<td>*To be based on each day’s content area readings</td>
</tr>
</tbody>
</table>

### Critical Thinking Skills and Strategies; Effective College Learning; Ventures 4

- **Grammar in Context (pp. 326-330; 387-412)**
- **Test-taking Skills and Strategies Effective College Learning; GED.com**;
- **Selected on-line and print resources**

*See the Transition Course 10-Week Instructional Plan (pp. 62-82) and the sample lesson plans (pp. 83-87 and pp. 88-92) for a detailed plan for incorporating content-area topics, academic skills and non-academic skills into vocabulary and reading, writing, listening and speaking skills and tasks.*

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>CASAS Score Range</th>
<th>CASAS Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ESL</td>
<td>181-200</td>
<td>Student will be able to Read &amp; write letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.</td>
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<tr>
<td>Level</td>
<td>Score Range</td>
<td>Description</td>
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<tr>
<td>Intermediate ESL</td>
<td>201-220</td>
<td>Student can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</td>
</tr>
<tr>
<td>Advanced ESL</td>
<td>221-235</td>
<td>Student can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED® preparation.</td>
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</tbody>
</table>
| ESL Transition      | 236 -245    | SPL 7:  
**Listening/Speaking:** Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics.  
**Reading/Writing:** Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report.  
**Employability:** Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.  

SPL 8:  
**Listening/Speaking:** Can participate effectively in social and familiar work situations; can understand and
<table>
<thead>
<tr>
<th><strong>Reading/Writing</strong></th>
<th>Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employability</strong></td>
<td>Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.</td>
</tr>
</tbody>
</table>
### Transition Course 10-Week Instructional Plan

<table>
<thead>
<tr>
<th>ORIENTATION WEEK</th>
<th>Topic</th>
<th>Reading and Writing in the Content Area</th>
<th>Listening and Speaking in the Content Area</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skill</th>
<th>Non Academic Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>ORIENTATION - CASAS Appraisals and Intake Forms</td>
<td>Reading: Review texts Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Listening audio exercises in Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>- Review Verb Tenses: Simple present, past, future</td>
<td>- Personal Information</td>
<td>- Introductions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>ORIENTATION - CASAS Pre-tests and Intake Forms</td>
<td>Writing: Writing prompt introducing self; using simple present tense; Write answers to exercises</td>
<td>Speaking: Respond to audio exercises and to questions about self</td>
<td>- Activities</td>
<td>- Study habits and strategies</td>
<td>- Initiating conversation</td>
<td>- Initiating conversation</td>
</tr>
<tr>
<td>Thursday</td>
<td>ORIENTATION Introductions Class Expectations</td>
<td>Reading: Review texts Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Listening and responding to audio exercises in Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>- Review Verb Tenses: Simple present, past, future</td>
<td>- Personal Information</td>
<td>- Asking Questions</td>
</tr>
<tr>
<td>Friday</td>
<td>ORIENTATION Introductions Class Expectations</td>
<td>Reading: Review texts Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Listening and responding to audio exercises in Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>Ventures 4 Welcome Unit (pp. 2-5) Grammar in Context (pp. 1-30)</td>
<td>- Review Verb Tenses: Simple present, past, future</td>
<td>- Personal Information</td>
<td>- Asking Questions</td>
</tr>
</tbody>
</table>

- Introductions
- Initiating conversation
- Asking Questions
- Exchanging Information
<table>
<thead>
<tr>
<th>Week 1 Day/Content Area</th>
<th>Topic</th>
<th>Reading and Writing in the Content Area</th>
<th>Listening and Speaking in the Content Area</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skill</th>
<th>Non Academic Skill</th>
</tr>
</thead>
</table>
| **Tuesday** Science    | Understanding Ideas: Finding the Main Idea and Supporting Details in science texts | **Reading:** Selected Science text **Writing:** Write answers to questions; Writing prompt about promptness, using "be going to" | **Listening:** Content-area vocabulary definitions **Speaking:** Respond to questions, use vocabulary in a sentence | Ventures 4 Welcome Unit (pp. 2-5)  
- Future verb tense with "be going to" |  
- Main Idea  
- Key word  
- Detail  
- Highlight  
- Support  
- Content-area vocabulary words | Note Taking: Finding Key Words in a text Breakthroughs in Critical Reading | Adjusting to the academic setting (Promptness) Effective College Learning; Selected on-line and print resources |
| **Wednesday** Language Arts | Understanding Ideas: Finding the main idea and supporting details in a language arts text | **Reading:** Selected Language Arts text **Writing:** Writing prompt about adjusting to expectations of academic setting, using noun clauses with that; Write answers to questions about text | **Listening:** Content-area vocabulary definitions **Speaking:** Answer questions about content and academic vocabulary | Ventures 4 – Unit 1 (pp. 6-17) Grammar in Context (pp. 1-30)  
- Noun clauses with that  
- Adjectives  
- Adverbs |  
- Main Idea  
- Key word  
- Detail  
- Highlight  
- Support  
- Content-area vocabulary words | Note Taking: Highlighting with Main Ideas in a text Breakthroughs in Critical Reading | Adjusting to the academic setting (Expectations) Effective College Learning; Selected on-line and print resources |
| **Thursday** Social Studies | Understanding Ideas: Finding the main idea and supporting details in a social studies text | **Reading:** Selected Social Studies text **Writing:** Writing prompt about focusing on academics, using adjectives and adverbs; Write answers to questions about text | **Listening:** Content area vocabulary **Speaking:** Answer questions about content vocabulary, using adjectives or adverbs | Ventures 4 – Unit 1 (pp. 6-17) Grammar in Context (pp. 1-30)  
- Adjectives  
- Adverbs |  
- Main Idea  
- Key word  
- Detail  
- Highlight  
- Support  
- Content-area vocabulary words | Note Taking: Using guided notes with a written text | Adjusting to the academic setting (Focus on academics) Effective College Learning; Selected on-line and print resources |
| **Friday** Math | Understanding Ideas: Finding the key words, main idea and supporting details in math text about number sense | **Reading:** Selected Math text **Writing:** Writing prompt about the academic workload, using contrasting adjectives and adverbs; Use | **Listening:** Hear and be able to order a list of number from least to greatest **Speaking:** Answer questions about numbers using | Ventures 4 – Unit 1 (pp. 6-17) Grammar in Context (pp. 1-30)  
- Contrasting adjectives and adverbs |  
- Main Idea  
- Key word  
- Detail  
- Highlight  
- Support  
- Content-area vocabulary words | Note Taking: Finding key words needed to solve word problems | Adjusting to the academic setting (Workload) Effective College Learning; Selected on-line and print resources |
<p>| knowledge of contrasting adjectives to write/solve math problems related to number sense | contrasting adjectives or adverbs |   |   |   |</p>
<table>
<thead>
<tr>
<th>Week 2 Day/Content Area</th>
<th>Topic</th>
<th>Reading and Writing in the Content Area</th>
<th>Listening and Speaking in the Content Area</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skill</th>
<th>Non Academic Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Science</td>
<td>Understanding Ideas: Summarizing a science text</td>
<td>Reading: Selected Science text Writing: Writing prompt about time management and attendance, using present passive; Write a paragraph summarizing a science text</td>
<td>Listening: Listen for key points to fill in to guided notes in a lecture about science Speaking: Respond to questions about time management and attendance and the science lesson</td>
<td>Ventures 4 – Unit 2 (pp. 18-29) Grammar in Context (pp. 77-86) • Present passive</td>
<td>• Summary</td>
<td>• Paraphrase</td>
<td>• Manage</td>
</tr>
<tr>
<td>Wednesday Language Arts</td>
<td>Understanding Ideas: Summarizing a language arts text</td>
<td>Reading: Selected Language Arts text Writing: Writing prompt about planning and scheduling, using present passive; write a paragraph summarizing a language arts text</td>
<td>Listening: Be able to listen and take notes on a lecture about language arts, with no assistance from guided notes Speaking: Respond to questions about time management/ planning and the lesson</td>
<td>Ventures 4 – Unit 2 (pp. 18-29) Grammar in Context (pp. 77-86) • Present passive</td>
<td>• Summary</td>
<td>• Paraphrase</td>
<td>• Manage</td>
</tr>
<tr>
<td>Thursday Social Studies</td>
<td>Understanding Ideas: Paraphrasing a social studies text</td>
<td>Reading: Selected Social Studies text Writing: Writing prompt about how to use free time effectively, using infinitives after passive verbs; write a paraphrase of a social studies text</td>
<td>Listening: Listen to vocabulary words in order to look up in a dictionary, then correctly determine spelling and part of speech Speaking: “Think-Pair-Share” to check vocabulary spelling and part of speech</td>
<td>Ventures 4 – Unit 2 (pp. 18-29) Grammar in Context (pp. 77-86) • Infinitives after passive verbs</td>
<td>• Summary</td>
<td>• Paraphrase</td>
<td>• Manage</td>
</tr>
<tr>
<td>Friday Math *See Sample Lesson 1</td>
<td>Understanding Ideas: Finding the key words, main idea and supporting details in a word problem</td>
<td>Reading: Selected Math text on word problems; Looking up content area vocabulary words in</td>
<td>Listening: Listen to content-area vocabulary words in order to find correct definitions; Listen to a</td>
<td>Ventures 4 – Unit 2 (pp. 18-29) Grammar in Context (pp. 77-86) • Infinitives after</td>
<td>• Summary</td>
<td>• Paraphrase</td>
<td>• Manage</td>
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<tr>
<td>Writing:</td>
<td>word problem to identify the main ideas</td>
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<tr>
<td>Speaking:</td>
<td>“Think-Pair-Share” to solve word problems by identifying the main ideas; Use infinitives after passive verbs correctly to answer questions</td>
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<td>area vocabulary words</td>
<td>solution) Dictionary.com, classroom dictionary</td>
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<tr>
<td>Week 3 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non Academic Skill</td>
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<tr>
<td><strong>Tuesday</strong> Social Studies</td>
<td>Interpreting Ideas: Making inferences about a science text</td>
<td>Reading: Selected Science text; Read written directions and follow to complete an activity, using indirect wh-questions; <strong>Writing:</strong> Writing prompt about following written directions, using indirect wh-questions; Write a basic outline of a short science text</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to indirect wh-questions about the lesson; <strong>Speaking:</strong> Respond to indirect wh-questions about the lesson; Ask indirect wh-questions to complete activity on following directions</td>
<td>Ventures 4 – Unit 3 (pp. 32-43) Grammar in Context (pp. 219-236) • Indirect wh-questions</td>
<td>• Infer • Predict • Organize • Strategy • Direction • Assess • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: Basic outlines</td>
<td>Following Directions (Written) Effective College Learning; Selected on-line and print resources</td>
</tr>
<tr>
<td><strong>Wednesday</strong> Language Arts</td>
<td>Interpreting Ideas: Making inferences about a language arts text</td>
<td>Reading: Selected Language Arts text; Read written directions and follow to complete an activity, using indirect wh-questions; <strong>Writing:</strong> Writing prompt about following written directions, using indirect wh-questions; Write a more complex outline of a longer language arts text</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to indirect wh-questions; <strong>Speaking:</strong> Respond to indirect wh-questions about the lesson; Ask indirect wh-questions to complete activity on following directions</td>
<td>Ventures 4 – Unit 3 (pp. 32-43) Grammar in Context (pp. 219-236) • Indirect wh-questions</td>
<td>• Infer • Predict • Organize • Strategy • Direction • Assess • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: Complex outlines</td>
<td>Following Directions (Written) Effective College Learning; Selected on-line and print resources</td>
</tr>
<tr>
<td><strong>Thursday</strong> Social Studies</td>
<td>Interpreting Ideas: Making inferences about a social studies text</td>
<td>Reading: Selected Social Studies text <strong>Writing:</strong> Writing prompt about following oral directions, using indirect yes/no questions; Make a flow chart</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Work with a partner, listening and responding to indirect yes/no questions to complete a</td>
<td>Ventures 4 – Unit 3 (pp. 32-43) Grammar in Context (pp. 219-236) • Indirect yes/no questions</td>
<td>• Infer • Predict • Organize • Strategy • Direction • Assess • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: Flow Charts</td>
<td>Following Directions (oral) Effective College Learning; Selected on-line and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Interpreting Ideas: Making inferences in math texts</td>
<td>Reading: Selected Math text</td>
<td>Writing: Writing prompt about giving directions, using indirect yes/no questions; Complete a Venn diagram</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Work with a partner, listening and responding to indirect yes/no questions to complete a Venn diagram about the lesson</td>
<td>Speaking: Practice asking answering indirect yes/no questions by giving directions to help a partner complete a Venn diagram related to the lesson</td>
<td>Ventures 4 – Unit 3 (pp. 32-43)</td>
<td>Grammar in Context (pp. 219-236)</td>
</tr>
<tr>
<td>Week 4 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non Academic Skill</td>
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<tr>
<td>Tuesday Science</td>
<td>Interpreting Ideas: Making predictions in science texts</td>
<td>Reading: Selected Science text Writing: Writing prompt about what study strategy they currently use and how well it works, using ought to, shouldn’t, have to, don’t have to; Write science predictions, using Ought to, shouldn’t, have to, don’t have to</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to science lesson, determine key points; Work with partner to practice studying by listening to them reviewing information Speaking: Answer questions about the lesson; Work with partner to practice studying by reviewing information orally</td>
<td>Ventures 4 – Unit 4 (pp. 44-55) Grammar in Context (pp. 149-205)</td>
<td>• Ought to, shouldn’t, have to, don’t have to</td>
<td>• Infer</td>
<td>Self-Assessment (What are you currently doing and how is it working?)</td>
</tr>
<tr>
<td>Wednesday Language Arts</td>
<td>Interpreting Ideas: Making predictions in language arts</td>
<td>Reading: Selected Language Arts text Writing: Writing prompt assessing their study skills and how to improve, using ought to, shouldn’t, have to, don’t have to; Write predictions about language arts text, using ought to, shouldn’t, have to, don’t have to</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to language arts lesson, determine key points; Work with partner to practice studying by listening to them using mnemonic devices or memorization techniques Speaking: Answer questions about the lesson; Work with partner to practice studying using mnemonic devices or memorization techniques</td>
<td>Ventures 4 – Unit 4 (pp. 44-55) Grammar in Context (pp. 149-205)</td>
<td>• Ought to, shouldn’t, have to, don’t have to</td>
<td>• Infer</td>
<td>Effective College Learning; onet.org; Selected online and print resources</td>
</tr>
<tr>
<td>Thursday Social Studies</td>
<td>Interpreting Ideas: Making predictions in social studies</td>
<td>Reading: Selected Social Studies text Writing: Writing prompt about their weaknesses, using should have, shouldn’t have; Make predictions about social studies topic, using should have, shouldn’t have</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to social studies lesson and questions about the lesson in order to make connections and find meaning Speaking: Find connections in the social studies lesson and answer questions using “Think-Pair-Share”</td>
<td>Ventures 4 – Unit 4 (pp. 44-55) Grammar in Context (pp. 149-205)</td>
<td>• Should have, shouldn’t have</td>
<td>• Infer</td>
<td>Effective College Learning; onet.org; Selected online and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Interpreting Ideas: Making predictions in</td>
<td>Reading: Selected Math text</td>
<td>Listening: Listen to content-area vocabulary words in order to</td>
<td>Ventures 4 – Unit 4 (pp. 44-55) Grammar in</td>
<td>• Infer</td>
<td>Study Skills and Strategies: Practice and</td>
<td>Self-Assessment (What do you see as your greatest weakness?)</td>
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<td></td>
<td>math</td>
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<tr>
<td>Writing</td>
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<td>Writing prompt about their strengths, using should have, shouldn’t have. Make predictions in math, using should have, shouldn’t have. Define them; Listen to math lesson and questions about the lesson in order to make connections and find meaning.</td>
<td>Solve math problems using “Think-Pair-Share”; Orally practice and rehearse vocabulary with a partner to study for quiz.</td>
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<tr>
<td><strong>Context (pp. 149-205)</strong>&lt;br&gt;• Should have, shouldn’t have</td>
<td><strong>Strategy</strong>&lt;br&gt;• Direction&lt;br&gt;• Assess&lt;br&gt;• Content-area vocabulary words</td>
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<tr>
<td>rehearse</td>
<td>your greatest strength?</td>
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<tr>
<td>Week 5 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non-Academic Skill</td>
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<tr>
<td><strong>Tuesday</strong> Science <em>See Sample Lesson 2</em>*</td>
<td>Organizing Ideas: Cause and effect in a science text</td>
<td>Reading: Selected Science text  <strong>Writing:</strong> Writing prompt about the tools needed for studying, using clauses with <em>until</em> and <em>as soon as</em>; Write a short paragraph about a cause and effect in a science text</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a short science paragraph and be able to identify the cause and effect  <strong>Speaking:</strong> State an example of a cause and effect with regard to organization and studying</td>
<td><em>Ventures 4 – Unit 5 (pp. 58-69)</em>  <strong>Grammar in Context (pp. 31-66)</strong>  <strong>Breakthroughs in Critical Reading</strong> - Clauses with <em>until</em> and <em>as soon as</em></td>
<td>Relationship  - Cause  - Effect  - Fact  - Opinion  - Sequence  - Content-area vocabulary words</td>
<td>Reading Skills and Strategies: Previewing title, headings, bold, and italicized-print</td>
<td>Organization (Preparing the right tools to study) <a href="http://www.scholastic.com/browse/article.jsp?id=2004&amp;print=1">http://www.scholastic.com/browse/article.jsp?id=2004&amp;print=1</a></td>
</tr>
<tr>
<td><strong>Wednesday</strong> Language Arts</td>
<td>Organizing Ideas: Fact versus opinion in a language arts text</td>
<td>Reading: Selected Language Arts text  <strong>Writing:</strong> Writing prompt about how to set up a study space, using clauses with <em>until</em> and <em>as soon as</em>; Write a short paragraph about cause and effect in a language arts text</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a short science paragraph and be able to identify the cause and effect  <strong>Speaking:</strong> State an example of a cause and effect with regard to organization and creating a space for study</td>
<td><em>Ventures 4 – Unit 5 (pp. 58-69)</em>  <strong>Grammar in Context (pp. 31-66)</strong>  <strong>Breakthroughs in Critical Reading</strong> - Clauses with <em>until</em> and <em>as soon as</em></td>
<td>Relationship  - Cause  - Effect  - Fact  - Opinion  - Sequence  - Content-area vocabulary words</td>
<td>Reading Skills and Strategies: Skimming, scanning</td>
<td>Organization (Creating a space to study) <a href="http://www.educationcorner.com/study-location.html">http://www.educationcorner.com/study-location.html</a></td>
</tr>
<tr>
<td><strong>Thursday</strong> Social Studies</td>
<td>Organizing Ideas: Cause and effect in a social studies text</td>
<td>Reading: Selected Social Studies text  <strong>Writing:</strong> Writing prompt about how to balance school with family obligations using repeated actions in the present; Write a paragraph about cause and effect in social studies text</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a short social studies text and be able to identify the cause and effect  <strong>Speaking:</strong> State an example of a cause and effect in balancing school with family obligations, using repeated</td>
<td><em>Ventures 4 – Unit 5 (pp. 58-69)</em>  <strong>Grammar in Context (pp. 31-66)</strong>  <strong>Breakthroughs in Critical Reading</strong> - Repeated actions in the present and past</td>
<td>Relationship  - Cause  - Effect  - Fact  - Opinion  - Sequence  - Content-area vocabulary words</td>
<td>Reading Skills and Strategies: Review vocabulary and main ideas</td>
<td>Organization (Balancing school with family and work obligations)  Effective College Learning; Selected online and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Organizing Ideas: Cause and effect in a math text or problem</td>
<td>Reading: Selected Math text</td>
<td>Writing: Writing prompt about how to balance school with work obligations using repeated actions in the past; Solve a math word problem that uses cause and effect</td>
<td>Listening: Listen to content-area vocabulary words to define them; Listen to a word problem, identify what is needed solve the problem</td>
<td>Speaking: State example of a cause and effect in balancing school with work, using repeated actions in the past</td>
<td>Ventures 4 – Unit 5 (pp. 58-69) Grammar in Context (pp. 31-66) Breakthroughs in Critical Reading: Repeated actions in the present and past</td>
<td>Reading Skills and Strategies: Ask and answer questions</td>
</tr>
<tr>
<td>Week 6 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non Academic Skill</td>
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<tr>
<td>Tuesday Science</td>
<td>Organizing Ideas: Sequencing in a science text</td>
<td>Reading: Selected Science text; Read about topic for compare-contrast paper Writing: Writing prompt about taking the initiative to get or stay motivated, using although, even though; Begin writing a 1-page compare-contrast paper, using note cards</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a group of sentences and be able to sequence them Speaking: Be able to sequence ideas in science, using although, even though</td>
<td>Ventures 4 – Unit 6 (pp. 70-81) Grammar in Context (pp. 305-330) Breakthroughs in Critical Reading • Although, even though</td>
<td>Relationship • Cause • Effect • Fact • Opinion • Sequence • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: Note cards</td>
<td>Motivation (Taking Initiative) Effective College Learning; Selected online and print resources</td>
</tr>
<tr>
<td>Wednesday Language Arts</td>
<td>Organizing Ideas: Compare and contrast in a language arts text</td>
<td>Reading: Selected Language Arts text; Read about topic for compare-contrast paper Writing: Writing prompt about how to discipline self to stay using although, even though; Fill in a word web or story map; Write a 1-page compare-contrast paper</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a paragraph and be able to identify similarities and differences to fill in word web or story map Speaking: Respond orally to identify similarities and differences to fill in word web or story map about a language arts text</td>
<td>Ventures 4 – Unit 6 (pp. 70-81) Grammar in Context (pp. 305-330) Breakthroughs in Critical Reading • Although, even though</td>
<td>Relationship • Cause • Effect • Fact • Opinion • Sequence • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: Word webs and Story maps</td>
<td>Motivation (Self-discipline) Effective College Learning; Selected online and print resources</td>
</tr>
<tr>
<td>Thursday Social Studies</td>
<td>Organizing Ideas: Compare and contrast in a social studies text</td>
<td>Reading: Selected Social Studies text; Read about topic for “how to” speech Writing: Writing prompt about how to stay motivated by developing</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a paragraph, identify similarities and differences;</td>
<td>Ventures 4 – Unit 6 (pp. 70-81) Grammar in Context (pp. 305-330) Breakthroughs in Critical Reading • Contrasting because and</td>
<td>Relationship • Cause • Effect • Fact • Opinion • Sequence • Content-area vocabulary words</td>
<td>Skills and Strategies for Organizing Information: K-W-L Charts</td>
<td>Motivation (Developing Routines) Effective College Learning; Selected online and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Organizing Ideas: Sequencing in math (order of operations)</td>
<td>Reading: Selected Math text: Read about topic for 1-page “how to” speech</td>
<td>Writing prompt about how attitude affects motivation, using because and/or although; Write a 1-page “how to” speech</td>
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<td>Listening: Listen to content-area vocabulary words in order to define them; listen to a math lesson; Listen to a word math problem to identify sequence for solving it; Listen to sentences, fill in the correct word (because or although)</td>
<td>Speaking: Work with a partner to fill in a chart, grid or diagram about the lesson; Describe sequence used to solve a math problem</td>
<td>Ventures 4 – Unit 6 (pp. 70-81) Grammar in Context (pp. 305-330) Breakthroughs in Critical Reading: Contrasting because and although</td>
<td>Skills and Strategies for Organizing Information: Grids, charts, diagrams</td>
<td>Motivation (Attitude) Effective College Learning: Selected online and print resources</td>
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<tr>
<td>Week 7 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non Academic Skill</td>
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<tr>
<td><strong>Tuesday</strong>&lt;br&gt;Science</td>
<td>Expressing Ideas: Using experiments, hypotheses or the Scientific Method to express scientific concepts</td>
<td>Reading: Selected Science text; Research topic for persuasive speech&lt;br&gt;Writing: Writing prompt about getting help from a tutor or finding a study group, using who and that as subject of a dependent clause; Brainstorm and begin to organize ideas for a 1-page persuasive speech</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a science lesson&lt;br&gt;Speaking: Share “how to” paper; Ask and answer questions about the science lesson, using who and that as subject of a dependent clause</td>
<td><strong>Ventures 4 – Unit 7 (pp. 84-95)</strong>&lt;br&gt;Grammar in Context (pp. 219-246)</td>
<td>• Persuade&lt;br&gt;• Express&lt;br&gt;• Mentor&lt;br&gt;• Accountable&lt;br&gt;• Dependent&lt;br&gt;• Independent&lt;br&gt;• Content-area vocabulary words</td>
<td><strong>Writing Skills and Strategies:</strong> Brainstorming</td>
<td>Asking for Help (Tutors and study groups) <strong>Effective College Learning:</strong> Selected online and print resources</td>
</tr>
<tr>
<td><strong>Wednesday</strong>&lt;br&gt;Language Arts</td>
<td>Expressing Ideas: Using fiction, drama, or poetry to express language</td>
<td>Reading: Selected Language Arts text; Research topic for persuasive speech&lt;br&gt;Writing: Writing prompt about asking for help and being accountable to a mentor or partner; Pre-write and organize persuasive speech</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a language arts lesson&lt;br&gt;Speaking: Ask and answer questions about the language arts lesson, using who and that as subject of a dependent clause</td>
<td><strong>Ventures 4 – Unit 7 (pp. 84-95)</strong>&lt;br&gt;Grammar in Context (pp. 219-246)</td>
<td>• Persuade&lt;br&gt;• Express&lt;br&gt;• Mentor&lt;br&gt;• Accountable&lt;br&gt;• Dependent&lt;br&gt;• Independent&lt;br&gt;• Content-area vocabulary words</td>
<td><strong>Writing Skills and Strategies:</strong> Prewriting and organizing</td>
<td>Asking for Help (Mentors and Accountability) <strong>Effective College Learning:</strong> Selected online and print resources</td>
</tr>
<tr>
<td><strong>Thursday</strong>&lt;br&gt;Social Studies</td>
<td>Expressing Ideas: Using maps or charts to express social studies concepts</td>
<td>Reading: Selected Social Studies text; Research topic for persuasive speech&lt;br&gt;Writing: Writing prompt about asking for help from educational resources, using that as object of a dependent clause; Draft and edit persuasive speech</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a social studies lesson&lt;br&gt;Speaking: Ask and answer questions about the social studies lesson, using that as object of a dependent clause</td>
<td><strong>Ventures 4 – Unit 7 (pp. 84-95)</strong>&lt;br&gt;Grammar in Context (pp. 219-246)</td>
<td>• Persuade&lt;br&gt;• Express&lt;br&gt;• Mentor&lt;br&gt;• Accountable&lt;br&gt;• Dependent&lt;br&gt;• Independent&lt;br&gt;• Content-area vocabulary words</td>
<td><strong>Writing Skills and Strategies:</strong> Rough draft and editing</td>
<td>Asking for Help (Educational Resources) <strong>Effective College Learning:</strong> Selected online and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Expressing Ideas: Using variables or equations to express mathematical concepts</td>
<td>Reading: Selected Math text; Research topic for persuasive speech</td>
<td>Writing: Writing prompt about asking for help from community support systems, using <em>that</em> as object of a dependent clause; Edit and finalize persuasive speech</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a math lesson</td>
<td>Speaking: Ask and answer questions about the math lesson, using <em>that</em> as object of a dependent clause; work with a partner to solve problems</td>
<td>Ventures 4 – Unit 7 (pp. 84-95) Grammar in Context (pp. 219-246)</td>
<td>Writing Skills and Strategies: Editing and final draft</td>
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<td>Expressing Ideas: Using variables or equations to express mathematical concepts</td>
<td>Reading: Selected Math text; Research topic for persuasive speech</td>
<td>Writing: Writing prompt about asking for help from community support systems, using <em>that</em> as object of a dependent clause; Edit and finalize persuasive speech</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a math lesson</td>
<td>Speaking: Ask and answer questions about the math lesson, using <em>that</em> as object of a dependent clause; work with a partner to solve problems</td>
<td>Ventures 4 – Unit 7 (pp. 84-95) Grammar in Context (pp. 219-246)</td>
<td>Writing Skills and Strategies: Editing and final draft</td>
</tr>
<tr>
<td>Week 8 Day/Content Area</td>
<td>Topic</td>
<td>Reading and Writing in the Content Area</td>
<td>Listening and Speaking in the Content Area</td>
<td>Language Focus</td>
<td>Vocabulary Focus</td>
<td>Academic Skill</td>
<td>Non Academic Skill</td>
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<tr>
<td>Tuesday Science</td>
<td>Expressing Ideas: Using graphs, diagrams or other visual aids to express scientific concepts</td>
<td>Reading: Selected Science text; Research topic for short research paper Writing: Writing prompt about things that interest them, hobbies, etc., using present perfect and/or present perfect continuous correctly; Brainstorm and organize ideas for a short research paper</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a science lesson Speaking: Share persuasive speech; Ask and answer questions about the lesson</td>
<td>Ventures 4 – Unit 8 (pp. 96-107) Grammar in Context (pp. 31-66) Keys to Teaching Grammar (pp. 232-241) • Contrasting present perfect and present perfect continuous</td>
<td>• Persuade • Express • Mentor • Accountable • Dependable • Independent • Content-area vocabulary words</td>
<td>Speaking Skills and Strategies: Prepare what to say, practice</td>
<td>Finding your strengths (Interests) Effective College Learning: onet.org; Selected online and print resources</td>
</tr>
<tr>
<td>Wednesday Language Arts</td>
<td>Expressing Ideas: Expressing ideas through research</td>
<td>Reading: Selected Language Arts text; Research topic for short research paper Writing: Writing prompt about talents and skills they have; Write verb and adverb forms of words; Pre-write and organize draft research paper</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a language arts lesson Speaking: Ask and answer questions about the lesson; Talk to partner about skills and talents</td>
<td>Ventures 4 – Unit 8 (pp. 96-107) Grammar in Context (pp. 31-66) Keys to Teaching Grammar (pp. 232-241) • Word Forms (Verbs, adverbs)</td>
<td>• Persuade • Express • Mentor • Accountable • Dependable • Independent • Content-area vocabulary words</td>
<td>Speaking Skills and Strategies: Relate to the audience, use appropriate examples and body language</td>
<td>Finding your strengths (Skills and Talents) Effective College Learning: onet.org; Selected online and print resources</td>
</tr>
<tr>
<td>Thursday Social Studies</td>
<td>Expressing Ideas: Using maps, timelines or other visual aids to express concepts in social studies</td>
<td>Reading: Selected Social Studies text; Research topic for short research paper Writing: Writing prompt about what family or community resources can help them academically; Change words in sentence to noun forms of the word;</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a social studies lesson and classmates sharing Speaking: Ask and answer questions about the lesson and research; Share “funds</td>
<td>Ventures 4 – Unit 8 (pp. 96-107) Grammar in Context (pp. 31-66) Keys to Teaching Grammar (pp. 232-241) • Word Forms (Nouns)</td>
<td>• Persuade • Express • Mentor • Accountable • Dependable • Independent • Content-area vocabulary words</td>
<td>Speaking Skills and Strategies: Speak clearly and slowly</td>
<td>Finding your strengths (Funds of Knowledge) Effective College Learning: onet.org; Selected online and print resources</td>
</tr>
<tr>
<td>Friday Math</td>
<td>Expressing Ideas: Using graphs, tables, or other visual aids to express math concepts</td>
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</table>
| **Rough draft research paper**
Rough draft research paper | **Reading:** Selected Math text; Research topic for short research paper
**Writing:** Writing prompt about how interests, talents and skills connect to educational goals, using adjectives that end in -ed and -ing; Rough draft research paper |
| **Listening:**
Listen to content-area vocabulary words in order to define them; Listen to a math lesson and classmates sharing
**Speaking:** Ask and answer questions about the lesson and research; Say the adjective form of a given word; Talk to partner about how to convey positive attitude and steady nerves when speaking |
| **Ventures 4 – Unit 8 (pp. 96-107)**
**Grammar in Context** (pp. 31-66)
**Keys to Teaching Grammar** (pp. 232-241)
- Word Forms (Adjectives)
- Adjectives ending in -ed and -ing |
| Persuade
Express
Mentor
Accountable
Dependent
Independent
Content-area vocabulary words |
| Speaking Skills and Strategies: Positive attitude and Nerves |
Finding your strengths (How do strengths connect to goals?)
**Effective College Learning:**
onet.org;
Selected online and print resources
<table>
<thead>
<tr>
<th>Week 9 Day/Content Area</th>
<th>Topic</th>
<th>Reading and Writing in the Content Area</th>
<th>Listening and Speaking in the Content Area</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skill</th>
<th>Non Academic Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Science</td>
<td>Responding to Ideas: Reading and interpreting a science text with graphs, diagrams or other visual aids</td>
<td>Reading: Selected Science text; Research topic for short research paper (evaluate resources) Writing: Writing prompt about setting short-term goals, using present unreal conditional; Draft and edit research paper</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a science lesson; Speaking: Ask and answer questions about the lesson, research process, and text with graphs, diagrams or other visual aids; Use present unreal conditional to talk with partner about goals for day, week, and/or month</td>
<td>Ventures 4 – Unit 9 (pp. 110-121) Grammar in Context (pp. 326-330; 387-412) • Present unreal conditional</td>
<td>• Conclude • Logic • Conditional • Interpret • Goal • Visual • Content-area vocabulary words</td>
<td>Critical Thinking Skills and Strategies: Evaluating resources</td>
<td>Goal setting (Short-term daily, weekly, monthly goals) Effective College Learning; MyGed.com; Selected online and print resources</td>
</tr>
<tr>
<td>Wednesday Language Arts</td>
<td>Responding to Ideas: Reading and interpreting a language arts text</td>
<td>Reading: Selected Language Arts text; Research topic for short research paper (look for bias) Writing: Writing prompt about setting goals for this class and educational goals, using present unreal conditional; Draft and edit research paper</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a language arts lesson; Speaking: Ask and answer questions about the lesson, research process, and text with graphs, diagrams or other visual aids; Use present unreal conditional to talk with partner about educational goals</td>
<td>Ventures 4 – Unit 9 (pp. 110-121) Grammar in Context (pp. 326-330; 387-412) • Present unreal conditional</td>
<td>• Conclude • Logic • Conditional • Interpret • Goal • Visual • Content-area vocabulary words</td>
<td>Critical Thinking Skills and Strategies: Recognizing bias</td>
<td>Goal setting (Short-term daily, weekly, monthly goals) Effective College Learning; MyGed.com; Selected online and print resources</td>
</tr>
<tr>
<td>Thursday</td>
<td>Social Studies</td>
<td>Responding to Ideas: Reading and interpreting a social studies text with graphs, diagrams or other visual aids</td>
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<td><strong>Reading:</strong></td>
<td>Selected Social Studies text; Research topic for short research paper</td>
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<tr>
<td><strong>Writing:</strong></td>
<td>Writing prompt about long-term educational goals, using <em>since, due to, consequently, as a result</em>; Edit research paper (Use logic/reasoning)</td>
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<td><strong>Listening:</strong></td>
<td>Listen to content-area vocabulary words in order to define them; Listen to a social studies lesson</td>
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<td><strong>Speaking:</strong></td>
<td>Ask and answer questions about the lesson, research process, and text with graphs, diagrams or other visual aids; Talk to partner about reasoning and logic behind long-term goals they have set</td>
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</tbody>
</table>

**Ventures 4 – Unit 9 (pp. 110-121) Grammar in Context (pp. 326-330; 387-412)**
- *Since, due to, consequently, as a result*

**Critical Thinking Skills and Strategies:** Logic and reasoning

<table>
<thead>
<tr>
<th>Friday</th>
<th>Math</th>
<th>Responding to Ideas: Reading, interpreting and solving word problems with graphs, diagrams or other visual aids</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>Selected Math text; Research topic for short research paper</td>
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</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>Writing prompt about setting long term or career goals, using <em>since, due to, consequently, as a result</em>; Make up a word problem utilizing graphs, diagrams or other visual aids; Final draft of research paper (check for errors in writing, logic, etc.); Write a short paragraph to share findings of research</td>
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<tr>
<td><strong>Listening:</strong></td>
<td>Listen to content-area vocabulary words in order to define them; Listen to a math lesson</td>
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<tr>
<td><strong>Speaking:</strong></td>
<td>Ask and answer questions about the lesson, research process, and text with graphs, diagrams or other visual aids; Describe process of solving word problem utilizing graphs, diagrams or other visual aids</td>
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</tbody>
</table>

**Ventures 4 – Unit 9 (pp. 110-121) Grammar in Context (pp. 326-330; 387-412)**
- *Since, due to, consequently, as a result*

**Critical Thinking Skills and Strategies:** Logic and reasoning

<p>| Goal setting (Mid- to long-term, educational goals) |
| Effective College Learning; MyGed.com; Selected on-line and print resources |</p>
<table>
<thead>
<tr>
<th>Week 10 Day/Content Area</th>
<th>Topic</th>
<th>Reading and Writing in the Content Area</th>
<th>Listening and Speaking in the Content Area</th>
<th>Language Focus</th>
<th>Vocabulary Focus</th>
<th>Academic Skill</th>
<th>Non Academic Skill</th>
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</thead>
<tbody>
<tr>
<td><strong>Tuesday Science</strong></td>
<td>Responding to Ideas: Drawing conclusions, making inferences based on a scientific text with graphs, diagrams or other visual aids</td>
<td>Reading: Selected Science text Writing: Turn in research paper; Writing prompt about what they think they need to learn or do before signing up for the GED® class using real future conditional and/or unreal conditional; Written CASAS post-tests</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a science lesson Speaking: Ask and answer questions about the lesson; Share findings from short research topic for short research paper using speaking skills and strategies</td>
<td><strong>Ventures 4 – Unit 10 (pp. 122-133) Grammar in Context</strong> (pp. 175-180; 408-412)</td>
<td>Real future conditional and unreal conditional</td>
<td>Conclude</td>
<td>Logic, Conditional, Interpret, Goal, Visual, Content-area vocabulary words</td>
</tr>
<tr>
<td><strong>Wednesday Language Arts</strong></td>
<td>Responding to Ideas: Drawing conclusions, making inferences based on a language arts text</td>
<td>Reading: Selected Language Arts text Writing: Writing prompt about what they plan to do to prepare for the GED® tests using real future conditional and/or unreal conditional; Written CASAS post-tests</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a language arts lesson Speaking: Ask and answer questions about the lesson; talk to partner about multiple choice tests and what they are most concerned about with GED® tests</td>
<td><strong>Ventures 4 – Unit 10 (pp. 122-133) Grammar in Context</strong> (pp. 175-180; 408-412)</td>
<td>Real future conditional and unreal conditional</td>
<td>Conclude</td>
<td>Logic, Conditional, Interpret, Goal, Visual, Content-area vocabulary words</td>
</tr>
<tr>
<td><strong>Thursday Social Studies</strong></td>
<td>Responding to Ideas: Drawing conclusions, making inferences based on a social studies text with graphs, diagrams or other visual</td>
<td>Reading: Selected Social Studies text Writing: Writing prompt about what they hope will be on the GED® test and what they wish</td>
<td>Listening: Listen to content-area vocabulary words in order to define them; Listen to a social studies lesson Speaking: Ask and answer questions about the lesson; talk to partner about multiple choice tests and what they are most concerned about with GED® tests</td>
<td><strong>Ventures 4 – Unit 10 (pp. 122-133) Grammar in Context</strong> (pp. 175-180; 408-412)</td>
<td>Hope and wish</td>
<td>Conclude</td>
<td>Logic, Conditional, Interpret, Goal, Visual, Content-area vocabulary words</td>
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<tr>
<td>Friday Math</td>
<td>Responding to Ideas: Describing the process of solving a math problem using numerical concepts</td>
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<tr>
<td>Reading:</td>
<td>Selected Math text Writing: Writing prompt about what they wish or hope to do after they have passed their GED® test; Written CASAS post-tests</td>
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<tr>
<td>Listening:</td>
<td>Listen to content-area vocabulary words in order to define them; Listen to a math lesson Speaking: Ask and answer questions about the lesson; Talk to partner about something they wish</td>
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<tr>
<td>Ventures 4 – Unit 10 (pp. 122-133) Grammar in Context (pp. 175-180; 408-412)</td>
<td>* Hope and wish</td>
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<td>Test-taking Skills and Strategies: Extended response/essays</td>
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<td>Planning for the next step (What do you want to do after the GED) Effective College Learning; MyGed.com; Selected online and print resources</td>
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Sample Lesson Plan 1

Sample Lesson 1: Basic Mathematics -- Main Idea and Solving Word Problems

Name: Quinn Dyrli

Date: n/a

Subject: Basic Mathematics - Word Problems

Language Focus: Infinitives after passive verbs

Focus: Main Idea (Key words)

School: LCCC-ALTA

Level: High Advanced ESL to Transition ESL (English for more rigorous academic contexts, such as GED® or post-secondary classes)

Instructional Goal:
To provide instruction, reinforcement and practice in the use of infinitives after passive verbs, reading, writing, listening and speaking skills through the acquisition of the concept of finding key words and main ideas through the study of word problems in Basic Mathematics.

Level on Taxonomy: Remembering, Understanding, Applying, Evaluating, Creating

CASAS Taxonomy:

CASAS Competencies:
0.1.5 Interact effectively in the classroom
0.1.6 Clarify or request clarification
6.0.3 Identify information needed to solve a given problem
6.0.4 Determine appropriate operation to apply to a given problem
6.1.5 Perform multiple operations using whole numbers
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
7.2.1 Identify and paraphrase pertinent information
7.3 Demonstrate ability to use problem-solving skills
7.4.5 Use reference materials, such as dictionaries and encyclopedias
7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems

(CASAS, 2014)

CASAS Standard(s):
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
R5.6 Use a standard dictionary to distinguish between multiple meanings of a word
R7.1 Identify the main idea of a simple paragraph
R7.2 Identify the main idea of a multi-paragraph text
L2.9 Comprehend specialized vocabulary (e.g., technical, academic)
L5.6 Comprehend detailed instructions, explanations and directions in a range of contexts
L6.1 Identify the topic, main idea, or gist of brief discourse or information
M1.3 Demonstrate understanding of the operations of multiplication and division, their relation to each other and their application in solving problems with rational numbers
Use strategies and tools to solve problems
(CASAS, 2014)

**Common Core Standard(s):**
R1. 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.
R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R10. Read and comprehend complex literary and informational texts independently and proficiently.
W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Instructional Objective (description of Assessment Strategy):**

**Formative Assessment:**
- Frequent Checks for understanding as we address each of the different parts of language with relation to the lesson:
  - “thumbs up/thumbs down”
  - Nodding to show understanding
- Workbook exercises
- Oral and written responses to questions
- Work problems on board
- “Think-Pair-Share” with partner to identify main ideas and solve problems
✓ Feedback as needed with math concepts, grammar, pronunciation, etc.

**Summative Assessment:**
✓ Informal assessment of proficiency in different parts of language, with relation to the academic and content-area vocabulary list, content-area lessons.
✓ Conduct formal summative assessments (CASAS post-tests) at the end of the 10-week instructional session to determine progress (EFL).

**Instructional Sequence: (90-120 minute class)**

1. **Pre-instructional Phase (preparation/anticipatory set/motivation): (20-30 minutes)**
   ✓ As students arrive for each class, they will follow the class routine:
   - Get ALTA folders from filing cabinet
   - Copy the day’s agenda from the board onto a pink “Instructional Session Description and Learner Feedback” form, and put in folder
   - Get their composition books from shelf
   - Warm-up: a writing prompt that is on the board, students respond by writing in their composition notebooks:
     ▪ “Read page 23 in the Effective College Learning text, then write a short paragraph (5-7 sentences) about how you can use the AT method to manage your time and determine your priorities for this week” (Holschuh & Nist, 2007).
   ✓ After the class has had time to write their responses to the prompt, collect composition books and spend 5-10 minutes discussing how to prioritize tasks
   ✓ Introduction to Lesson:
     - Tie in concept of prioritizing tasks to concept of finding the main idea, or most important idea, of a text, and supporting details with the reasons that we prioritize tasks

2. **Instructional Phase (engagement including modeling and checks for understanding): (50 -60 minutes, with a 5-10 minute break if needed)**
   ✓ Review the concept of main ideas and key words (from previous days’ lessons)
   ✓ Review the academic vocabulary for the unit:
     - Summary
     - Paraphrase
     - Manage
     - Attendance
     - Plan
     - Schedule
   ➢ **Note:** On the first day of the unit we would have done the following to introduce the topic and the academic vocabulary for the unit:
• Read academic vocabulary words for the unit aloud and then write them on the board.
• Have students repeat the words and then write the words in their notebooks.
• Model how to look up the word and choose correct definition for the words, by elimination, context, etc.)

✓ Introduce Grammar point: Infinitives after passive verbs by completing exercises in Ventures 4 textbook, pp. 18-29 (Bitterlin, et al., 2008).
  ▪ Supplement as needed with Grammar in Context workbook (Elbaum, 2001).
  ▪ Refer to Keys to Teaching Grammar to English Language Learners: A Practical Handbook and Workbook for Keys to Teaching Grammar to English Language Learners as needed for further clarification of grammar points (Folse, 2009; Folse & Goussakova, 2009).
  ▪ Practice using infinitives after passive verbs correctly to respond to teacher’s questions in a conversation that utilizes them

✓ Distribute math worksheets on word problems and introduce math lesson from Kaplan’s New GED® Test Strategies, Practice & Review, pp. 230-233 (Van Slyke & Kaplan, 2014)

✓ Introduce content-area vocabulary:
  ▪ Read words, write them on the board.
  ▪ Have students repeat the word, then write the words in their notebooks
  ▪ Students will practice and reinforce the skill of determining the correct definition by using the text, worksheet, or dictionary to determine and write the definition in their notebooks:
    • Operation
    • Solution
    • Product
    • Difference
    • Sum
    • Quotient
    • Equal
  ▪ Circulate throughout the room while students are working on these, then review the definitions to be sure everyone has the correct ones

✓ Learn about basic math (operations and word problems)
  ▪ Have students read math text silently (p. 230). Review the 5-step problem-solving process (write steps on the board):
    1. What is the question asking me to find? (this is the main idea of the math problem)
    2. What information from the problem do I need? (these are the supporting details; also remind students that there may be unnecessary information included)
    3. Which operation do I need to perform?
4. What is my solution?
5. Does my answer make sense? (Did I answer the question?)
   - Read Example 1, on p. 230 aloud. Use 5-step problem-solving process to identify the main idea of the word problem (What is the problem asking me to find? What are you looking for?)
   - Continue working through the 5-step problem-solving process to identify the supporting details in the word problem (What information from the problem do you need to know? What do you already know? What operation do you need to use?)
   - Model solving the problem using the 5-step problem-solving process (clearly label and identify each of the 5 steps as you do them)

✓ Discuss “clue words” that signal which operation to use, using document from purplemath.com on the computer via projector screen (Stapel, n.d.)
   - Practice with several more word problems from Kaplan, p. 231. Ideally it would be important to model at least one problem for each operation: add, subtract, multiply, divide)
   - Model looking for the “clue words” and using the 5-step problem-solving process to solve problems on p. 231

✓ Have students read p. 232 “Multi-step word problems”
✓ Read Example 1 aloud to the students and have students use “Think-Pair-Share” with a partner to practice using the 5-step problem-solving process to solve a multi-step word problem by identifying the main ideas and supporting details in the problem
   - Have students share their team’s work with the class, orally or by writing on board
   - The students should clearly identify “clue words” and label each step of the 5-step problem-solving process to demonstrate understanding of the process, as well as the math operations

3. Post-instructional Phase (strengthening/extend): (15-20 minutes)
✓ Review importance of prioritizing tasks
✓ Review dictionary skills
✓ Review the academic vocabulary, and content-area vocabulary
✓ Review the math lesson by reviewing the 5-step problem-solving process and “clue words”

✓ Homework: If time allows, have students begin to complete a worksheet on word problems in class with partner (p. 233, #1-6). If not, students should complete the problems at home, and check answers, using the answer key provided. (If they have questions, problems, or incorrect answers, we can review them in the next class)

Modifications/accommodations:
✓ Accommodations and modifications will vary depending on enrollment and students’ competencies as determined by CASAS tests.
**Sample Lesson Plan 2**

**Sample Lesson 2: Life Science -- Cause and Effect in Plants**

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<thead>
<tr>
<th>Name:</th>
<th>Quinn Dyrli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>n/a</td>
</tr>
<tr>
<td>Language Focus:</td>
<td>Clauses with <em>until</em> and <em>as soon as</em> Cause and Effect</td>
</tr>
<tr>
<td>Subject:</td>
<td>Life Science - Plants</td>
</tr>
<tr>
<td>Level:</td>
<td>High Advanced ESL to Transition ESL (English for more rigorous academic contexts, such as GED® or post-secondary classes)</td>
</tr>
<tr>
<td>School:</td>
<td>LCCC-ALTA</td>
</tr>
</tbody>
</table>

**Instructional Goal:**
To provide instruction, reinforcement and practice in the use of **clauses with until and as soon as**, reading, writing, listening and speaking skills through the acquisition of the concept of **cause and effect** through the study of **plants** in **Life Science**.

**Level on Taxonomy:** Remembering, Understanding, Applying, Evaluating

**CASAS Competencies:**
0.1.5 Interact effectively in the classroom
0.1.6 Clarify or request clarification
5.7.1 Interpret information related to environmental issues
5.7.2 Interpret information related to energy issues
5.7.3 Interpret information about issues related to natural sciences, such as biology
7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
7.1.3 Demonstrate initiative and persistence in accomplishing goals
7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see also 4.7.5)
7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
7.3.1 Identify a problem and its possible causes
(CASAS, 2014)

**CASAS Standards:**
R2.12 Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
R3.5 Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)
R3.9 Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
R6.3 Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
R6.5 Skim complex text for general meaning or to determine subject matter or organization
R6.6 Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
R7.1 Identify the main idea of a simple paragraph
R7.2 Identify the main idea of a multi-paragraph text
R7.3 Identify supporting points or details for a statement, position or argument on a familiar topic
R8.1 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings
L2.8 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., to be late vs. running behind schedule) on a variety of topics
L2.9 Comprehend specialized vocabulary (e.g., technical, academic)
L3.11 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., first, then, however, it’s important that, well, anyway, that being said, etc.)
L5.8 Comprehend essential points of topics of special interest (e.g., lectures, speeches, presentations in order to summarize or take notes)
L5.9 Comprehend details of descriptive and factual material in narrative form (e.g., lectures, business presentations)
L6.8 Identify the main idea or topic of extended discourse
(CASAS, 2014)

Common Core Standard(s):
R1. 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.
R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
W1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

(Pimental, 2013)

**Instructional Objective (description of Assessment Strategy):**

**Formative Assessment:**
- Frequent Checks for understanding as we address each of the different parts of language with relation to the lesson:
  - “thumbs up/thumbs down”
  - Nodding to show understanding
  - Workbook exercises
  - Oral and written responses to questions
- Feedback as needed with science topics, grammar, pronunciation, etc.

**Summative Assessment:**
- Informal assessment of proficiency in different parts of language, with relation to the academic and content-area vocabulary list, content-area lessons.
- Conduct formal summative assessments (CASAS post-tests) at the end of the 10-week instructional session to determine progress (EFL).

**Instructional Sequence (90-120 minute class)**

1. **Pre-instructional Phase (preparation/anticipatory set/motivation): (20-30 minutes)**
   - As students arrive for each class, they will follow the class routine:
     - Get ALTA folders from filing cabinet
     - Copy the day’s agenda from the board onto a pink “Instructional Session Description and Learner Feedback” form, and put in folder
     - Get their composition books from shelf
     - Warm-up: a writing prompt that is on the board, students respond by writing in their composition notebooks:
       - “Read the handout: Let’s Get Organized! (Alexander, n.d.). Write about how having the right tools can help you get organized. Use the information in the article and these phrases to get started: ‘As soon as I have these tools: _______, _______, _______, and _______, I will feel organized enough to do a good job at studying. Until then, I will use _______, _______, _______, and _______.’ Write 1-2 sentences more about this topic.”
     - After the class has had time to write their responses to the prompt, collect composition books discuss their responses. Have students give an example of cause and effect with regard to being prepared and organized
   - Introduction to Lesson:
- Tie in the concept of needing the correct study tools to succeed with the plants needing certain things to grow and thrive.

2. **Instructional Phase (engagement including modeling and checks for understanding):** (50 -60 minutes, with a 5-10 minute break if needed)
   ✓ Introduce the concept of cause and effect by completing exercises in *Contemporary’s Breakthroughs in Critical Reading* workbook, pp. 56-64 (Benner, 1996).
   - Introduce the academic vocabulary for the unit:
     - Relationship
     - Cause
     - Effect
     - Fact
     - Opinion
     - Sequence
   ✓ Introduce Grammar point: clauses with *until* and *as soon as* by completing exercises in *Ventures 4* textbook, pp. 60-61 (Bitterlin, et al., 2008).
     - Supplement as needed with *Grammar in Context* workbook (Elbaum, 2001).
     - Refer to *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* and *Workbook for Keys to Teaching Grammar to English Language Learners* as needed for further clarification of grammar points (Folse, 2009; Folse & Goussakova, 2009).
   ✓ Distribute science text on plants and introduce science lesson (McGraw-Hill Companies, 2006; McGraw-Hill Companies, 2006).
     - Ask students to predict the main idea of the lesson by using the reading strategy of previewing the text paying, special attention to the title, headings and bold- and italicized- print
   ✓ Introduce content-area vocabulary:
     - Read words, write them on the board.
     - Have students repeat the word, then write the words in their notebooks and use the text, glossary or dictionary to determine and write the definition:
       - Oxygen
       - Photosynthesis
       - Chlorophyll
       - Carbon Dioxide
       - Stomata
       - Energy
       - Environment
   ✓ Learn about life science topic (plants)
   ✓ Have students read science text silently (McGraw-Hill Companies, 2006; McGraw-Hill Companies, 2006).
     - Read text aloud, paragraph by paragraph
       - Ask students to identify examples of cause-and-effect in the life of plants, using text and vocabulary words
     - Have students write sentences about plant life, 1(or more, as time allows) using a clause with *until* and 1 (or more) using a clause with *as soon as*
- Have students share the sentences with the class, orally or write on board
  - Ask students to identify how plants are important to animals and the environment (HOTS)
- Have students demonstrate understanding of lesson by completing the exercises on science worksheet, individually, with a partner, or as a group, as time allows (McGraw-Hill Companies, 2006; McGraw-Hill Companies, 2006).

3. Post-instructional Phase (strengthening/extend): (15-20 minutes)
- Review importance of organization and having the right tools
- Review reading strategy
- Review the lesson, academic vocabulary, and content-area vocabulary
- Homework: In the class blog, write a short paragraph telling us about coming to this country (the cause) and something good that has happened because of being here (the effects).

Modifications/accommodations:
- If students do not have access to a computer at home for the blog, then they may write their cause/effect paragraph on a lined piece of paper to turn in or use a school computer to write in the blog (using an educational blogging site, such as http://edublogs.org/ or https://education.weebly.com/)
- Accommodations and modifications will vary depending on enrollment and students’ competencies as determined by CASAS tests.
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Appendix A – ABE and ESL Instructors’ Questionnaire

A. Survey Purpose

I am a graduate student from Messiah College, in Grantham, PA. I am working on a thesis project to complete my Master of Education degree with TESOL certification. I am designing a curriculum for the ALTA program at Luzerne County Community College. The curriculum would be a bridge program to support students in making the transition from ALTA’s ESL classes to GED® and post-secondary classes. I am conducting this research in order to assess the needs of the English learners entering academic courses and the academic expectations of instructors in GED® and post-secondary settings.

Please note that participation in this survey is voluntary and that there are no repercussions for not participating. You have the right to choose not to participate and you have the right to not respond to any question on the survey that you choose not to respond to. Choosing not to participate, or choosing not to answer particular questions will not affect your relationship with the researcher, ALTA, LCCC, or Messiah College. If you choose to participate in this questionnaire, your participation will indicate consent. Participants will not receive any compensation for participation, nor is there any fee associated with participation. At any point during the study, if you feel that to your rights have been violated, or you have experienced any pain, injury or discomfort as a result of this survey, please contact the researcher. You may also voice your concerns or complaints to Messiah College’s Office of the Provost at (717-766-2511 x5375).

This study does not involve any risk of injury or discomfort. The results of this study are expected to provide guidance for developing a curriculum for the proposed bridge program.

I would like to ask you to answer the questions thoughtfully and honestly, so that I can collect accurate information. The goals of this survey are:

- To collect information on the content and skills taught in ABE or ESL programs which work to transition students into GED® or post-secondary programs;
- To compare them to the knowledge and skills required or success in GED® or post-secondary contexts as described by instructors who teach in those settings; and
- To identify and disseminate promising practices for transitioning adult ESL students into GED® and post-secondary instructional settings.

If you choose to participate, please print your responses and return them to me through the office mailbox. Please do not include your name, or any other information that would identify you, such as your e-mail address or phone number. Please note that participants will not be individually identified and no contact information will be collected or shared as part of this research.

If you have any questions, please feel free to contact me. My e-mail addresses are provided below.

Sincerely,

S. Quinn O. Dyrli
sd1299@messiah.edu
qdyrli@luzerne.edu
## ABE and ESL Instructors’ Questionnaire

### B. Demographic Information

In what area are you an instructor? (Check all that apply) *

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<td>ABE</td>
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<td>ESL</td>
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<td>Other</td>
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What percentage of your students are non-native speakers of English? *

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<tr>
<td>0-25%</td>
<td>26-50%</td>
<td>51-75%</td>
<td>76-100%</td>
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</table>
C. Instructional Materials and Modes of Instruction

Delivery of Instruction and Instructional Techniques*:

Please use the following scale to indicate the percentage of classroom time that you dedicate to each instructional technique:

<table>
<thead>
<tr>
<th>Instructional Technique</th>
<th>Never</th>
<th>1-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
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<tr>
<td>Lecture/Teacher-directed</td>
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<td>In-class group activities</td>
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<td>Individual or group projects or class assignments</td>
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<td>Student-led activities, such as presentations or demonstrations</td>
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<td>Internships or service-learning</td>
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<td>Field trips</td>
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<td>Guest speakers</td>
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Other (please specify): _______________________________________________________________
Academic Reading*
Types of texts and reading materials assigned*:
Please use the following scale to indicate the frequency with which you assign the following types of reading in your classes:

<table>
<thead>
<tr>
<th>Types of Reading</th>
<th>Not applicable to my field</th>
<th>Not very frequently</th>
<th>Somewhat frequently</th>
<th>Very frequently</th>
<th>Extremely frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Textbooks</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading journal, magazine or newspaper articles</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading works of fiction</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading memoirs or biographies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Technical drawings, graphs, charts or diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify): _____________________________________________________________________________
_______________________________________________________________________________________________

Reading Assignment Loads*:
Please use the following scale to indicate the average length of weekly reading assignments:

<table>
<thead>
<tr>
<th>No reading assigned</th>
<th>1-15 pages per week</th>
<th>16-30 pages per week</th>
<th>31-50 pages per week</th>
<th>51 or more pages per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**D. Basic Academic Skills**

**Basic Skills Needed for Academic Reading**: Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and following written instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading efficiently: Comprehension and appropriate speed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and analyzing data from graphs, charts, and diagrams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishing main ideas from secondary ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishing fact from opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking notes on information read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and organizing new, content-specific vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating the value of information read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizing information from multiple texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the table of contents and index pages to find information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the table of contents or index pages to explain its purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a dictionary, thesaurus, or other reference book to look up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a dictionary, thesaurus, or other reference book to explain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately read measurements on technical equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**

________________________________________________________________________
________________________________________________________________________
Academic Writing*: 

Types of Writing Assignments*: 

Please use the following scale to indicate how frequently you assign each of the following types of writing assignments in the classes you teach:

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th>Never</th>
<th>Not very frequently</th>
<th>Somewhat frequently</th>
<th>Very frequently</th>
<th>Extremely frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Research papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing paragraphs or short-answer questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal journals for reader response or reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class written assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify): ______________________________________________________________________________________________

What is the average number of writing assignments that you require of students in your class?

<table>
<thead>
<tr>
<th>No writing assignments required</th>
<th>1-2 writing assignments required</th>
<th>3-4 writing assignments required</th>
<th>5 or more writing assignments required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the average length of the writing assignments that you require students to write for your class?

<table>
<thead>
<tr>
<th>No writing assignments required</th>
<th>1 page or less required</th>
<th>2-3 pages required</th>
<th>4-6 pages required</th>
<th>7 or more pages required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic Writing**: 

Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and outlining drafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing drafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising drafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing, paraphrasing, and synthesizing information from outside sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using quotations and citing sources appropriately in the text, footnotes and/or a bibliography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatical accuracy in written work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using correct punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding plagiarism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing quickly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**  __________________________________________________________
______________________________________________________________________________
**Academic Listening***:

Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and following oral instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking notes effectively during teacher-centered lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take notes effectively while watching supplemental audio or audio-visual materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishing between main and secondary ideas during lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishing between ideas and examples during lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding technical vocabulary, content area vocabulary, or jargon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to see relationships between ideas or different segments of the lecture(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to synthesize lecture information with other sources of information such as textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to understand other students’ questions or comments in class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):** 
______________________________________________________________________________
______________________________________________________________________________
**Academic Speaking**:  
Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th>Ability to ask for help, clarification or information</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to explain or justify answers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to define or describe concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving peer feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in a group discussion by stating points of view, agreeing, disagreeing, giving reasons and/or interrupting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving an oral presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing or paraphrasing materials orally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbalizing numerical data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**

______________________________________________________________________________

______________________________________________________________________________
**Mathematics**:  
Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using basic addition, subtraction, multiplication and division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking and recording accurate measurements and using technical equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying basic geometric principles to a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculating for unknown variables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converting from one measurement system to another</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining resources necessary for a task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using fractions, ratios, proportions, and percentages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding probability and statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimating costs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
**Technological Literacy**:  
Please use the following scale to indicate to what degree you include each of the following skills in the classes that you teach:

<table>
<thead>
<tr>
<th></th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Keyboarding skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word processing skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting research on the internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searching an online library catalog or database</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitting homework online or as an attachment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating via e-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computer-based learning aids, such as CD-ROMs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using online course programs such as D2L, Blackboard, Moodle or WebCT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):** __________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please list any other basic skills that you believe students need to have in order to be successful in GED® classes or other post-secondary environments*:
______________________________________________________________________________
______________________________________________________________________________
E. Assessment Practices*

Please use the following scale to indicate to what degree you utilize the different forms of assessments in the classes that you teach:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective tests like multiple choice, true-false, fill-in-the-blank, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short answer tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class essay exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essays or reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-solving sets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper-based portfolios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic portfolios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify): ____________________________________________________________
______________________________________________________________________________
F. Academic Culture

**Perceptions of Academic Culture***:
Please use the scale to indicate to what degree you believe students exiting your program are prepared to handle the following:

<table>
<thead>
<tr>
<th>Academic Expectations and Workload</th>
<th>Unprepared</th>
<th>Not Very Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized tests or college placement tests (such as the GED® battery or Accuplacer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**
__________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please use the scale to indicate to what degree you believe students exiting your program are aware of the following:

<table>
<thead>
<tr>
<th>Academic honesty</th>
<th>Unaware</th>
<th>Not Very Aware</th>
<th>Somewhat Aware</th>
<th>Aware</th>
<th>Very Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>College admission and financial aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College students’ services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student and teacher roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify):**
__________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please share any tools, strategies, or curriculum issues concerning adult ESL transitioning students that you believe other ABE/ESL instructors should know about*:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

*(Marchwick, Johnson, & Parrish, 2008)*
Appendix B – GED® and Post-secondary Instructors’ Questionnaire

A. Survey Purpose

Dear GED® and Post-secondary Instructors,

I am a graduate student from Messiah College, in Grantham, PA. I am working on a thesis project to complete my Master of Education degree with TESOL certification. I am designing a curriculum for the ALTA program at Luzerne County Community College. The curriculum would be a bridge program to support students in making the transition from ALTA’s ESL classes to GED® and post-secondary classes. I am conducting this research in order to assess the needs of the English learners entering academic courses and the academic expectations of instructors in GED® and post-secondary settings.

Please note that participation in this survey is voluntary and that there are no repercussions for not participating. You have the right to choose not to participate and you have the right to not respond to any question on the survey that you choose not to respond to. Choosing not to participate, or choosing not to answer particular questions will not affect your relationship with the researcher, ALTA, LCCC, or Messiah College. If you choose to participate in this questionnaire, your participation will indicate consent. Participants will not receive any compensation for participation, nor is there any fee associated with participation. At any point during the study, if you feel that your rights have been violated, or you have experienced any pain, injury or discomfort as a result of this survey, please contact the researcher. You may also voice your concerns or complaints to Messiah College’s Office of the Provost at (717-766-2511 x5375).

This study does not involve any risk of injury or discomfort. The results of this study are expected to provide guidance for developing a curriculum for the proposed bridge program.

I would like to ask you to answer the questions thoughtfully and honestly, so that I can collect accurate information on the following:

- The basic academic skills needed to be successful in a GED® or post-secondary program
- The materials and modes of instruction used in GED® and post-secondary contexts
- Common assessment and instructional practices

If you choose to participate, please print your responses and return them to me through the office mailbox. Please do not include your name, or any other information that would identify you, such as your e-mail address or phone number. Please note that participants will not be individually identified and no contact information will be collected or shared as part of this research.

If you have any questions, please feel free to contact me. My e-mail addresses are provided below.

Sincerely,

S. Quinn O. Dyrli
sd1299@messiah.edu
qdyrli@luzerne.edu
GED® and Post-Secondary Instructors’ Questionnaire

B. Demographic Information

In what area are you an instructor? (Check all that apply)*

<table>
<thead>
<tr>
<th>GED®</th>
<th>Community College</th>
<th>Other post-secondary setting (please specify)</th>
</tr>
</thead>
</table>

What percentage of your students do you consider under-prepared learners?*

<table>
<thead>
<tr>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
</table>

What percentage of your students are non-native speakers of English?*

<table>
<thead>
<tr>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
</table>
## C. Instructional Materials and Modes of Instruction

### Delivery of Instruction and Instructional Techniques*

Please use the following scale to indicate the percentage of classroom time that you dedicate to each instructional technique:

<table>
<thead>
<tr>
<th>Instructional Technique</th>
<th>Never</th>
<th>1-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Teacher-directed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class group activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual or group projects or class assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-led activities, such as presentations or demonstrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internships or service-learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guest speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (please specify): ___________________________________________
### D. Basic Academic Skills

**Academic Reading***

**Types of texts and reading materials assigned***:

Please use the following scale to indicate the frequency with which you assign the following types of reading in your classes:

<table>
<thead>
<tr>
<th>Reading Assignment Loads*</th>
<th>Not applicable to my field</th>
<th>Not very frequently</th>
<th>Somewhat frequently</th>
<th>Very frequently</th>
<th>Extremely frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading journal, magazine or newspaper articles</td>
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<tr>
<td>Reading works of fiction</td>
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<tr>
<td>Reading memoirs or biographies</td>
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<tr>
<td>Reading Technical drawings, graphs, charts or diagrams</td>
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</tbody>
</table>

**Other (please specify)**: ________________________________________________________________

**Reading Assignment Loads***:

Please use the following scale to indicate the average length of weekly reading assignments:

<table>
<thead>
<tr>
<th>No reading assigned</th>
<th>1-15 pages per week</th>
<th>16-30 pages per week</th>
<th>31-50 pages per week</th>
<th>51 or more pages per week</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
**Basic Skills Needed for Academic Reading**:  
For each skill, please use the following scale to indicate how important it is for students to be successful in the classes that you teach:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not applicable to my field</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and following written instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading efficiently: Comprehension and appropriate speed</td>
<td></td>
<td></td>
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<tr>
<td>Understanding and analyzing data from graphs, charts, and diagrams</td>
<td></td>
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<tr>
<td>Distinguishing main ideas from secondary ideas</td>
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<tr>
<td>Distinguishing fact from opinion</td>
<td></td>
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<tr>
<td>Taking notes on information read</td>
<td></td>
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<tr>
<td>Identifying and organizing new, content-specific vocabulary</td>
<td></td>
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<tr>
<td>Evaluating the value of information read</td>
<td></td>
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<tr>
<td>Synthesizing information from multiple texts</td>
<td></td>
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</tr>
<tr>
<td>Using the table of contents and index pages to find information</td>
<td></td>
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</tr>
<tr>
<td>Using the table of contents or index pages to explain its purpose</td>
<td></td>
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<tr>
<td>Using a dictionary, thesaurus, or other reference book to look something up</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a dictionary, thesaurus, or other reference book to explain its purpose</td>
<td></td>
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</tr>
<tr>
<td>Accurately read measurements on technical equipment</td>
<td></td>
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</tbody>
</table>

**Other (please specify)**:

____________________________________________________________________________
**Academic Writing***:

**Types of Writing Assignments***:
Please use the following scale to indicate how frequently you assign each of the following types of writing assignments in the classes you teach:

<table>
<thead>
<tr>
<th></th>
<th>Not applicable to my field</th>
<th>Not very frequently</th>
<th>Somewhat frequently</th>
<th>Very frequently</th>
<th>Extremely frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Reports</td>
<td></td>
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<tr>
<td>Writing Research papers</td>
<td></td>
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<tr>
<td>Writing paragraphs or short-answer questions</td>
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<tr>
<td>Personal journals for reader response or reflection</td>
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<tr>
<td>In-class written assessments</td>
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</tbody>
</table>

**Other (please specify):** __________________________________________________________________________________________
____________________________________________________________________________________________________________________

What is the average number of writing assignments that you require of students in your class?

<table>
<thead>
<tr>
<th>No writing assignments required</th>
<th>1-2 writing assignments required</th>
<th>3-4 writing assignments required</th>
<th>5 or more writing assignments required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What is the average length of the writing assignments that you require students to write for your class?

<table>
<thead>
<tr>
<th>No writing assignments required</th>
<th>1 page or less required</th>
<th>2-3 pages required</th>
<th>4-6 pages required</th>
<th>7 or more pages required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Academic Writing**:  
For each skill, please use the following scale to indicate how important it is for students to be successful in the classes that you teach:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not applicable to my field</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and outlining drafts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing drafts</td>
<td></td>
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<tr>
<td>Revising drafts</td>
<td></td>
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<tr>
<td>Summarizing, paraphrasing, and synthesizing information from outside sources</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating Resources</td>
<td></td>
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</tr>
<tr>
<td>Using quotations and citing sources appropriately in the text, footnotes and/or a bibliography</td>
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<tr>
<td>Grammatical accuracy in written work</td>
<td></td>
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<tr>
<td>Using correct punctuation</td>
<td></td>
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<tr>
<td>Avoiding plagiarism</td>
<td></td>
<td></td>
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<tr>
<td>Writing quickly</td>
<td></td>
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</tbody>
</table>

**Other (please specify):**  
________________________________________________________________________________________
________________________________________________________________________________________
**Academic Listening***:
For each skill, please use the following scale to indicate how important it is for students to be successful in the classes that you teach:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not applicable to my field</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and following oral instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking notes effectively during teacher-centered lectures</td>
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<tr>
<td>Take notes effectively while watching supplemental audio or audio-visual materials</td>
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<tr>
<td>Distinguishing between main and secondary ideas during lecture</td>
<td></td>
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<tr>
<td>Distinguishing between ideas and examples during lecture</td>
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<tr>
<td>Understanding technical vocabulary, content area vocabulary, or jargon</td>
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<tr>
<td>Ability to see relationships between ideas or different segments of the lecture(s)</td>
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<tr>
<td>Ability to synthesize lecture information with other sources of information such as textbooks</td>
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<tr>
<td>Ability to understand other students’ questions or comments in class</td>
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</tbody>
</table>

**Other (please specify)**: ________________________________________________________
______________________________________________________________________________
**Academic Speaking**: For each skill, please use the following scale to indicate how important it is for students to be successful in the classes that you teach:

<table>
<thead>
<tr>
<th></th>
<th>Not applicable to my field</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to ask for help, clarification or information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to explain or justify answers</td>
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<tr>
<td>Ability to define or describe concepts</td>
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<tr>
<td>Giving peer feedback</td>
<td></td>
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<tr>
<td>Participating in a group discussion by stating points of view, agreeing, disagreeing, giving reasons and/or interrupting</td>
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<tr>
<td>Giving an oral presentation</td>
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<tr>
<td>Summarizing or paraphrasing materials orally</td>
<td></td>
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<tr>
<td>Describing processes</td>
<td></td>
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<tr>
<td>Verbalizing numerical data</td>
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<tr>
<td>Conducting interviews</td>
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<tr>
<td>Other (please specify):</td>
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</tbody>
</table>

______________________________________________________________________________
**Mathematics*:  
For each skill, please use the following scale to indicate how important it is for students to be successful in GED® or post-secondary classes:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Not applicable to GED®/Post-secondary classes</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using basic addition, subtraction, multiplication and division</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Taking and recording accurate measurements and using technical equipment</td>
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<tr>
<td>Applying basic geometric principles to a task</td>
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<tr>
<td>Calculating for unknown variables</td>
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<tr>
<td>Converting from one measurement system to another</td>
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<tr>
<td>Determining resources necessary for a task</td>
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<tr>
<td>Using fractions, ratios, proportions, and percentages</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Understanding probability and statistics</td>
<td></td>
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<tr>
<td>Estimating costs</td>
<td></td>
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</tbody>
</table>

Other (please specify): __________________________________________________________
______________________________________________________________________________
**Technological Literacy***:

For each skill, please use the following scale to indicate how important it is for students to be successful in GED® or post-secondary classes:

<table>
<thead>
<tr>
<th>Basic Keyboarding skills</th>
<th>Not applicable to GED®/Post-secondary classes</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing skills</td>
<td></td>
<td></td>
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<tr>
<td>Conducting research on the internet</td>
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<tr>
<td>Searching an online library catalog or database</td>
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<tr>
<td>Submitting homework online or as an attachment</td>
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<tr>
<td>Communicating via e-mail</td>
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<tr>
<td>Using computer-based learning aids, such as CD-ROMs</td>
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<tr>
<td>Using online course programs such as D2L, Blackboard, Moodle or WebCT</td>
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</tbody>
</table>

Other (please specify):

______________________________________________________________________________

______________________________________________________________________________

Please list any other basic skills that you believe students need to have in order to be successful in your classes, in GED® classes, or in other post-secondary environments*:

______________________________________________________________________________

______________________________________________________________________________
### E. Assessment Practices*

Please use the following scale to indicate how frequently you use the following types of assessment practices in your classes:

<table>
<thead>
<tr>
<th>Assessment Practice</th>
<th>Not applicable to my field</th>
<th>Not very frequently</th>
<th>Somewhat frequently</th>
<th>Very frequently</th>
<th>Extremely frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective tests like multiple choice, true-false, fill-in-the-blank, etc.</td>
<td></td>
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<tr>
<td>Short answer tests</td>
<td></td>
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<tr>
<td>In-class essay exams</td>
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<tr>
<td>Essays or reports</td>
<td></td>
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<td></td>
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<tr>
<td>Problem-solving sets</td>
<td></td>
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<tr>
<td>Presentations</td>
<td></td>
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<tr>
<td>Group projects</td>
<td></td>
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<tr>
<td>Paper-based portfolios</td>
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<tr>
<td>Electronic portfolios</td>
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<tr>
<td>Self-assessment</td>
<td></td>
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</tbody>
</table>

**Other (please specify):** ____________________________

________________________
F. Academic Culture

Perceptions of Academic Culture*:  
Please use the scale to indicate to what degree you believe students entering your program are prepared to handle the following:

<table>
<thead>
<tr>
<th>Academic Expectations and Workload</th>
<th>Unprepared</th>
<th>Not Very Prepared</th>
<th>Somewhat Prepared</th>
<th>Prepared</th>
<th>Very Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized tests or college placement tests (such as the GED® battery or Accuplacer)</td>
<td></td>
<td></td>
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<tr>
<td>Time Management skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Study skills</td>
<td></td>
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</tbody>
</table>

Other (please specify): __________________________________________________________
_____________________________________________________________________________

Please use the scale to indicate to what degree you believe students entering your program are aware of the following:

<table>
<thead>
<tr>
<th>Academic honesty</th>
<th>Unaware</th>
<th>Not Very Aware</th>
<th>Somewhat Aware</th>
<th>Aware</th>
<th>Very Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>College admission and financial aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College students’ services</td>
<td></td>
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<tr>
<td>Student and teacher roles</td>
<td></td>
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</tr>
</tbody>
</table>

Other (please specify): __________________________________________________________
_____________________________________________________________________________

Please share any tools, strategies, or curriculum issues concerning adult ESL transitioning students that you believe other GED®/post-secondary instructors should know about*:
_____________________________________________________________________________
_____________________________________________________________________________

*(Marchwick, Johnson, & Parrish, 2008)