

The NCLR Contextualized Bridge Program Tool Kit



WORKFORCE DEVELOPMENT

NCLR
NATIONAL COUNCIL OF LA RAZA

NCLR

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The National Council of La Raza (NCLR)—the largest national Hispanic civil rights and advocacy organization in the United States—works to improve opportunities for Hispanic Americans. Through its network of nearly 300 affiliated community-based organizations, NCLR reaches millions of Hispanics each year in 41 states, Puerto Rico, and the District of Columbia. To achieve its mission, NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas—assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, it provides capacity-building assistance to its Affiliates who work at the state and local level to advance opportunities for individuals and families.

Founded in 1968, NCLR is a private, nonprofit, nonpartisan, tax-exempt organization headquartered in Washington, DC. NCLR serves all Hispanic subgroups in all regions of the country and has regional offices in Chicago, Los Angeles, New York, Phoenix, and San Antonio.

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Overview and Goals

The purpose of this NCLR Contextualized Bridge Tool Kit is to provide NCLR Affiliates with the materials and resources they need to develop and implement a bridge curriculum that can be contextualized to different industry sectors [such as healthcare, manufacturing, customer service, or transportation, distribution and logistics (TDL)].

This Tool Kit provides resources to create two bridge levels: Bridge I that moves students from 6.0 grade level on the TABE to 8.0, and Bridge II that moves students from 8.0 on the TABE to 10.0. Resources provided in the Tool Kit will help Affiliates develop four 12-week courses, each meeting 10 hours every week:

- ◆ Reading and Writing for Bridge I
- ◆ Math for Bridge I
- ◆ Reading and Writing for Bridge II
- ◆ Math for Bridge II

Students who graduate from these courses will have improved basic skills for entry-level employment, and, once the GED is achieved, be able to access occupational training opportunities available at community colleges or training providers.

To facilitate the development of the reading and writing courses, the Tool Kit provides detailed project-based activities focused on interactive approaches to improving reading, writing, listening and speaking, vocabulary, and language usage. In order to further enhance reading and writing skills, strategies and specific activities are provided for incorporating soft skills. These soft skills activities create clear standards for punctuality, attendance, homework completion, and teamwork in the classroom. These are accompanied by guidelines, examples, and resources of how to structure activities together into a 12-week course.

The math courses are grounded in relevant sets of current national math standards. The math section also includes strategies for developing lesson plans, examples of effective student-centered activities, and links to resources which provide information on successful best-practice teaching methods.

Because most bridge programs focus on a number of outcomes, it is important to incorporate standards to ensure that students are learning the skills that will take them the farthest toward their employment, education, and training goals.

Outcomes for the Bridge programs include:

- ◆ Clear career plans that incorporate entry-level opportunities into long-term employment and training goals within each student's field of choice
- ◆ Entry-level employment
- ◆ Readiness for the 2014 GED¹
- ◆ Readiness for community college certificate and/or credit programs that advance students' career plans and wage-earning capacity
- ◆ Preparation for community college entrance exams so that students test out of remedial courses

Bridge I and II draw on a number of standards to ensure that material is adequately covered and that students are prepared for key assessments required to advance them to the next level. These include the Common Core Standards, National Reporting System for Adult Education (NRS) and ESL standards, the College and Career Readiness Standards (CCSR) Standards, and the GED standards.

Below is a summary of the skills students will demonstrate as a result of each of the four courses. The table presents the summaries of the combined standards for each level, chosen to emphasize some of the primary differences between them.

BRIDGE I

READING AND WRITING

- ◆ Extract central ideas and supporting details from material they read
- ◆ Analyze texts in small groups
- ◆ Learn highlighting and note taking skills in different contexts
- ◆ Learn new vocabulary in context
- ◆ Derive relevant information from various types of media, including charts and graphs
- ◆ Conduct targeted internet research to support their career plans
- ◆ Make presentations that report back short internet research assignments
- ◆ Do prewriting exercises in connection with assigned readings and activities
- ◆ Utilize prewriting activities in draft multi-paragraph essays
- ◆ Practice evaluation, editing, and rewriting skills to finalize multi-paragraph essays
- ◆ Complete a PowerPoint presentation that details their career plan

MATH: COMPUTATION AND WORD PROBLEMS

- ◆ Use of negative numbers
- ◆ Understand irrational numbers
- ◆ Understand and use ratios
- ◆ Solve algebraic equations using radicals and integer exponents
- ◆ Construct basic functions
- ◆ Understand basic geometry and measurement; angles, measure, area, surface area, and volume
- ◆ Understand basic statistics and probability

BRIDGE II

READING AND WRITING

- ◆ Read more complex texts for the author's point of view and supporting evidence
- ◆ Compare and contrast authors' points of view and supporting evidence
- ◆ Broaden the use highlighting, outlining, and note taking techniques for different contexts
- ◆ Structure persuasive essays that clearly show the students' points of view
- ◆ Write 45-minute essays that contain clear and convincing introductions with thesis statements, supporting paragraphs, and a conclusion
- ◆ Extract meaning from multiple media sources, including charts, graphs, and political cartoons and utilize them in persuasive essays
- ◆ Practice evaluation, editing and rewriting skills for persuasive essays
- ◆ Do longer research assignments to provide information that will help the class understand the course topic`
- ◆ Use more technical science and social studies materials and apply these findings to better understand course topics
- ◆ Gain test-taking savvy utilizing GED materials

MATH: COMPUTATION AND WORD PROBLEMS

- ◆ Algebra: polynomials and rational expressions
- ◆ Algebra: equations and inequalities
- ◆ Functions including linear, quadratic, and exponential models
- ◆ Geometry: congruence, similarity, right triangles and some trigonometry
- ◆ Statistics and probability: interpreting categorical and quantitative data

For a detailed review of all the standards used to guide the development of the bridge curricula, Affiliates should reference Appendix I, which includes:

- ◆ An overview of all the standards
- ◆ A crosswalk of the Common Core Standards with the NRS/ESL standards for Bridge I
- ◆ Condensed Common Core and NRS/ESL standards for Bridge I
- ◆ Condensed Common Core and NRS/ESL standards for Bridge II
- ◆ Condensed standards for NRS Levels 5 & 6 and the 2014 GED for Bridge II
- ◆ CCRS and the 2014 GED for Math

How to Use this Tool Kit

Prior to developing the curriculum, it is important to carefully plan, build partnerships, and raise the funds needed to create a strong foundation for the project.² The Affiliate should only finalize the curriculum once it determines its targeted industry, its student recruitment and support strategies, and its fundraising strategy. This Tool Kit is designed to provide guidance and materials to help creating bridge course outlines easier.

Once Affiliates determine the Bridge level(s) of focus and targeted industry, they can use this Tool Kit to follow the step-by-step processes to build full lesson plans. Affiliates are encouraged to customize their own packets of materials from this Tool Kit that will meet their specific needs. Further, Affiliates are welcome to simply browse these materials to get ideas, find and adopt specific materials to supplement their current course curriculum, or to search the suggested online resources for materials they can use.

Overall Bridge Program Design

This Tool Kit is created for programs that are 12 weeks long and meet 20 hours each week — ten hours for Reading and Writing and then ten hours for Math. Affiliates are encouraged to change the duration of the bridge programs as needed for their programs.

The NCLR Contextualized Bridge I Reading and Writing course is composed of alternating weeks that are focused on reading activities with weeks that are focused on writing activities. The course has this structure because students at this level need to practice their writing skills as much as they practice their reading skills to get ready for essay writing in Bridge II.

The NCLR Contextualized Bridge II Reading and Writing course is composed of three four-week units that build on one another. The focus is on more complex reading and presentations, learning subject matter as the basis for writing persuasive essays, both in 45-minute essay formats and as final projects.

NCLR Contextualized Math Bridge I and II courses are also 12-weeks in length.

Approach to Contextualizing Bridge Courses

Contextualization is an important feature of Bridge programs, because it allows students to improve their basic skills at the same time that they are preparing themselves for employment in a particular industry. Bridge programs are meant to “bridge” gaps between academic and industry requirements.

Bridge I Reading and Writing course contextualizes its content by focusing on career planning in the chosen industry, so that low-skilled students can see the relationship between skills and jobs and the short and long-term opportunities. A long-term commitment is required for students to achieve their multiple education and training goals, in conjunction with an academic plan on how they can meet those goals. Intensive reading, research, and writing around the process of developing this plan will boost basic skills as students build a full context for their career path plan.

The Bridge II Reading and Writing course design takes a multi-pronged approach to preparing students for GED material and college entry simultaneously while staying relevant to the chosen industry. The method emphasizes choosing high-interest topics that are critical to the industry and that are also newsworthy. These broad, relevant topics also incorporate appropriate aspects of science or social studies content areas required for the GED into the course design. By incorporating needed science and social studies topics as part of the reading, research, and writing processes, students can target multiple goals at the same time and be more fully prepared for GED programs when they graduate from Bridge II.

The Bridge I and II Math courses are focused on appropriate 2014 GED standards and on Common Core State Standards. After key concepts have been selected, resources that feature contextualized word problems for the chosen industry should be integrated into lesson plans to allow students to apply the math they are learning to work-relevant situations.

Principles for Curriculum Development

Users of this Tool Kit will be able to craft contextualized curriculum that is rooted in a set of principles aimed at positioning students as the primary actors in their own learning processes. In the Bridge courses defined here, the Tool Kit positions instructors as the facilitators of interactive activities that center on the development of critical thinking skills.

In the reading and writing courses, activities include regular exploration of multi-media materials, online research to answer class and individual questions, group work to complete more complex analytical tasks, informal and formal presentations of student findings, and opportunities for students to develop and voice their own ideas and opinions on topics relevant to their chosen industry.

Guiding principles for reading and writing instruction include:

- ◆ All work must be grounded in students' experience, opinions, and/or goals. This allows students to understand the immediate relevance of the chosen topic and, thus, be able to develop strong ideas and opinions they can learn to write about with conviction.
- ◆ Activity series must lead students through the critical thinking skills (comprehension, analysis, application, synthesis, and evaluation) so they can learn from material, understand how it is put together, relate it to other ideas and situations, draw from multiple sources to form new ideas, and make up their own minds about what they think of the broader topic.
- ◆ Instructors should avoid stating the answers. They should, instead, encourage students to pose their own questions, come up with their own answers, and propose ways of uncovering additional information. When instructors share all the answers, students do not develop critical thinking skills as they will stop their own thinking processes in order to guess what the instructor wants.
- ◆ Project-based learning is an excellent way for students to learn critical thinking skills. These practices include identifying what students already know about a topic, identifying what they need to learn, designing processes and projects that will help them answer their questions, and providing formal peer learning opportunities through final projects.
- ◆ Instructors should incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students are engaged. Different adults learn on different “channels” and all techniques must be incorporated into classroom activities so all students can engage with materials in a way that is meaningful to them.
- ◆ Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom. This calls for structured activities that require everyone to participate, where there are no correct or incorrect answers, and where the reasons behind students' ideas are what matters.
- ◆ Students need to work in pairs and groups to prepare their ideas for classroom discussion, acquire ideas from other students, teach and learn from each other, and practice appropriate social and teamwork skills.
- ◆ Writing first drafts needs to be free of worry concerning penmanship, spelling, and grammar. Students need to develop their own voice and become confident that what they have to say is of importance. This requires that the class not be focused on mistakes but on what the student is trying to communicate. Grammar is best learned in the context of a writing project in which students are invested in communicating something important to them and want to learn the technicalities to prepare their communication for a broader audience of readers.

In the math courses, students approach the learning of new math concepts with instructors using a question-centered process to position students as the explorers of their own reasoning processes and real-life applications of their new skills. The principles for teaching math are similar in flavor to those listed above and are paraphrased below:

- ◆ Do not use lectures as a teaching tool. Instead work with students to understand real-life situations that demonstrate the math concepts.

- ◆ Emphasize learning first instead of reviewing too many topics quickly.
- ◆ Do not rely on memorization of math rules. Instead teach for deeper understanding on how to apply math concepts.³
- ◆ Teach with questions and not statements. Statements make students passive while questions involve students in their own learning.
- ◆ Find out how students are thinking. Do not give out the answers. Instead ask students to convince you and the class of their approach to the material.
- ◆ Have students engage with each other to solve problems the class is trying to answer.
- ◆ Redirect student questions to others. Keep the focus on students doing the thinking through of math problems and facilitate ways for them to come to answers they are sure about.⁴

Developing Soft Skills through Classroom Management

NCLR Affiliates should incorporate the teaching of soft skills into their courses so that students can develop appropriate behaviors for the workplace. The approach focuses on supporting and improving student performance in the Bridge classroom so that valuable workplace skills can be taught simultaneously. In this approach, students are positioned as the ones who make the classroom rules concerning punctuality, attendance, homework completion, and positive classroom interaction.

Students may also provide assistance to their peers who are having challenges in these areas, detailing solutions that have worked for them and asking students to adapt some of these successful behaviors in their lives. These meetings ensure that a student-centered approach to soft skills allows students to discover, own, and use a set of practices that they discuss in a supportive group context.

These classroom practices will not only ensure that students manage real life issues that are affecting their success, but will lay the foundation for students to create strategies for on-going academic success as well as prepare them for the workplace. The specific connections between improved Bridge performance and workplace skills include:

- ◆ When students focus and practice ways to improve punctuality and student attendance in the Bridge courses, they are also strengthening workforce skills like goal setting, getting to work on time, and problem-solving skills.
- ◆ When students define and reinforce good teamwork skills they are also practicing communication and conflict management skills.
- ◆ While a student-centered approach to instilling soft skills is recommended, teaching resources are also provided to support the different workplace skills listed above so that instructors can provide guidance for the skills students are struggling with. As every class will be different, how these lessons are employed will depend on what the instructor observes and what the students ask for in order to help them meet their goals.

Instructors should work with students from the first day to define what is necessary to succeed in a Bridge course and to identify what they need to work on to make sure their punctuality, attendance, completion of homework, and relationships to students and the instructor are maintained at a high level.

Follow these guidelines for holding regular meetings to manage student challenges:

- ◆ Ask students with homework completion issues to meet with the class on a regular basis to: 1) talk about the reasons they could not complete their homework, 2) have students help them troubleshoot their issues to come up with solutions so they will be more successful next time.
- ◆ Ask students with punctuality and attendance issues to also meet with the class so that they can help troubleshoot with the class to come up with some solutions.
- ◆ Ask the class how the group work is going and what steps need to be made to ensure that group work is as productive as possible.
- ◆ Students who have received troubleshooting attention in all these scenarios should report back in these sessions as well, to see how well they were able to implement the class's advice to get new outcomes.
- ◆ All student successes should be celebrated. Applaud small successes, create certificates for the larger ones, and throw parties to celebrate longer-term successes.

Below are some specific questions that can help structure the regular class meetings that address classroom issues. These questions are both for the student(s) with the issues to answer as well as the students in the class:

Key troubleshooting questions for homework completion meetings include:

- ◆ Did you have a plan for when to do the homework?
- ◆ What were the things that got in the way?
- ◆ What were some of the elements of the situation you could control?
- ◆ What were some of the elements of the situation you could not control?
- ◆ What kind of environment do you need to do your homework?
- ◆ What actions do you need to take to improve your homework situation moving forward?
- ◆ How can you protect the time and the space you need to complete your homework?

Key troubleshooting questions for punctuality/attendance meetings include:

- ◆ What has kept you from attending class or attending class on time?
- ◆ What were some of the elements of the situation you could control?
- ◆ What were some of the elements of the situation you could not control?
- ◆ What are the changes you need to make to improve your punctuality/ attendance rates?

Key troubleshooting questions for classroom relationship meetings include:

- ◆ What are the specifics of the situation in question?
- ◆ What were the parts that did not work out?
- ◆ What are some scenarios that show how the situation could have worked out differently?
- ◆ What do these scenarios tell us about good teamwork?
- ◆ How can we improve this type of situation next time?

This student-led approach to teaching soft skills will make the students accountable to each other and will allow them to talk through the values and processes they think will be the most respectful and effective. In these scenarios, the instructor is a facilitator and the students are the values-setters, rule-makers, and the ones that assist others in creating solutions. This kind of approach teaches the broadest set of leadership skills by giving students the power to use their own experience and each other's insights to problem-solve as a team for the good of the whole class. Again, as these processes unfold, instructors can utilize the lessons in the resource table below to provide students with more skills for troubleshooting student issues. Asking students on a regular basis if they think they will need further training will help keep students as the drivers of these soft skills activities.

Additional general resources on soft skills for instructors are available in the table below.

Soft Skill	Resource
General	<p>The Top 60 Soft Skills at Work www.rediff.com/getahead/2007/jan/08soft.htm</p> <p>All in a Day’s Work: Developing “Soft Skills” for Job Success learning.blogs.nytimes.com/2011/02/01/all-in-a-days-work-developing-soft-skills-for-job-success/</p> <p>Soft Skills Workshop Series softskillsworkshopseries.wikispaces.com/Soft+Skills+Workshop-Sample+Lesson+Plan</p> <p>Youth in Transition-Soft Skills: The Competitive Edge www.dol.gov/odep/topics/youth/softskills/#.UIwtSsXA8os</p>
Study Skills	<p>Top 40 Study Strategies www.learningcommons.uoguelph.ca/guides/university_learning/</p> <p>Study Skills www.collegeforadults.org/</p>
Goal Setting	<p>Goal Setting www.mindtools.com/page6.html</p>
Conflict Management	<p>Conflict Management www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/97/Conflict-Management.aspx</p> <p>www.cnr.berkeley.edu/ucce50/ag-labor/7labor/13.htm</p>
Problem Solving	<p>Problem-Solving: www.unce.unr.edu/publications/files/cd/other/fs9726.pdf</p>
Communication	<p>Body Language and Nonverbal Communication: http://helpguide.org/mental/eq6_nonverbal_communication.htm</p> <p>findarticles.com/p/articles/mi_m4467/is_4_55/ai_73328864/</p> <p>Communication Skills for Health Care Providers: slincs.coe.utk.edu/lpm/ky/health_manual/comm_skills1.pdf</p>

Endnotes

¹ The standards included focus on the GED, which is the most commonly used high school equivalency exam. A number of states have adopted the HiSET (see hiset.ets.org/requirements). Affiliates should check to see if their state uses the HiSET and adapt the curricula accordingly.

² An excellent resource that can guide the program development processes necessary to ground a successful Bridge program can be found in The Illinois Bridge Initiative, *Creating a Successful Bridge Program: A “How To” Guide* (Chicago, IL: Illinois Community College Board and the Illinois Department of Commerce and Economic Opportunity) iccb.org/pdf/shiftinggears/iccb_2012bridgeguide_web_rev_oct2012.pdf

³ Hinds, Steven. “*More Than Rules: College Transition Math Teaching for GED Graduates at the City University of New York*,” City University of New York Office of Academic Affairs (2009).

⁴ “Teaching with Questions: Transition Program Video” The City University of New York www.cuny.edu/academics/programs/notable/CATA/cti-cunystart/cunystart-resources-pubs.html

Reading and Writing Course for Bridge I

Overview

This section provides outlines for course designs that NCLR Affiliates can use to structure their own Reading and Writing Course for Bridge I, and step-by step instructions for putting a complete course outline together. It is recommended that the Math Course for Bridge I is offered simultaneously with the Reading and Writing Course for Bridge I.

Key programmatic assumptions include:

- ◆ Prospective students will be screened (typically using the TABE) to determine their readiness for the Bridge I program, which involves meeting academic standards while preparing for career path employment and training at the same time.
- ◆ Students understand that Bridge I and II are focused on a number of goals including: GED preparation, college readiness skills, and preparation for continued training at the community college level in order to access better paying jobs in their chosen field. Orientations need to make it clear that a Bridge course is rigorous (there might be homework every night for at least one hour).
- ◆ Students have been counseled and assessed based on their interest in the targeted industry before they enter Bridge I, and therefore are committed to pursuing employment and training in that industry. Bridge I Reading and Writing courses focuses on career planning within the selected industry so that students can become further engaged and committed to the specifics of a pathway that could take some time to realize in full.
- ◆ Students have received basic computer technology training either before the Bridge I Reading and Writing course, or are taking classes concurrently. The Bridge I course assumes the ability to work on the internet, send e-mail, attach documents, etc.
- ◆ Students have access to a computer in their homes, at a public library, or at an Affiliate organization to complete research and other technology-based projects, as needed.
- ◆ Instructors should not go straight through a list of grammar exercises, but instead they should assign them as a result of real deficits in student writing.

Features and Structure of the Bridge I Reading and Writing Course

The Bridge I Reading and Writing course features listed below together describe an overall course structure that ensures that all categories of the Common Core standards are addressed. Intensive reading, writing, rewriting, and presentation activities are central to the course that is unified by the theme of career planning.

Reading and Writing for Bridge I Features and Guidelines

- ◆ The course is organized into two-week units with one Reading week and one Writing week per unit. This structure ensures that there is significant writing at this level and that the analysis of reading material leads to writing responses that utilize high-level critical thinking skills. This approach encourages students to become comfortable writing and to learn to evaluate, edit, and re-write their work on a regular basis to become better writers.
- ◆ A variety of readings will be assigned during each Reading week for students to analyze, compare, make conclusions about, and to use as the basis for developing their own ideas. These readings need to include text, videos, charts, graphs, and relevant political cartoons as appropriate so that students can gain meaning from a variety of sources, learn to synthesize meaning into broader conclusions on the topic, and develop critical thinking skills.
- ◆ Each day should have homework (when possible). Weekday homework should either be reading, research, or preparation for a presentation. Weekend homework is for larger writing assignments: either a first draft before a Writing week or a final draft after a draft has been evaluated and edited.
- ◆ Reading weeks include short writing tasks that can be integrated into the formal writing assignments in the Writing weeks. Small writing assignments in the Reading weeks act as prewriting for students who are learning to build multi-paragraph essays in the Writing weeks.
- ◆ During the Reading weeks, homework is either readings that will be analyzed in class the next day or short writing assignments that are shared in class the next day as appropriate.
- ◆ Vocabulary skills are taught in the context of reading assignment. Every time students are assigned a reading, they should be instructed to underline those elements of the text that are relevant to the classroom discussion and they should circle words that are new to them. These circled words should be used in vocabulary exercises that assist students in building vocabulary to boost their own understanding of the subject being studied.
- ◆ A final written product will be created by the end of each Writing week. In the final weeks of the course, the accumulated writings from the course will help the students create their final projects.
- ◆ Writing weeks are to be focused on drafting, evaluating, editing and creating rewriting plans so that students can complete a final draft of the writing assignment. Each Writing week utilizes the same set of classroom activities so that students get accustomed to a predictable process for improving their writing and language skills.
- ◆ Standards of English are taught in the context of students' writing. In the drafting process, the focus is to be on what the student is trying to say, not how they are saying it. In order for students to become comfortable with writing, penmanship, spelling, and grammar issues should not be part of the initial drafting process. However, as a student steps back from the writing in the evaluation processes that follow each drafting process, he or she can begin thinking about grammatical concerns. Grammar exercises are incorporated to help students improve their first drafts.
- ◆ Writing assignments build on each other and cover summaries and explanatory writing.

- ◆ Reading week presentations focus on reporting to the class on information students have found as the result of research. Writing week presentations are more formal presentations of written work through PowerPoint presentations or writing workshops. Both types of presentation encourage fellow students to evaluate and provide constructive feedback to presenters.

Suggested Bridge I Design

The recommended theme for the Bridge I course is **career planning**. This theme meets important NRS/ESL standards and also enables students to think in a detailed and realistic way about their futures. In addition:

- ◆ Students at the 6.0 - 8.0 TABE levels need to invest significant time to improve their skills. A clear, active declaration of their long-term goals can help them make the commitment needed to follow-through.
- ◆ Students often do not understand the relationship between skills, jobs, and training. Finding and analyzing information on specific employment and training opportunities in their communities can help them articulate a career path that fits their skills, interests, and life demands.
- ◆ The development of a realistic timeline that identifies students' career, academic, and personal goals and connects them with actual start dates of additional programs, work opportunities, and specific issues students need to address can help students see how all the pieces fit together.
- ◆ Other program staff, such as case managers and job developers, can be involved in the development of the career plan, both in the classroom as students develop their plans and individually in their meetings with students, using it to guide students' career path goals using the map for their careers that they produce in the Bridge I course.

The table below provides a week-by-week outline for Bridge I for Healthcare. Instructors can use this table to develop daily lesson plans. The outline details both the activities directly related to career planning within the targeted industry, as well as specific academic exercises related to strengthening vocabulary, developing grammar and punctuation skills, improving writing, and delivering effective presentations. As needed, these activities can be repeated throughout the course to strengthen skills.

Each activity describes what is to happen in the classroom including what the instructor should ask, what the students should do as individuals or in groups, and how they are to report back to the class, etc.

The following activities, which are dispersed throughout the week-by-week table, are provided in Appendix II.

- ◆ **Three Activities for Opening a Bridge Course.** For use at the beginning of any Bridge course.
- ◆ **Vocabulary Exercise.** The first activity to do when explaining a reading. Students need to identify the words they do not know when they read and learn to use class knowledge and context clues to find specific meaning and to better understand the entire reading.
- ◆ **Explicating Reading.** These activities provide ways to structure group work and to develop presentation skills while exploring the meaning of texts in the classroom.

- ◆ **Evaluating Essays.** These activities feature a peer evaluation process without instructor input that is based on classroom criteria for good multi-paragraph themes. This activity should be the first in a repeating set of Writing week series for evaluating, editing, and creating a rewriting plan.
- ◆ **Editing Essays.** The Editing Game is described so that students can learn to edit their own work. Students work on current student writing assignments and earn points for their team by applying grammar rules they have learned in their grammar homework.
- ◆ **Creating a Rewriting Plan.** Students use student and instructor evaluations and new insights into editing to create a rewriting plan in class that they use to re-write their first drafts.
- ◆ **Presentations.** Presentation activities for Reading weeks and for a final presentation during the final Writing week.

Reading and Writing for Bridge I: Healthcare Week-by-Week

Topics	Overview of Activities	Resources and Materials
<p>Week 1: (Reading Week)</p> <p>The relevance of the healthcare industry to students' lives</p>	<ul style="list-style-type: none"> ◆ Introduction of course goals and their relationship to the Common Core and GED standards ◆ Classroom management (see Overview) ◆ Activities for opening a bridge course (Appendix II) ◆ Materials that introduce the industry ◆ Activities that get students to explore their relationship to the industry ◆ Find two articles on a family health problem to find more facts and recommendations ◆ Introduction of program staff and how they will be interacting with students and the class to make their plans become real ◆ Find website on major health issues to gather information and create a short presentation 	<p>World Education: Project Care Website projectcare.worlded.org/index.html</p> <p>Anatomy Videos: Medline Plus www.nlm.nih.gov/medlineplus/anatomyvideos.html</p> <p>Medical words tutorial: www.nlm.nih.gov/medlineplus/medicalwords.html</p>

Topics	Overview of Activities	Resources and Materials
<p>Week 2: (Writing Week)</p>	<p>Write four linked paragraphs:</p> <ul style="list-style-type: none"> ◆ Your family member’s story and health issue ◆ Facts on the issue ◆ Recommendations for improved health ◆ Questions you still want to research ◆ Writing Skills (see Appendix II) ◆ Evaluating Essays (see Appendix II) 	
<p>Week 3: (Reading Week)</p> <p>Career opportunities in the chosen industry</p>	<ul style="list-style-type: none"> ◆ Read worker testimonies, and job descriptions on the different types of jobs in the field ◆ Vocabulary exercise (see Appendix II) ◆ Explicating a Reading (see Appendix II) ◆ Conduct research on O*NET and other industry websites to determine the jobs that are most in demand ◆ Use learning style and skill inventories to discover a way to talk about yourself in terms of work ◆ Watch videos of healthcare jobs and have students rate their level of interest ◆ Find written job titles that are of interest on O*NET and underline those areas that are a good fit 	<p>A Day In the Life of a Hospital: youtube.com/watch?v=vPKX1F4qIkU</p> <p>A Day in the Life of an EMT: vimeo.com/1441660</p> <p>A Day in the Life- Occupational Therapist: youtube.com/watch?v=l9idxN2-Lp8</p> <p>http://www.onetonline.org/find/quick?s=healthcare</p> <p>Explore Health Careers: explorehealthcareers.org/en/home</p> <p>The Health Care Career and Education Center: healthcarepathway.com/</p>

Topics	Overview of Activities	Resources and Materials
<p>Week 4: (Writing Week)</p>	<p>Write four linked paragraphs:</p> <ul style="list-style-type: none"> ◆ Explain your learning style ◆ Tell the reader the kind of skills you have ◆ Describe your chosen job title and why this job title is a good fit ◆ Describe the working environment of the hospital or long-term care setting and why you think the environment would be a good fit for you ◆ Writing Skills (see Appendix II) ◆ Editing Essays (see Appendix II) 	
<p>Week 5: (Reading Week)</p> <p>Become familiar with career paths in the industry</p>	<ul style="list-style-type: none"> ◆ Identify local training opportunities in the chosen industry ◆ Sketch out the available career paths in the chosen industry ◆ Vocabulary Exercise (see Appendix II) ◆ Explicating a Reading(see Appendix II) 	<p>Explore Health Careers: explorehealthcareers.org/en/home</p> <p>The Health Care Career and Education Center: www.healthcarepathway.com/</p> <p>www.bls.gov/ooh/healthcare/home.htm</p>
<p>Week 6: (Writing Week)</p>	<p>Write a five paragraph theme, with one paragraph for each of the following:</p> <ul style="list-style-type: none"> ◆ What are your career goals? Describe where you would like to be in two years. ◆ What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way? ◆ What personal issues will you need to address while you are in school and/or work? ◆ How will you address these issues? ◆ How will you keep yourself motivated to achieve your goals? ◆ Writing Skills (see Appendix II) ◆ Creating a Rewriting Plan (see Appendix II) 	

Topics	Overview of Activities	Resources and Materials
<p>Week 7: (Reading Week)</p> <p>Match skills and interests to career pathway options in the field</p>	<ul style="list-style-type: none"> ◆ Identify learning style and skill checklists ◆ Make a choice of a career path that fits students’ learning styles, skills, and interests ◆ Identify personal goals and issues and ways students keep themselves motivated ◆ Read about Maslow’s developmental approach to personal problem-solving ◆ Vocabulary Exercise (see Appendix II) ◆ Explicating a Reading (see Appendix II) 	<p>www.educationplanner.org/students/self-assessments/learning-styles.shtml</p> <p>webspace.ship.edu/cgboer/maslow.html</p>
<p>Week 8: (Writing Week)</p>	<ul style="list-style-type: none"> ◆ Write a 5 paragraph essay about why students are motivated to pursue their career goals ◆ Describe how the goal fits into students’ learning styles, skills, and interests ◆ Writing Skills (see Appendix II) 	
<p>Week 9: (Reading Week)</p> <p>Develop a resume and cover letter and send it out by e-mail</p>	<ul style="list-style-type: none"> ◆ Use language from the learning style and skill checklists as the basis for developing a resume ◆ Practice mock interviews with “employers” to get a sense of what they are looking for ◆ Practice e-mail exercises within the class context 	
<p>Week 10: (Writing Week)</p>	<ul style="list-style-type: none"> ◆ Develop a resume ◆ Write a cover letter 	
<p>Week 11: (Reading Week)</p> <p>Prepare a timeline for a realistic career path plan and prepare a final PowerPoint</p>	<ul style="list-style-type: none"> ◆ Create a timeline that incorporates the specifics of their employment, training, and personal goals ◆ Produce a final PowerPoint that will announce to the class their career, training, and employment plans ◆ Writing Workshops (see Appendix II) 	

Topics	Overview of Activities	Resources and Materials
<p>Week 12: (Writing Week)</p>	<p>Create a PowerPoint that includes slides that answer the following primary questions:</p> <ul style="list-style-type: none"> ◆ What are you going to do in your presentation? ◆ What are your learning styles and skills? ◆ Why have you chosen the healthcare field? ◆ Which specific job have you chosen as your career goal and how is this job a good fit for you? ◆ What training will you need to reach your career goal? ◆ Will you be working jobs while you are training? Which jobs? For how long? ◆ What obstacles do you need to overcome to make this career plan work? ◆ What will you do to keep yourself motivated? ◆ Presentations (see Appendix II) 	

The table above is adapted from the Healthcare Career Bridge I Lesson Plans, developed by Women Employed and the City Colleges of Chicago. Additional resources that can act as templates to help Bridge I course designers build out the activities in their career planning for Bridge I in Healthcare courses are found here:

The Healthcare Career Bridge I Lesson Plans: High Intermediate ABE
<http://www.womenemployed.org/bridge-program-lesson-plans>

These lesson plans were also developed by Women Employed and the City of Chicago for the City Colleges of Chicago’s healthcare bridge programs. Affiliates interested in a healthcare bridge can incorporate these materials, customizing them to fit the specific training, employment opportunities, and operating career paths that are available in the area. Those that are developing lesson plans for another industry can customize the activities around the materials that are specific to their industry, such as the one outlined below for TDL.

Reading and Writing for Bridge I: TDL Week-by-Week

Topics	Overview of Activities	Resources and Materials
<p>Week 1: (Reading Week)</p> <p>The relevance of the TDL industry to students' lives</p>	<ul style="list-style-type: none"> ◆ Introduction of course goals and their relationship to the Common Core and GED standards ◆ Classroom management (see Overview) ◆ Activities for opening a bridge course (Appendix II) ◆ Materials that introduce the industry ◆ Activities that get students to explore their relationship to the industry ◆ Find two articles on how common consumer items are shipped and distributed ◆ Introduction of program staff and how they will be interacting with students and the class to make their plans become real ◆ On the internet, research a transportation challenge to the distribution of goods 	<p>ngm.nationalgeographic.com/earthpulse/satisfying-demands-text</p> <p>Domestic vs. Foreign Manufacturing: wholesalers.about.com/od/SourcingOverseas/a/Domestic-Vs-Foreign-Manufacturing1.htm</p> <p>The Pros and Cons of Manufacturing Overseas: www.sourcingoverseas.com/blogs/bid/156677/The-Pros-and-Cons-of-Manufacturing-Overseas</p>
<p>Week 2: (Writing Week)</p>	<p>Write four linked paragraphs:</p> <ul style="list-style-type: none"> ◆ A common item you use every day ◆ Facts on the item and how it is distributed ◆ Recommendations for improvement and alternatives ◆ Questions you still want to research ◆ Writing Skills (see Appendix II) ◆ Evaluating Essays (see Appendix II) 	

Topics	Overview of Activities	Resources and Materials
<p>Week 3: (Reading Week)</p> <p>Career opportunities in the chosen industry</p>	<ul style="list-style-type: none"> ◆ Read worker testimonies, and job descriptions on the different types of jobs in the field ◆ Vocabulary exercise (see Appendix II) ◆ Explicating a Reading (see Appendix II) ◆ Conduct research on O*NET and other industry websites to determine the jobs that are most in demand ◆ Use learning style and skill inventories to discover a way to talk about yourself in terms of work ◆ Watch videos of TDL jobs and have students rate their level of interest ◆ Find written job titles that are of interest on O*NET and show underline those areas that are a good fit 	<p>Global Supply Chain Overview: Video www.youtube.com/watch?v=OVYcxi1rDgE</p> <p>FedEx Distribution Center — Video: www.youtube.com/watch?v=Cdm2t952jYg</p> <p>Careers in Logistics: http://academic.rcc.edu/logisticsmanagement/PDF/Careers%20In%20Logistics%20by%20CSCMP.pdf</p> <p>www.onetonline.org/find/quick?s=Transportation%2C+Distribution%2C+and+Logistics</p>
<p>Week 4: (Writing Week)</p>	<p>Write four linked paragraphs:</p> <ul style="list-style-type: none"> ◆ Explain your learning style ◆ Tell the reader the kind of skills you have ◆ Describe the working environment in a transportation or distribution setting and why you think the environment would be a good fit for you ◆ Describe your chosen job title and why this job title is a good fit ◆ Writing Skills (see Appendix II) ◆ Editing Essays (see Appendix II) 	

Topics	Overview of Activities	Resources and Materials
<p>Week 5: (Reading Week)</p> <p>Become familiar with career pathways in the industry</p>	<ul style="list-style-type: none"> ◆ Identify local training opportunities in the chosen industry ◆ Sketch out the available career paths in the industry in the chosen industry ◆ Vocabulary Exercise (see Appendix II) ◆ Explicating a Reading (see Appendix II) 	<p>TDL Jobs Listing — General listing of all types of TDL jobs (CTE):</p> <p>webshare.ccc.edu/DO/AEB/Shared%20Documents/TDL_Daily_Lesson_Plans_Language_Arts/TDL_ABE_Week3_Lesson1_Activity1_Jobs_Listing_TDFL_2013-01.docx</p>
<p>Week 6: (Writing Week)</p>	<ul style="list-style-type: none"> ◆ Write a five paragraph theme, with one paragraph for each of the following: <ul style="list-style-type: none"> ◆ What are your career goals and where you would like to be in two years ◆ What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way? ◆ What personal issues will you need to address while you are in school and/or work? ◆ How will you address these issues? ◆ How will you keep yourself motivated to achieve your goals? ◆ Writing Skills (see Appendix II) ◆ Creating a Rewriting Plan (see Appendix II) 	
<p>Week 7: (Reading Week)</p> <p>Match skills and interests to career path options in the field</p>	<ul style="list-style-type: none"> ◆ Identify learning style and skill checklists ◆ Make a choice of a career path that fits students’ learning styles, skills, and interests ◆ Identify personal goals and issues and ways students keep themselves motivated ◆ Read about Maslow’s developmental approach to personal problem-solving ◆ Vocabulary Exercise (see Appendix II) ◆ Explicating a Reading (see Appendix II) 	<p>www.educationplanner.org/students/self-assessments/learning-styles.shtml</p> <p>webspace.ship.edu/cgboer/maslow.html</p>

Topics	Overview of Activities	Resources and Materials
<p>Week 8: (Writing Week)</p>	<ul style="list-style-type: none"> ◆ Write a 5 paragraph essay about why students are motivated to pursue their career goals ◆ Describe how the goal fits into students' learning styles, skills, and interests ◆ Writing Skills (see Appendix II) 	
<p>Week 9: (Reading Week)</p> <p>Develop a resume and cover letter and send it out by e-mail</p>	<ul style="list-style-type: none"> ◆ Use language from the learning style and skill checklists as the basis for developing a resume ◆ Practice mock interviews with “employers” to get a sense of what they are looking for ◆ Practice e-mail exercises within the class context 	
<p>Week 10: (Writing Week)</p>	<ul style="list-style-type: none"> ◆ Develop a resume ◆ Write a cover letter 	
<p>Week 11: (Reading Week)</p> <p>Prepare a timeline for a realistic career path plan and prepare a final PowerPoint.</p>	<ul style="list-style-type: none"> ◆ Create a timeline that incorporates the specifics of their employment, training, and personal goals ◆ Begin preparation for a final PowerPoint that will announce to the class their career, training, and employment plans ◆ Writing Workshops (see Appendix II) 	

Topics	Overview of Activities	Resources and Materials
<p>Week 12: (Writing Week)</p>	<p>Create a PowerPoint that includes slides that answer the following primary questions:</p> <ul style="list-style-type: none"> ◆ What are you going to do in your presentation? ◆ What are your learning styles and skills? ◆ Why have you chosen the TDL field? ◆ Which specific job have you chosen as your career goal and how is this job a good fit for you? ◆ What training will you need to reach your career goal? ◆ Will you be working jobs while you are training? Which jobs? For how long? ◆ What obstacles do you need to overcome to make this career plan work? ◆ What will you do to keep yourself motivated? ◆ Presentations (see Appendix II) 	

Overview

This section provides tools and resource needed to develop a contextualized Reading and Writing Course for Bridge II. The Bridge II course focuses on student preparation for the 2014 GED as well as content relevant to employment in targeted industries. This course is designed to be offered simultaneously with Math for Bridge II.

NCLR Affiliates should talk with employers and workers to help identify those broader issues impacting their targeted industry. This input can help identify dynamic course materials that will engage students and support the development of key skills necessary for success in college and on the job.

What follows is a review of the features and structure of Bridge II, strategies for contextualizing Bridge II to targeted industries, and course templates for healthcare and TDL.

Features and Structure of the Reading and Writing Bridge II Course

The Bridge II Reading and Writing course features listed below together describe an overall course structure that ensures that critical categories of the Common Core standards as well as key 2014 GED standards (see Appendix I) are addressed through intensive reading, researching, writing, rewriting, debating, and presentation activities.

As with Bridge I, the first step to putting together a Bridge II Reading and Writing course is to decide on its theme and a progression of related topics. Topics should be important to the chosen industry and target GED required Science and Social Studies topics. The GED-relevant materials give students background understanding of the topic and the readings and visual materials expose students to a variety of opinions from which they can form their own.

Instructors may incorporate a variety of activities and exercises to strengthen learning, depending on the needs of the students. Instructors may decide to repeat learning activities that have already been implemented in Bridge I if students need additional support and reinforcement. These activities can be found in Appendix II:

- ◆ **Activities for Opening a Bridge Course.** For use at the beginning of any Bridge course.
- ◆ **Vocabulary Exercise.** The first activity to do when explicating a reading. Students need to identify the words they don't know and learn to use class knowledge and context clues to find meaning and better understand the reading.
- ◆ **Explicating Reading.** These activities provide ways to structure group work and presentation skills into exploring the meaning of texts in the classroom.
- ◆ **Evaluating Essays.** A peer evaluation process based on classroom criteria for good multi-paragraph themes.
- ◆ **Editing Essays.** The Editing Game is described so that students can learn to edit their own work. Students work on pieces of student writing from the current writing assignment and earn points for their team by applying grammar rules they have learned in their homework.

- ◆ **Creating a Rewriting Plan.** Students use student and teacher evaluations and new insights into editing to create a rewriting plan in class that they use to rewrite their first drafts.
- ◆ **Presentations.** Describes activities that incorporate presentations into the Reading and Writing weeks.
- ◆ **Writing Workshops.** This activity describes a way for students to develop an essay and receive formal evaluation responses from classmates.
- ◆ **Writing Skills: Sentences and Punctuation.** Describes activities to address basic grammar issues.
- ◆ **Test-Taking Skills.** This exercise walks students through a process that will result in improved test savvy. Students use the results of GED test materials that correlate to subject matter that has been covered in class.
- ◆ **Debates.** This set of activities articulates a whole week that is focused on debate of a topic that is derived from previous research and writing activities.

Guidelines for Instruction

A variety of readings will be assigned during Reading weeks for students to analyze, compare, make conclusions about, and to use as the basis for developing their own ideas. These readings need to include text, videos, charts, graphs, and relevant political cartoons as appropriate so that students can learn to gain meaning from a variety of sources and learn to synthesize meaning into broader conclusions on the topic being studied. The analysis of reading material at this level must focus on understanding the argument of different authors through identification of the thesis, evidence, and conclusions/recommendations.

- ◆ To build vocabulary, every time students are assigned a reading, they should be instructed to underline those elements of the text that are relevant to the classroom discussion and they should circle words that are new to them. These circled words should be handled in vocabulary exercises that assist students in building vocabulary to boost their own understanding of the subject being studied.
- ◆ Strategies for reading more difficult materials include reading for specific purposes, highlighting, and class discussion and analysis of readings to understand the structure and meaning of the material, and rigorous vocabulary development based on difficult words students identify in the reading.
- ◆ During Reading weeks, students are encouraged to practice more intensive note-taking to get information from class discussions, readings, and video presentations as part of developing college readiness skills.
- ◆ Students are asked to do 45-minute essays as homework during their first two weeks of class.

During Research weeks, students focus on doing online research on significant aspects of the chosen topic. Students will also assemble this research into presentations that inform the class on their findings. They will also be asked to utilize charts and graphs they find during their research in their final writing projects. Thus, students will also learn how to quote sources and use statistics in persuasive writing.

During Writing weeks, students focus on evaluating, editing, and rewriting processes for the unit's final project. Writing weeks focus on persuasive writing and essays that feature thesis, evidence, and

conclusions/ recommendations. These projects include complex charts and graphs that inform or are incorporated into writing projects.

Standards of English are taught in the context of students' writing. In the drafting process, the focus is to be on what the student is trying to say, not how they are saying it. In order for students to become comfortable with writing and this Tool Kit's developmental writing approach, work on penmanship, spelling, and grammar issues should not be part of the initial drafting process. However, as a student steps back from their writing in the evaluation processes that follows each drafting process, they can begin thinking about what grammar issues they and fellow classmates have, and teachers can respond with appropriate grammar exercises that will help students improve their first drafts.

The final four weeks of the lesson plan focus on the pros and cons of a key issue that has generated discussion and interest during the first eight weeks of the course. Students will read about the pros and cons of an issue, stage a formal debate to clearly explicate the two sides, and write a persuasive essay that includes counterclaims and refutes them.

Contextualizing the Bridge II Reading and Writing Course

Contextualizing the Bridge II Reading and Writing focuses on addressing high-interest issues that are relevant to the chosen industry at the same time that it prepares students for specific GED topics. This will help students better understand the broader context of the industry they will be entering and how it impacts students' lives. Issues that are controversial will help students learn how to read materials from different points of view, to compare perspectives, and determine their own opinions that they then express in persuasive essay form.

Further, as the GED tests six subject areas (Reading, Essay Writing, Language, Science, Social Studies, and Math) it is important that students gain capacity to dealing with all subject areas as part of addressing the Common Core standards. As these Bridge courses already address Reading Informational Texts, Writing, and Language, careful construction of the Bridge II courses can introduce students to GED level Science and Social Studies topics as well. Below are two tables that list out all the 2014 GED topics that students will be tested on along with the percentages of questions that will be asked within each of the Science and Social Studies categories.

2014 GED Science and Social Studies Required Topics

Focusing Themes: Science	Life Science (L) (40%)	Physical Science (P) (40%)	Earth and Space Science (ES) (20%)
Human Health and Living Systems	<ul style="list-style-type: none"> a. Human body and health b. Organization of life (structure and function of life) c. Molecular basis for heredity d. Evolution 	<ul style="list-style-type: none"> a. Chemical Properties and Reactions Related to Human Systems 	<ul style="list-style-type: none"> a. Interactions between Earth's systems and living things
Energy and Related Systems	<ul style="list-style-type: none"> a. Relationships between life functions and energy intake b. Energy flows in ecologic networks (ecosystems) 	<ul style="list-style-type: none"> a. Conservation, transformation, and flow of energy b. Work, motion, and forces 	<ul style="list-style-type: none"> a. Earth and its system components and interactions b. Structure and organization of the cosmos

Focusing Themes: Social Studies	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
Development of Modern Liberties and Democracy	<ul style="list-style-type: none"> a. Types of modern and historical governments b. Principles that have contributed to development of American constitutional democracy c. Structure and design of United States government d. Individual rights and civic responsibilities 	<ul style="list-style-type: none"> a. Key historical documents that have shaped American constitutional government b. Revolutionary and Early Republic Periods c. Civil War and Reconstruction d. Civil Rights Movement 	<ul style="list-style-type: none"> a. Key economic events that have shaped American government and policies b. Relationship between political and economic freedoms 	<ul style="list-style-type: none"> a. Development of classical civilizations

Focusing Themes: Social Studies	CG: Civics and Government (50%)	USH: U.S. History (20%)	E: Economics (15%)	G: Geography and the World (15%)
<p>Dynamic Responses in Societal Systems</p>	<ul style="list-style-type: none"> a. Political parties, campaigns, and elections in American politics b. Contemporary public policy 	<ul style="list-style-type: none"> a. European population of the Americas b. World War I and II c. The Cold War d. American foreign policy since 9/11 	<ul style="list-style-type: none"> a. Fundamental economic concepts b. Micro-economics and macro-economics c. Consumer economics d. Economic causes and impacts of wars e. Economic drivers of exploration and colonization f. Scientific and Industrial Revolutions 	<ul style="list-style-type: none"> a. Relationships between the environment and societal development b. Borders between peoples and nations c. Human migration

The development of Bridge II should **not** entail an effort to incorporate all Science and Social Studies into a course. Instead, Instructors can contextualize their lesson plans based on relevant Science and Social Studies topics. Specific examples for healthcare, TDL, and customer service are provided below:

Science Themes Correlated to GED Content Topics

Industry	Science	Relevant GED Content Topics
Healthcare	Nutrition	<ul style="list-style-type: none"> ◆ Human body and health ◆ Chemical properties and reactions related to human systems
	Drug Resistance	<ul style="list-style-type: none"> ◆ Molecular basis for heredity ◆ Evolution
TDL	Global Warming and its Impact on the Global Supply Chain System	<ul style="list-style-type: none"> ◆ Energy flows in ecologic networks (ecosystems) ◆ Interactions between Earth’s systems and living things
	Impact of the Global Supply Chain System on the Environment	<ul style="list-style-type: none"> ◆ Energy flows in ecologic networks (ecosystems) ◆ Interactions between Earth’s systems and living things
Customer Service	Impact of Work on Health	<ul style="list-style-type: none"> ◆ Human body and health ◆ Chemical properties and reactions related to human systems

Social Studies Themes Correlated to GED Content Topics

Industry	Social Studies Theme	Relevant GED Content Topics
Healthcare	Drug Resistance	<ul style="list-style-type: none"> ◆ Political parties, campaigns, and elections in American politics ◆ Contemporary public policy ◆ Relationship between political and economic freedoms
	Drug Shortages	<ul style="list-style-type: none"> ◆ Fundamental economic concepts

Industry	Social Studies Theme	Relevant GED Content Topics
TDL	Historical Context for Global Supply Chains: Industrialization and Colonialism	<ul style="list-style-type: none"> ◆ Types of modern and historical governments ◆ Economic drivers of exploration and colonization
	Impact of Global Supply Chains on Culture	<ul style="list-style-type: none"> ◆ Relationships between the environment and societal development ◆ Borders between peoples and nations ◆ Human migration
Customer Service	Growth of the Service Industry	<ul style="list-style-type: none"> ◆ Fundamental economic concepts ◆ Microeconomics and macroeconomics ◆ Consumer economics
	Income Inequality in the US	<ul style="list-style-type: none"> ◆ Fundamental economic concepts ◆ Microeconomics and macroeconomics ◆ Consumer economics

Templates for Healthcare and TDL are included below. Additional resources and reading relevant to these course outlines are provided at the end of this section and in Appendix II.

Reading and Writing for Bridge II: Healthcare Week-by-Week

Drug Resistance	Theme	Reading	Writing	Presentation
Week 1: Introduction of the Topic	<ul style="list-style-type: none"> ◆ Activities for opening a bridge course (see Appendix II) ◆ Building Success in Bridge II ◆ Introduce the drug resistance theme ◆ Antibiotic resistance as the first area of study 	<ul style="list-style-type: none"> ◆ Readings on antibiotic resistance and its global impact ◆ Introduction to the Khan Academy 	<ul style="list-style-type: none"> ◆ A 45-minute essay on how you plan to be successful in Bridge II ◆ Evaluating essays ◆ Description of family's use of antibiotics 	

Drug Resistance	Theme	Reading	Writing	Presentation
Week 2: GED Science	<ul style="list-style-type: none"> ◆ The science of drug resistance 	<ul style="list-style-type: none"> ◆ Nine Khan Academy videos on Genetics, Evolution, Natural Selection, Heredity ◆ GED testing practice on these subjects 	<ul style="list-style-type: none"> ◆ A 45-min essay on the usefulness of Khan Academy videos and their relation to GED material 	<ul style="list-style-type: none"> ◆ 3 short presentations on Khan Academy vocabulary and concepts ◆ Short student-made quizzes
Week 3: Research and Presentations	<ul style="list-style-type: none"> ◆ Preparing for PowerPoint presentations on: nutrition and antibiotic resistance, malaria, MRSA, TB 	<ul style="list-style-type: none"> ◆ Introductory videos and articles on each of the 4 drug resistance topics ◆ All online research materials 	<ul style="list-style-type: none"> ◆ A 45-min. essay on why you selected your topic ◆ Create a group research plan ◆ Compile research bibliography ◆ Integrate Power Point presentations in pairs 	

Drug Resistance	Theme	Reading	Writing	Presentation
<p>Week 4: Presentation Project</p>	<ul style="list-style-type: none"> ◆ Present a Power Point presentation ◆ Write an essay on the same topic ◆ Introduce drug shortage crisis 	<ul style="list-style-type: none"> ◆ Take and evaluate relevant GED test material ◆ Read introductory article on the drug shortage crisis 	<ul style="list-style-type: none"> ◆ A 45-minute essay on their drug resistance topic 	<ul style="list-style-type: none"> ◆ Present Power Point presentations on drug resistance, reasons for the problem, and recommendations
<p>Week 5: Exploring the Topic from Various Viewpoints</p>	<ul style="list-style-type: none"> ◆ Analyze drug shortage crisis from crisis “player” point of view: patient, doctor, drug company, government 	<ul style="list-style-type: none"> ◆ Watch videos and read articles on the drug shortage ◆ Watch Khan Academy videos on the cupcake factory ◆ Watch videos, read articles, and analyze graphics on supply and demand 	<ul style="list-style-type: none"> ◆ A short essay on the assigned “players” viewpoint ◆ A 45-minute essay on reasons and recommendations for solving the drug shortage 	

Drug Resistance	Theme	Reading	Writing	Presentation
Week 6: GED Social Studies	<ul style="list-style-type: none"> ◆ Define and apply individualism and collectivism concepts 	<ul style="list-style-type: none"> ◆ View visuals, graphics, and videos on individualism and collectivism ◆ Read articles and apply concepts to economic forms of government and political parties ◆ Analyze the declaration of Human Rights using concepts 	<ul style="list-style-type: none"> ◆ A description of self as an individualist or a collectivist ◆ A 45-minute essay on whether or not healthcare is a human right or a personal responsibility 	
Week 7: Apply GED Information	<ul style="list-style-type: none"> ◆ Preparing a final essay 	<ul style="list-style-type: none"> ◆ Take and analyze GED tests on Language, Economics and Politics 	<ul style="list-style-type: none"> ◆ A 45-minute letter to the President on how to solve the drug shortage crisis 	
Week 8: Final Project	<ul style="list-style-type: none"> ◆ Writing workshops 			<ul style="list-style-type: none"> ◆ Students present their paper for formal classroom evaluation
Week 9: Exploring the Pros of an Issue		<ul style="list-style-type: none"> ◆ Read about the pros of a topic relevant to the drug shortage 		
Week 10: Reviewing the Cons of an Issue		<ul style="list-style-type: none"> ◆ Read about the cons of a topic relevant to the drug shortage 		

Drug Resistance	Theme	Reading	Writing	Presentation
Week 11: Staging a Debate				<ul style="list-style-type: none"> ◆ Stage a formal debate to explicate the two sides
Week 12: Writing a Persuasive Essay	<ul style="list-style-type: none"> ◆ Write a persuasive essay that includes counterclaims and refutes them 			

Reading and Writing for Bridge II: TDL Week-by-Week

The Historical Context for Global Supply Chains	Purposes	Reading/ Visual Materials	Writing/ Presentations
Week 1: Introduction to the Topic	<ul style="list-style-type: none"> ◆ Activities for opening a bridge course (see Appendix II) ◆ Introduce course goals and standards ◆ Identify students' countries of origin and the impacts of their immigration stories ◆ Explore historical global trends ◆ Improve geography skills 	<ul style="list-style-type: none"> ◆ Blank world maps to complete ◆ Short videos on: empires, history of religions, 1000 years of war ◆ Readings on British colonialism in India 	<ul style="list-style-type: none"> ◆ Four-paragraph theme on personal impacts of family's immigration stories
Week 2: GED Social Studies	<ul style="list-style-type: none"> ◆ Establish the link between British colonialism and the Industrial Revolution ◆ Establish the link between American expansion and the fate of American Indians 	<ul style="list-style-type: none"> ◆ Readings on why the Industrial Revolution happened in Britain ◆ Video on the European Industrial Revolution ◆ Readings on Indian history in the American expansion 	<ul style="list-style-type: none"> ◆ Five-paragraph essay on the impacts of empire on the people in the conquered countries

The Historical Context for Global Supply Chains	Purposes	Reading/ Visual Materials	Writing/ Presentations
Week 3: GED Social Studies	<ul style="list-style-type: none"> ◆ Understand key elements of the American Industrial Revolution ◆ Map European global colonial holdings ◆ Explore the impacts of colonialism on native people 	<ul style="list-style-type: none"> ◆ Videos: on the American Industrial Revolution and on Imperialism ◆ Political cartoons on colonialism ◆ Readings on the impacts of colonialism in 3rd world countries 	<ul style="list-style-type: none"> ◆ Research on the impacts of colonialism or immigrant experiences on students' families ◆ Present their research findings and analysis ◆ Write a five-paragraph essay on the impact of industrialization, colonialism, or imperialism on students' families
Week 4: Presentation Project	<ul style="list-style-type: none"> ◆ Re-set and expand criteria for evaluating essays including three components from the GED Essay Scoring Rubric ◆ Provide two student evaluations per student essay ◆ Study grammar lessons critical to improving student writing ◆ Practice editing student work ◆ Define the writing situation ◆ Create a rewriting plan ◆ Rewrite the original essays with based on student and teacher feedback 	<ul style="list-style-type: none"> ◆ Review three of the GED Essay Scoring components ◆ Teacher/student selected grammar exercises 	

The Historical Context for Global Supply Chains	Purposes	Reading/ Visual Materials	Writing/ Presentations
Week 5: Introduce Global Warming	<ul style="list-style-type: none"> ◆ Introduce global warming and its Impact on the global supply chain system 	<ul style="list-style-type: none"> ◆ Readings on global warming and its potential impact on the environment 	<ul style="list-style-type: none"> ◆ Four paragraph theme on global warming in its potential impact on the lives of students and their families
Week 6: Readings and Research on Global Warming	<ul style="list-style-type: none"> ◆ Research the causes and impacts of global warming 	<ul style="list-style-type: none"> ◆ Readings on the science of global warming and climate change 	
Week 7: Practice GED	<ul style="list-style-type: none"> ◆ Take practice GED tests 	<ul style="list-style-type: none"> ◆ Readings on the science of global warming and climate change 	<ul style="list-style-type: none"> ◆ Write a letter to the President on how to address global warming
Week 8: PowerPoint Presentation	<ul style="list-style-type: none"> ◆ Present PowerPoint presentations on global warming 		<ul style="list-style-type: none"> ◆ Present PowerPoint presentations on global warming, reasons for the problem, and recommendations

The Pros and Cons of Globalization	Purposes	Reading/Visual Materials	Writing/Presentations
Week 9: The Pros of Globalization	<ul style="list-style-type: none"> ◆ Identify the pros of globalization from readings and videos ◆ Discern thesis statements in readings ◆ Rate the arguments of several authors in relation to students' own beliefs ◆ Learn strategies for working with more difficult readings 	<ul style="list-style-type: none"> ◆ Readings that present various reasons why globalization is a good thing 	<ul style="list-style-type: none"> ◆ Write a 45-minute essay on the reasons students think globalization is a good thing
Week 10: The Cons of Globalization	<ul style="list-style-type: none"> ◆ Use a set of articles on Bangladesh's factory disasters as a case study that demonstrates some of the problems with globalization ◆ Relate political cartoons on globalization to the Bangladeshi disasters ◆ Develop a critique of globalization as it relates to global supply chains 	<ul style="list-style-type: none"> ◆ Read a set of newspaper articles on the Bangladesh factory disasters ◆ Photographs of the disasters ◆ Political cartoons on globalization ◆ Videos on the problems with global supply chains and recommendations to solve them ◆ Readings on poverty and environment issues as the result of globalization ◆ Video on the impact of NAFTA on Mexican workers 	<ul style="list-style-type: none"> ◆ Write a 45-minute essay on the reasons students think are the problems with globalization

The Pros and Cons of Globalization	Purposes	Reading/Visual Materials	Writing/ Presentations
Week 11: Globalization Debate	<ul style="list-style-type: none"> ◆ Prepare for and conduct a full debate on the pros and cons of globalization ◆ Prepare for and conduct a rebuttal 	<ul style="list-style-type: none"> ◆ None 	<ul style="list-style-type: none"> ◆ Formal presentation of debate and rebuttal arguments ◆ Write a five-paragraph theme on students' stances on globalization that takes into consideration the arguments from the other "side"
Week 12: Writers Workshops	<ul style="list-style-type: none"> ◆ Re-establish writing criteria ◆ Conduct Writers Workshops: a formal presentation of their essay for class evaluation 	<ul style="list-style-type: none"> ◆ Student essays 	<ul style="list-style-type: none"> ◆ Students present their final essays to the class

Resources

Additional lesson plans for Bridge II in healthcare and TDL level are available at the Women Employed website at womenemployed.org/download-bridge-program-lesson-plans. These lesson plan sets can act as fully realized examples of how Affiliates can set up their Bridge II lesson plans for their selected industry. These resources can be customized to fit the specific needs of the Bridge II Reading and Writing course.

Some Affiliates may wish to further contextualize Bridge II using occupation-specific learning materials to guide instruction. The Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) has developed extensive lesson plans for Math and Literacy mapped to three industries: Healthcare, Advanced Manufacturing, and Information Technology, which can be found here mccwdta.etlo.org/module-list (note: a password is required). For Literacy, the modules focus on oral communication, written communication, reading technical information, and integrating/presenting information. Each module provides an industry context, workplace scenario, and contextualized learning activities to help students better incorporate the academic material in a realistic work context.

The following table includes general resources for print, video, and other images including charts, graphs, and political cartoon for any topic, as well as Science and Social Studies. These include example Healthcare and TDL themes in detail, including articles for Reading weeks, GED relevant materials, and materials that require students to come up with their own opinions and solutions to difficult problems — all good fodder for writing assignments.

Excellent General Sites to Explore

- ◆ *The New York Times*
- ◆ *The Huffington Post*
- ◆ *BBC, The Guardian, National Geographic*
- ◆ Khan Academy (www.khanacademy.org)
 - ◆ Science: Chemistry, Biology, Physics, Cosmology and Astronomy, Organic chemistry, Healthcare and Medicine
 - ◆ Economics: Micro and macroeconomics, Finance and capital markets.
 - ◆ Humanities: World History, Art History, American Civics
- ◆ Curriculum resources and test preparation – www.newreaderspress.com
- ◆ The Gilder Lehrman Institute of American History – www.gilderlehrman.org/
- ◆ *The New York Times* Learning Network: good resource for lesson plans, videos, readings – learning.blogs.nytimes.com/category/science/
- ◆ PBS Learning Media – www.pbslearningmedia.org/
- ◆ TED Talks – www.ted.com
- ◆ Teacher Preparation Materials: Use the following links to become acquainted with Khan Academy, how to set up logins, and how to track student progress. Also see how other schools are utilizing these teaching tools in the classroom.
 - ◆ www.khanacademy.org/Toolkit/classroom-uses
 - ◆ www.khanacademy.org/Toolkit/getting-started
 - ◆ www.khanacademy.org/Toolkit/pilot-schools

Science

Theme	Resources
<p>Healthcare: Drug Resistance</p> <p>GED Topics: Human Body and Health, Molecular Basis for Heredity, Evolution</p>	<p>Introductory Materials:</p> <ul style="list-style-type: none"> ◆ World Faces Global Pandemic of Antibiotic Resistance – www.sciencedaily.com/releases/2008/09/080918192836.htm ◆ <i>Antibiotic Resistance: The 5 Riskiest Superbugs</i> – Video and Article abcnews.go.com/Health/Wellness/antibiotic-resistance-riskiest-superbugs/story?id=15980356#.UJ1AkWimCJU ◆ Khan Academy: Healthcare and Medicine – www.khanacademy.org/science/healthcare-and-medicine ◆ Khan Academy: Genetics 101, Part 1-4 – www.khanacademy.org/science/biology/heredity-and-genetics ◆ Khan Academy: Introduction to Evolution www.khanacademy.org/science/biology/evolution-and-natural-selection ◆ Graphics of Human Evolution www.google.com/search?client=safari&rls=en&q=evolution+pictures+of+man&ie=UTF-8&oe=UTF-8 ◆ 3 Khan Academy Videos: <i>Natural Selection and the Owl Butterfly</i>, <i>DNA, Variation in a Species</i> – www.khanacademy.org/science/biology/evolution-and-natural-selection ◆ Khan Academy: <i>Natural Selection and the Owl Butterfly</i> (13 minutes), <i>DNA, Variation in a Species</i> (20 minutes) www.khanacademy.org/science/biology/evolution-and-natural-selection ◆ Khan Academy: <i>Introduction to Heredity</i> (17 minutes), <i>Punnett Square Fun, Sex Linked Traits</i> (14 minutes) http://www.khanacademy.org/science/biology/heredity-and-genetics ◆ Khan Academy: <i>Tree of Life: Bacteria</i> (18 minutes), <i>Viruses</i> www.khanacademy.org/science/biology/tree-of-life <p>More Information on the Topic</p> <ul style="list-style-type: none"> ◆ Definition of Antibiotic Resistance – www.tufts.edu/med/apua/about_issue/about_antibioticres.shtml ◆ History of Antibiotic Resistance – www.accelr8.com/antibiotic_resistance.php ◆ <i>Super Bugs – Bacterial Drug Resistance</i> – Video www.youtube.com/watch?v=VQhIz2LqrYA ◆ History of Antibiotic Resistance – www.accelr8.com/antibiotic_resistance.php

Theme	Resources
<p>Healthcare: Drug Resistance</p> <p>GED Topics: Human body and Health, Molecular Basis for Heredity, Evolution</p> <p>(continued)</p>	<p>Videos that Introduce Research Topics (continued)</p> <ul style="list-style-type: none"> ◆ Video #2: Nutrition and Antibiotic Resistance (1.5 minutes) (at bottom of page). <ul style="list-style-type: none"> ◆ Video and article: <i>People Want to Eat Meat Raised Without Excessive Antibiotics</i> www.wired.com/wiredscience/2012/06/meat-drugs-poll-video/?utm_source=Contextly&utm_medium=RelatedLinks&utm_campaign=MoreRecently ◆ Video #3: <i>Malaria</i> (3 minutes) – www.youtube.com/watch?v=9b3kSNX-ZB0 ◆ Video #4: <i>Malaria</i> (2.5 minutes) – videos.huffingtonpost.com/healthy-living/who-worries-about-drug-resistant-malaria-in-thailand-517346473 ◆ MRSA-article www.webmd.com/skin-problems-and-treatments/understanding-mrsa-methicillin-resistant-staphylococcus-aureus ◆ TB-article www.scientificamerican.com/article.cfm?id=prison-plague-post-soviet-russia <p>Additional Resources:</p> <ul style="list-style-type: none"> ◆ Inherited Human Traits: A Quick Reference – learn-genetics.utah.edu ◆ Pictures of inherited traits – www.fi.edu/guide/knox/Traits/traitsexamples.pdf ◆ Genetics – serendip.brynmawr.edu/sci_edu/waldron/ ◆ Centers for Disease Control and Prevention (CDC) – www.cdc.gov

Theme	Resources
<p>TDL: Global Warming and its Impact on the Global Supply Chain System</p> <p>GED Topic: Interactions between Earth's Systems and Living Things</p>	<p>Introductory Materials:</p> <ul style="list-style-type: none"> ◆ Business warned to prepare for catastrophic impacts – www.guardian.co.uk/sustainable-business/blog/pwc-climate-change-reduction-business-investments ◆ Supply Chains Threatened by Six-Degree Global Warming – www.environmentalleader.com/2012/11/05/pwc-preparing-for-climate-change-as-competitive-advantage/ ◆ Top Ten Effects of Global Warming on Business– www.triplepundit.com/2013/03/top-ten-effects-global-warming-business/ ◆ Global Warming is Real and has Consequences: Global – yaleglobal.yale.edu/content/global-warming-real-has-consequences-part-ii ◆ Global Warming: logistics and supply chain management – video freevideolectures.com/Course/2757/Sustainability/8 <p>Lesson Plans for the Science of Global Warming:</p> <ul style="list-style-type: none"> ◆ Take Aim at Climate Change – video: passporttoknowledge.com/polar-palooza/whatyoucando/taacc/ ◆ Global Climate Change: Understanding the Greenhouse Effect – illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.lp_global1/global-climate-change-understanding-the-greenhouse-effect/ ◆ PBS Learning Media: Multiple Climate Change Materials illinois.pbslearningmedia.org/search/?q=Climate&selected_facets=curriculum_hierarchy_node:aa8b6e42-4fda-47cf-b78b-d9395e8e6485 ◆ Will Steger Foundation: Global Warming 101 Lesson Plans www.willstegerfoundation.org/curricula-resources/grades-6-12 ◆ Global Warming – <i>NY Times</i> learning.blogs.nytimes.com/teaching-topics/global-warming ◆ Lesson Plan – The Greenhouse Effect and Global Warming – learningtogive.org/lessons/unit372/lesson1.html ◆ Global Warming Education: School Lesson Plans, Climate Change – www.climatechangeeducation.org/ ◆ The Politics of Global Warming: Arguments for Global Warming Skeptics and What the Science Really Says – www.skepticalscience.com/argument.php ◆ Global Warming: The Politics of Poverty politicsofpoverty.oxfamamerica.org/tag/global-warming/ ◆ Extreme Global Makeover – illinois.pbslearningmedia.org/resource/wa08.socst.world.glob.lpmakeover/extreme-global-makeover/

Theme	Resources
	<p data-bbox="412 260 789 300">Supply Chain Solutions:</p> <ul data-bbox="412 317 1208 478" style="list-style-type: none"><li data-bbox="412 317 1208 394">◆ Introduction to the Green Supply Chain – logistics.about.com/od/greensupplychain/a/green_intro.htm<li data-bbox="412 411 1208 478">◆ Green Supply Chain: Carbon Trust – www.carbontrust.com/news/2012/04/green-supply-chain/

Social Studies

Theme	Resources
<p>Healthcare: Drug Shortages</p> <p>GED Topic: Economics — Supply and Demand</p>	<p>Introductory Materials:</p> <ul style="list-style-type: none"> ◆ Drugs for emergencies are in critical shortage – www.star-telegram.com/2012/02/24/3761507/drugs-for-emergencies-are-in-critical.html ◆ Drug Shortage Videos: <ul style="list-style-type: none"> ◆ www.youtube.com/watch?v=zg6Ioyg7PrY ◆ www.youtube.com/watch?v=wVCbQ3wzw9o ◆ www.youtube.com/watch?v=B-hd-2AVJUU <p>Relevant GED Topic Materials:</p> <ul style="list-style-type: none"> ◆ Supply and Demand Video – Basic Concept – www.youtube.com/watch?v=8-yWKgZv9JY&feature=relmfu ◆ Supply and Demand Video – Applied Concept – www.cbsnews.com/video/watch/?id=7362063n ◆ Supply and Demand Article – www.mindtools.com/pages/article/newSTR_69.htm ◆ Article: <i>What’s behind our national drug shortages</i> – www.huffingtonpost.com/glenn-d-braunstein-md/national-drug-shortages_b_1257932.html ◆ Khan Academy: Economics of a Cupcake Factory (11 min), Cupcake Economics 2 (11 min), Cupcake Economics 3 (13 min) – www.khanacademy.org/finance-economics/current-economics/v/economics-of-a-cupcake-factory <p>Point of View in Articles on the Topic:</p> <ul style="list-style-type: none"> ◆ Pharmaceutical Companies Spent 19x More on Self-Promotion www.huffingtonpost.com/2012/08/09/pharmaceutical-companies-marketing_n_1760380.html#slide=more213344 ◆ Article: How perverse incentives cause drug shortages – http://www.oregonlive.com/health/index.ssf/2011/11/health_how_perverse_incentives.html ◆ US Government Response to Drug Shortage – www.nytimes.com/2011/08/20/health/policy/20drug.html?pagewanted=all

Theme	Resources
<p>TDL: Historical Context for Global Supply Chains</p> <p>Industrialization and Colonialism</p> <p>GED Topics: Geography, Industrialism, Colonialism</p>	<p>Introductory Materials for Thinking about Large Global Trends:</p> <ul style="list-style-type: none"> ◆ All Great Empires of the World – www.youtube.com/watch?v=MOrD8eOdRxU ◆ History of Religions – www.youtube.com/watch?v=x-sIF78QYCI ◆ 1000 years of war in 5 minutes – www.youtube.com/watch?v=1hsDn2kNriI <p>Relevant GED Topic Materials: Connecting Industrialization and Colonialism</p> <ul style="list-style-type: none"> ◆ British Colonizing of India – library.thinkquest.org/17282/history.html ◆ Colonial India, Gandhi, and Eventual Independence – www.wmich.edu/dialogues/themes/indiagandhi.html#dialogues ◆ The British Presence in India in the 18th Century – www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml ◆ Why the Industrial Revolution happened in Britain – www.bbc.co.uk/history/0/20979973 ◆ Crash Course: Coal, Steam, and the Industrial Revolution – www.youtube.com/watch?v=zhL5DCizj5c <p>Additional Reading:</p> <ul style="list-style-type: none"> ◆ The Ecological and Political Impact of Colonialism in the Third World During the 19th and 20th Century – www.articlesbase.com/politics-articles/the-ecological-and-political-impact-of-colonialism-in-the-third-world-during-the-nineteenth-and-twentieth-centuries-306767.html ◆ The Effects of Colonialism on African Women – afrikaneye.wordpress.com/2007/03/08/the-effect-of-colonialism-on-african-women/

Theme	Resources
<p>TDL: Pros and Cons of Globalism</p>	<p>Introductory Materials</p> <ul style="list-style-type: none"> ◆ The Global Supply Chain: Our Economy, Security, and Health Depends on It – www.huffingtonpost.com/stanley-m-bergman/global-supply-chain_b_2561493.html <p>Materials for the Pros Week:</p> <ul style="list-style-type: none"> ◆ The Advantages of Globalization (one copy for each student) – www.economywatch.com/economics-theory/globalization/advantages.html ◆ The Benefits of Globalization – www.radford.edu/~mthong/benefits_of_globalization.htm ◆ How India “Colonized” Britain – www.time.com/time/world/article/0,8599,1730172,00.html ◆ Advantages of Globalization: Buzzle – www.buzzle.com/articles/advantages-of-globalization.html ◆ How has Globalization Benefited the Poor? – qn.som.yale.edu/content/how-has-globalization-benefited-poor <p>Materials for the Cons Week:</p> <ul style="list-style-type: none"> ◆ The Story of Stuff: Video – www.storyofstuff.org/movies-all/story-of-stuff/ ◆ The Story of Change: Video – www.storyofstuff.org/movies-all/story-of-change/ ◆ Poverty and the Environment – Global Issues – www.globalissues.org/article/425/poverty-and-the-environment#DivertingResourcestoNon-ProductiveUses

Math Course for Bridge I and II

Overview

The Math Bridge Courses are intended to be offered in conjunction with their respective Bridge I and II programs in Reading and Writing. Each 12-week Math Bridge Course should consist of eight to ten hours of instruction per week. This section examines the increased requirements of the CCSS and the 2014 GED standards and provides Affiliates with options for deciding how to develop and contextualize courses.

To complement the options offered, this section offers strategies for developing lesson plans for Math courses where all students begin at the same math level as well as strategies for teaching multi-level classrooms where students are at different levels. There are also best-practice teaching resources as well as strategies for integrating industry-specific word problems into the curriculum so that students can integrate their new math skills with their targeted industry.

Standards

The new sets of national standards are substantially raising the bar in all subjects, especially in math. The Common Core and the CCRS assume that students will have stronger basic skills in a number of areas at earlier grade levels, and the 2014 GED has also increased its math requirements to pass the new test. For example, students who are to enter a Bridge I course at the 6th grade level must have already mastered computation and basic word problems skills using:

- ◆ All whole number operations: addition, subtraction, multiplication, division
- ◆ All number operations for decimals, fractions, and percents
- ◆ Basic ratio concepts
- ◆ Simple equalities and inequalities in algebraic expressions
- ◆ The basics of lines and angles and know how to compute area, surface area and volume in geometry
- ◆ Basic statistical concepts

These higher requirements for the 6th grade math level could be a challenge for Affiliates looking to fill a Bridge I course, as quite often students who test at the 6th grade level in Reading have much lower Math scores. This situation is often exacerbated for ESL students who have not taken basic math courses while taking ESL courses.

The table in Appendix I offers more detail on the full range of the new math requirements at the 6th, 8th, and 12th grade levels. The table presents both Common Core/CCRS standards alongside the 2014 GED standards at the 12th grade level.

The first three columns in the Math Standards table are derived from the CCRS standards:

- ◆ The 6th grade level Math standards are provided to define the skills that students need to have before entering the Bridge I course.

- ◆ The 8th grade level Math standards describe the skills that students will need to complete Bridge I and enter Bridge II.
- ◆ The 12th grade level Math standards describe the skills that students will need to be prepared for college math courses.

The 12th grade level is being used because neither the CCSS or the CCRS break out the 9th–12th grade standards into discreet sets of standards as they do in the English Language Arts Standards. Thus, this Tool Kit has selected the CCRS standards and listed the categories and sub-categories from those standards for each level.

Affiliates should use the links below to get all the specifics that distinguish one level from the other.

- ◆ Common Core State Standards (CCSS) at the 8th grade and High School Levels
www.corestandards.org/Math/Content/8/introduction
- ◆ College and Career Readiness Standards (CCRS)
lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

The full set of standards is presented at four Levels: A-E. The levels of focus for the Bridge I and II math courses are Level D (6.0-8.9) and Level E (9.0-10.9). Level C (4.0-5.9) is included in this table as well because these skills are the prerequisite to Bridge I Math.

- ◆ 2014 GED – Chapter 2: 2.21
www.gedtestingservice.com/uploads/files/3b08a455b0267b511273587fb4cc387b.pdf

Options for Developing Bridge I and II Math Courses

In order to make appropriate use of these standards, NCLR Affiliates will need to evaluate their current Math programs, any programs that feed students to Bridge math courses, and their partnerships with GED programs. This evaluation will help Affiliates determine the best course of action.

Option 1 (Single-Level Course)

This option assumes that there are feeder programs that can meet the Math standards for the CCRS Level C (6th grade level) and a GED program partner. The feeder program can be an internal program that meets the Level C requirements or it can be an external program that is willing to both work with the Affiliate to provide a program that meets the Level C requirements as well as accept referrals of students who are interested in the Bridge but need to improve their basic math skills. If there are internal or external partners who can provide students with the requisite basic Math skills for entrance into Bridge I, then the CCRS standards can be used to define the exact set of standards and skills that need to be covered for Bridge I (Level D).

However, the Affiliate would also need to have a GED program partner to work with in order to clearly define the standards for Bridge II. Because the Bridge II focus is to get students to the 10.0 grade level, and the CCRS Level E describes the skills needed for the 12.0 level, Affiliates will need to work with their GED partner to determine those standards that will define the Bridge II course and those that will be covered in the GED program.

A logical option for a division of responsibility between a Bridge II course and the GED program would be to have the Bridge II course focus on CCRS Level E standards in algebra only. While there are standards for geometry and statistics and probability included in Level E, a clear focus on the primary algebra standards for the Bridge II would clarify a course focus, giving the GED program responsibility for some of the more complex algebra functions as well as geometry and statistics and probability.

Option 2 (Multi-Level Course)

The second option is for NCLR Affiliates who do not have feeder math program partners and are recruiting students who meet the reading requirements but have a varied set of skills in Math. While this situation is not ideal, it is common for CBOs who are working with ESL students and other native speakers who have been out of school for a long time. NCLR Affiliates without math feeder programs should work with their partner GED program to designate which standards they will cover and which standards will be covered in Bridge II. In this scenario, the Math Bridge I and Bridge II courses look as follows:

- ◆ The Bridge I Math course should focus on strengthening all basic math skills and teaching pre-algebra. Students need to also be able to solve multi-step word problems for fractions, decimals, percentages, and pre-algebra subjects. Word problems could include real-life situations and those contextualized to the workplace of the target industry.
- ◆ The Bridge II Math course should be an algebra course that covers all types of linear equations (including quadratic) and basic geometry. Again, students should apply their learning to a variety of multi-step word problems from real-life and workplace situations.
- ◆ In this scenario, the GED course would focus on teaching functions, the advanced geometry topics, and the test-taking strategies needed to be successful taking the 2014 GED.

In this option, the Bridge I course is an intensive multi-level course that utilizes a number of strategies to see that students strengthen their individual basic skill deficits as well as gain all the basic pre-algebra skills they need to be successful at the Bridge II level. The Bridge II level course offers a unified lesson plan where all students are working together to master the same set of algebraic concepts.

An important tool that can help define course boundaries for this option is the “Mathematics Formula Sheet” in the 2014 GED standards on page 2.26. This Formula Sheet lists all the key formulas that students must be able to use on the GED test. Making sure that these formulas are highlighted in the development of a lesson plan for Bridge II and in the GED program may also help in the process for dividing the 2014 GED responsibilities between the Bridge II and GED class.

Option 3 (Multiple Instructors)

This last option is for those programs that have the capacity to schedule a number of instructors to teach math during the same time period to Bridge I and II students. The distinct benefits to having a number of instructors teaching math at the same time include:

- ◆ Different classrooms can focus on a specific and smaller set of skills/standards. For example, if there are four instructors, one could focus on fractions, decimals, and percentages; one on pre-algebra, basic geometry, and basic statistics; one on algebra; and one for functions, statistics and probability.

- ◆ Individual instructors do not need to specialize in teaching all math skills, but instead focus on a limited set of topics.
- ◆ Instructors could teach shorter more focused classes as students would only be placed in courses that were appropriate to their math skills.
- ◆ Students could move from class to class more quickly with a greater sense of achievement and take courses again, if necessary, to ensure they really mastered the set of skills for that course.
- ◆ Industry-specific word problems should be integrated into all the courses to make sure that Bridge students understand how to apply their new math skills on the job.

Clearly this option is only for those NCLR Affiliates who already have on-site adult education programs that include math instruction, but if the option is possible, students will achieve targeted skills more quickly.

Strategies for Building Bridge Courses for Single-Level Classrooms

The steps for creating lesson plans for courses where learners are at the same level are as follows:

1. **Define the standards to be targeted in the course.** The standards should be selected based on the needs of students and the existing capacity with partner programs. The list of standards is the backbone of the lesson plan.
2. **Develop the Course Outline.** Create a document that states the standards that need to be covered in the course, and arrange them according to either the CCRS or 2014 GED standards, depending on the option that is being used. Provide large spaces between each of the standards and match specific pages in books or websites worksheets to each standard. This course outline is the rough draft you will use for the final course outline, so you can also add your ideas about how to assemble the final course outline together along with the listing of materials.
3. **Select a textbook or set of websites that can cover skills needed to meet the standards.** To begin this process:
 - ◆ See the Common Core State Standards for Mathematics (Grades k-12) nsdl.org/search/standards/D10003FB?id=HS for details on the kinds of math that need to be covered to meet each standard. Just click on the standard and you will be linked to corresponding materials with math problems associated with each standard.
 - ◆ Conduct research using the links provided in the Table of Resources for Math.
 - ◆ Also research math books that are available to the program, making sure that they adequately cover the standards.
4. **Select materials that can provide industry-relevant word problems and activities.** As the standards emphasize, it is critical that students are able to apply their skills use word problems in context. The steps to integrate word problems into the lesson plans include:
 - ◆ Explore websites that feature general word problems for all levels. There are several resources for word problems that have been contextualized by industry included in the Table of Resources for Math. In particular, the math modules developed by the Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) <http://mccwdta.etlo.org/module-list> (note, a password is required to access this site) provide

comprehensive guidelines for design and instruction. Each module provides an industry context, workplace scenario, and contextualized learning activities to help students better incorporate the academic material in a realistic work context.

- ◆ Match word problems with standards. Make sure your lesson plan displays the specific materials that will help teach each standard. Select word problems that can demonstrate that the students know how to apply the concepts learned.
 - ◆ Remember that contextualized word problems will not illustrate all the skills students are to learn. Expect to be using a mix of general and specialized word problems in the syllabus.
5. **Transfer your materials to your customized course outline.** Once you know these basics and incorporate them into your draft lesson plan, you can customize the table in Appendix II to fit the course you are designing. When you have the number of weeks and days represented in your outline, you can begin the process of building out the final lesson plan. Make sure that auditory, visual, and kinesthetic teaching methods are involved in every activity.

Instructional Guidelines

Encourage instructors to ask questions instead of giving answers. This process can be achieved by focusing on having students solve problems and providing the reasons why they need to do each step of a problem. Below are some sample activities that demonstrate how to achieve this approach:

General activity:

- ◆ Select a problem that can help introduce a mathematical concept.
- ◆ Ask questions to see what aspect of the problem students already understand.
- ◆ Identify those parts of the problem students are confused about. Ask them to be specific and write down these items.
- ◆ Pass out materials that provide information on a concept needed to solve the problem.
- ◆ Ask students to study these materials independently.
- ◆ Put students into pairs so they can be sure they can explain what they have learned to each other.
- ◆ Put computation problems on the board and have different student pairs walk you through each of the problems. Ask them to explain their reasons for each step in the proposed solution.
- ◆ Go back to solving the original word problem. Have pairs work out the problem and then ask the class to guide you through solving it. Ask questions about why each step is necessary as they walk you through so you know how to solve problems like it in the future.

For reviewing homework the next day:

- ◆ Ask students to get into pairs, review their answers, and decide on the right answers and why.
- ◆ Assign each pair one of the problems. Give them time to prepare to teach the problem.
- ◆ Ask each pair to come to the board to teach the problem. They must explain what they are doing and why they are doing it for each step.
- ◆ Be sure to ask the class if the steps are the right, if the reasons for the steps are right. If there is a difference of opinion, ask students to come up with the reasons for getting to the right process.

Utilize writing skills for understanding primary math concepts in more depth:

- ◆ Put a problem on the board and ask students to write what they have to do to solve the problem and why they have to do each step. This can be a computational problem or a word problem.
- ◆ Go around the room and have students read their explanations aloud. Have students discuss and decide the clearest ways to explain the problem.

For more ideas about how to create best-practice activities, watch the video at this website: <https://www.cuny.edu/academics/programs/notable/CATA/cti-cunystart/cunystart-resources-pubs.html>. It is important to understand the activities you will use in order to know which word problems should open which activities, which materials will be needed for students to study individually and in pairs to clarify their understanding of new processes, which materials will be used as homework, and which are the key concepts that students will need to write about. Emphasis on how concepts are related to one another is also essential, so that students are not memorizing an infinite number of procedures but are internalizing a growing set of clear reasoning skills that they can apply in a variety of different math situations.

Complete the Course Outline in Appendix II

- ◆ Copy the standard that is being addressed that week under “Topic of the Week.” If different sub-standards are being address on different days, copy these into the spaces for “Days” as appropriate.
- ◆ Select the word problems that instructors will open with to demonstrate the concept and cut and paste them into the “Materials” section for that day.
- ◆ Select the specific problems that students will work on to learn new concepts and the problems they will use to practice the new skill.
- ◆ Make sure there is homework for each day. Cut and paste these materials into the homework section.

Strategies for Building Bridge Courses for Multi-Level Classrooms

These strategies are especially relevant for the Bridge I course for Option 2. However, the resources shared below should be reviewed and considered for integration into any of the Bridge Math courses. Note: the strategies detailed here assume access to a technology lab where students can both work independently, in small groups, and as a whole classroom. Here are the steps for building out a multi-Level Bridge I course:

Develop the Course Outline. Provide large spaces between each of the standards and match specific pages in books or websites worksheets to each standard. This course outline is the rough draft you will use for the final course outline, so adding notes on your ideas about how to put the final course outline together can be part of the listing of materials you are in the process of creating.

Conduct a full review of key online resources to provide students with additional materials for strengthening their math skills. It is important to become familiar with the Khan Academy math videos when preparing for a Bridge math course, as it is a rich resource that provides instruction on full series of math concepts. These short videos utilize a casual, user-friendly, step-by-step approach to

teaching math concepts that students can watch and re-watch privately. Links to the three specific areas of the Khan Academy that are relevant to Bridge I and II are presented below along with a listing of the skills that are taught in separate videos:

Khan Academy: Arithmetic and Pre-Algebra

www.khanacademy.org/math/arithmetic

Math Topics: Addition and subtraction, multiplication and division, factors and multiples, negatives numbers and absolute value, decimals and percent, fractions, ratios, proportions, units and rates, exponents, radicals, and scientific notation, applying mathematical reasoning, and arithmetic properties.

Khan Academy: Algebra

www.khanacademy.org/math/algebra

Math Topics: Introduction to algebra, linear equations, linear inequalities, graphing points, equations, and inequalities, systems of equations and inequalities, functions, quadratics, exponent expressions and equations, polynomials, ratios and rational expressions, logarithms, conic sections, matrices, imaginary and complex numbers.

Khan Academy: Geometry

www.khanacademy.org/math/geometry

Math Topics: Points, lines, and planes, angles and intersecting lines, congruent triangles, perimeter, area and volume, similarity, right triangles, special properties and parts of triangles, quadrilaterals, and circles.

The different ways that NCLR Affiliates can integrate these resources into a multi-level course are as follows:

- ◆ Students can be assigned these videos to review prior to the math concept is presented in class. This will allow students to have some insight into how to think about the problems they will be working with the next day.
- ◆ Students can use the videos to review concepts after they have been introduced in class. This will help students consolidate their thinking and give them the capacity to go back to review processes they may still have questions about.
- ◆ Classrooms that have students who need to work on different math skills can do independent study on that skill before coming together with the instructor in small groups to do problem solving exercises as detailed above. The instructor can use these videos to make sure everyone is on task while small groups of student can meet to highlight just those skills that the particular small group is working on.
- ◆ Plan to celebrate students when they move up levels in their basic skills: fractions, decimals, and percents. Assign students pre-algebra videos and work after they have moved through the basic skills so they can continue to move forward independently.

The Khan Academy website can be set up to track student progress and to ensure that student pass a short exam before going from one topic to the next. It is, however, important not to rely on this resource as a primary teaching source. Students will need ample practice of new material in an interactive classroom where the instructor can understand how the student is thinking and the student can become confident that they are mastering new material.

Build a course outline that plans independent work and covers required standards in a systematic way. This is accomplished as follows:

- ◆ Lay out the standards that have been assigned to the class in a document and make large spaces between each standard.
- ◆ Tag those standards pertaining to basic skills, i.e. fractions, decimals, and percents, as “Independent Study/ Small Group” and designate the specific Khan Academy videos that should be assigned to each of these areas. Students whose test results show that they have weaknesses with basic skills should be assigned to those Khan Academy videos that address those skills.
- ◆ Tag pre-algebra standards as “Large Group” activities and conduct research using the research table at the end of this section, additional research online, and review available book resources to select materials that can teach these standards. These must include word problems and general practices resources for each standard.
- ◆ Lay out the course outline to fit the course length and the number of days per week, as described above.

Fill in the course outline using these steps:

- ◆ Designate activities as: “Independent Study/ Small Group” or “Large Group.” Decide to meet with a different group each day using appropriate level word problems for small groups to solve using the activities above. Also make sure there is one Large Group word problem session each day as well that is focused on practicing pre-algebra word problems that are lined up to teach the standards.
- ◆ Cut and paste the selected the word problems for the Small Group and Large Group sessions into the “Materials” section for each day. Also include the general teaching materials you will use to help students solve the word problems that are being presented.
- ◆ Make sure there is homework every day. The homework can be written work or video work focused on improving basic skills.

Best Practices for Teaching Math

There are a few excellent materials concerning best-practices for teaching math to pre-college level adults. The College Transition Program for Math (CTP) that was developed to overcome the difficulties adults have in succeeding in college math at the City University of New York (CUNY). They were able to achieve strong results utilizing a different approach to teaching math. These two papers, and a very good accompanying video, outline the approach the CTP math program for teaching, curriculum development, and professional development. www.cuny.edu/academics/programs/notable/CATA/cti-cunystart/cunystart-resources-pubs.html

The two papers posit a new way of teaching math. Instead of presenting mathematical ideas through lectures that focus on memorizing rules and procedures, and covering far too many topics, particularly in algebra, these materials present a whole teaching method that was partially outlined in the “Principles for Curriculum Development” section in the Overview and Introduction Chapter. Instructors should take the time to look through these materials, the standards they have decided their Bridge Math classes should focus on, and come up with strategies for teaching in the classroom that avoid traditional didactic approaches and, instead, involve students in understanding their own reasoning processes and view math as a set of tools that will improve their lives.

Below are resources for math at all grade levels, contextualized work problems for healthcare and TDL, and resources for general word problems.

Table of Resources for Math

<p>Math Lesson Plans and Activities</p>	<ul style="list-style-type: none"> ◆ Free Math Lesson Plans – lesson-plans.theteacherscorner.net/math/ ◆ Math/ TV 411 – www.tv411.org/math/ ◆ PBS Learning Media: Math – www.pbslearningmedia.org/search/?q=*%selected_facets=supplemental_curriculum_hierarchy_nodes_exact:5148577a-b1b8-43b7-bd9d-ff9bd0ea8de4&display=Mathematics ◆ Teaching Math: Grades 9-12 – www.learner.org/courses/teachingmath/grades9_12/session_04/section_04_d.html ◆ Math2.org – math2.org/ ◆ Math Realm.Com – www.mathrealm.com/Books/RL_Probability.pdf ◆ Algebra and Geometry Activities – hotmath.com/learning_activities/ ◆ Algebra and Geometry Math Videos Online – yaymath.org/video.html ◆ Common Core State Standards for Mathematics (Grades k-12) — Materials for every standard. – nsdl.org/search/standards/D10003FB?id=HS ◆ The Math Page: free lesson in arithmetic, algebra, geometry, trigonometry, and calculus – www.themathpage.com/index.html ◆ Inside Mathematics: Materials for the Math Instructor – insidemathematics.org/ ◆ IXL: Math for every grade level – www.ixl.com/math/algebra-1
<p>Healthcare</p>	<ul style="list-style-type: none"> ◆ Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA) – http://mccwdta.etlo.org/module-list ◆ ESL Practical Math for Health Care Occupations Curriculum – www.seattlecolleges.edu/healthcare/PDFS/CBJTG_Products/ESL_Practical_Math_for_Health_Care_Occupations_Curriculum.pdf ◆ Apothecary measurements – www.nurse-center.com/studentnurse/nur11.html ◆ Conversion Chart – curezone.com/conversions.asp

TDL	<ul style="list-style-type: none"> ◆ TDL Word Problems – tea.im.tamu.edu/Portals/12/2010%20TIVA%20n%20TCEC%20math%20problems.pdf ◆ TDL Math Lesson Plans: Tire and Wheel Assemblies – www.nrccte.org/resources/lesson-plans/transportation-distribution-and-logistics/transportation-distribution-and
General Word Problems	<ul style="list-style-type: none"> ◆ <i>The New York Times</i>: Learning Network – many real world math word problems – www.nytimes.com/learning/teachers/lessons/math.html ◆ PBS Teachers: Math Word Problems – www.pbs.org/teachers/math/inventory/appliedmathematics-912.html ◆ Nasco/Free Activity/Lesson Plans/Math online Catalog – www.enasco.com/page/math_lesson ◆ Basic Math Word Problems – www.basic-mathematics.com/basic-math-word-problems.html ◆ Using Key Words to Unlock Math Word Problems – www.visualthesaurus.com/cm/lessons/using-key-words-to-unlock-math-word-problems/ ◆ XP Math: Math Games Arcade – www.xpmath.com/forums/arcade.php?categoryid=4

Appendix I: Standards

Overview of Standards

Standards are necessary in order to establish objectives and to ensure that skill requirements are met. This Tool Kit provides a number of different standards so that Affiliates can ensure that requirements are met according to the goals of their specific Bridge courses.

The Tool Kit offers an examination of Common Core State Standards (CCSS) for reading, writing, speaking and listening, and language at the 8th and 10th grade levels. At the 8th grade level, the Tool Kit compares the CCSS with National Reporting System (NRS) Educational Functioning Level Descriptors for Advanced ESL as well as the details from a set of state ESL Content Standards.

At the 10th grade level, the CCSS standards are provided, as well as a more detailed set that incorporates and removes the redundancy from the CCSS and the 2014 GED standards into a single document. These three sets of standards documents provide Affiliates with a sound template of skills that both address the needs of ESL students and prepare them for the next level.

For math standards, the 2014 GED and the CCSS are used to ground the Bridge I and Bridge II courses.

Standards for Reading and Writing

In order to meet the multiple goals for these Bridge courses and ensure that key ESL requirements were also being met, two primary sets of national level standards were selected to ground the Reading and Writing Bridge courses:

1. **CCSS: English Language Arts Standards:** www.corestandards.org/ELA-Literacy/RL/9-10/

These standards have been designed at the national level for states to adapt and adopt. To date, 45 states and the District of Columbia have adopted them. The CCSS feature a set of “Anchor” standards that describe the same sets of broad skills at all 12 grade levels. Additionally, sets of grade-specific standards provide detail for how each Anchor standard applies at each grade level. Thus, comparisons of grade-specific standards at different grade levels can define the skill development needed to get students from one level to the next.

2. **NRS Educational Functional Level Descriptors for Advanced ESL:**
www.nrsweb.org/docs/ImplementationGuidelines.pdf

The NRS provides a set of general function descriptors for speaking and listening, basic reading and writing, and functional workplace skills for each of the six ESL levels. The NRS also provides the scores on a variety of ESL tests that define the entrance level requirements for each ESL level. States use these Level Descriptors as the basis for their ESL Content Standards.

In order to see how well the 8th grade Common Core standards that define the skills needed upon completion of Bridge I compares with the ESL Advanced Level, the Illinois ESL Content Standards were selected to provide more detail: <http://www.adultedcontentstandards.ed.gov/ReferenceFiles/ILLanguage.htm>.

The Illinois ESL Standards detail standards in speaking, listening, reading, and writing at all the different levels. Illinois was selected because it was funded by OVAE in 2003, along with 14 other states, to develop content standards for adult education, which it has fully implemented in the community college system over the past 10 years.

Should NCLR Affiliates be interested in incorporating the ESL Content Standards from their own state, they can look up them up on the Adult Education Content Standards Warehouse (www.adultedcontentstandards.ed.gov/Source/GetStandard.cfm), and use the Crosswalk described below as the basis for conducting their own analysis to be confident that the Common Core standards at the 8.0 level cover the specifics of the ESL Advanced level and to determine which additional ESL-specific skills need to be incorporated into course outlines.

The Crosswalk Analysis for Reading and Writing

The purpose of the Crosswalk Analysis is to compare the Common Core standards to the ESL Content Standards to identify duplication and identify those Advanced ESL skills that are not covered in the Common Core. The Crosswalk Analysis sets out the Anchor Standards from the Common Core for Reading informational texts, writing, standards of English, and speaking and listening. In order to make the grade-specific target needed for graduation from Bridge I, the Crosswalk displays the grade-specific standards from the 8th grade level. Below this listing are the grade-specific standards for the 10th grade needed for graduation from Bridge II.

Condensed Common Core and NRS/ESL Standards for Bridge Reading and Writing I and II

The findings in the Crosswalk Analysis are summarized into documents that can be used as the basis for Bridge I and Bridge II Reading and Writing courses respectively. These documents detail what the course must include and how to match classroom activities with the standards. Instructors can also use these documents in activities with students in the classroom where students match the standards with activities they did the day before.

2014 GED Standards

The linkage between the Common Core standards and the 2014 GED is direct, as all of the specific skills required by the 2014 GED test are specifically correlated to the Common Core Anchor standards. The Condensed Standards for NRS Level 5 and 6 is the result of a Crosswalk Analysis that was done for Women Employed and the City Colleges of Chicago. The Crosswalk Analysis compared Common Core standards for the Bridge II level (9.0-10.9 grade levels), and the 10.0-12.9 grade level (these two levels are equivalent to the National Reporting System's Level levels 5 and 6) and the 2014 GED standards. The result is a condensed set of standards at the 12th grade level that insure there is no duplication between the standards compared and that the specific 2014 GED standards that go above and beyond the Common Core grade-specific standards are preserved.

This document presents all the Anchors standards in reading, social studies, science, writing, standards of English, and speaking and listening and follows them with the all the grade-specific GED standards.

Where the GED standards are weak, such as in writing, or non-existent, as in speaking and listening, the Common Core standards at the 12.9 level have been preserved. Thus, this document is a comprehensive document for all the skills needed to pass the 2014 GED at the same time that it shows how mastering the Common Core skills at the Bridge I and II levels prepares students for the skills required for the 2014 GED.

Other Standards for Consideration

The US Department of Education issued the 2013 College and Career Readiness Standards (CCRS) to be utilized by adult education programs. The CCRS have been directly adapted from the Common Core standards, with only slight changes made to customize for adult education purposes. The major shifts in emphasis, however, are reflected in the Standards Charts that lay grade-specific Common Core standards out over five levels that are more in line with adult education learning levels. These standards could be helpful for developing Bridge programs that focus on the final 2 levels: 6-8th grade and 9th-12th grade levels. Links to the CCRS standards and their correlation with the 2014 GED (which is the same as the correlation to the Common Core) are listed below:

Career and College Readiness Standards:

lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

An excellent visual that depicts the conceptual hierarchy of Common Core skills needed to achieve the 2014 GED can be used with teachers and students to more simply describe the steps that are required for Common Core and II014 GED skill mastery:

The Climb to Alignment:

http://www.gedtestingservice.com/educators/ccr?utm_source=WhatCounts+Publicaster+Edition&utm_medium=email&utm_campaign=2014+GED+Test+Aligned+to+New+CCR+Standards+for+Adult+Ed&utm_content=The+Climb+to+Alignment

Standards for Math

A table summarizes the categories and sub-categories for math at the 6th, 8th, and 12th grade levels from the CCRS and the 2014 GED for the 12th grade level.

Crosswalk Analysis – Common Core State Standards X NRS/ESL Content Standards

Reading: Informational Texts

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 8.0	
<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>NRS DESCRIPTOR: Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts.</p> <p>Examine and comprehend a variety of written materials (e.g. workplace information, medical information, newspaper articles, short stories, memos). AE.R1</p> <p>Infer and predict outcomes and draw conclusions from reading materials (e.g. health issues, housing market). AE.R6</p> <p>Identify main idea and supporting details from authentic fiction and nonfiction materials. AE.R5</p>

Reading: Informational Texts (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 10.0	
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 8.0	
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Predict the meaning of unfamiliar vocabulary by using contextual clues and/or word analysis strategies. AE.R2</p> <p>Identify writer's purpose (e.g. description, cause and effect, compare and contrast, persuasion) and distinguish between fact and opinion. AE.R4</p>

Reading: Informational Texts (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 10.0	
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 8.0	
<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Use reference materials to research topics relevant to present day. AE.R7</p>

Reading: Informational Texts (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 10.0	
<p>Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
INFORMATIONAL TEXTS: 8.0	
<p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
INFORMATIONAL TEXTS: 10.0	
<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 8.0	
<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate opposing claims, and organize the reasons and evidence logically.</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p style="text-align: right;"><i>Continued on next page</i></p>	<p>DESCRIPTOR: The individual can write multi-paragraph essays with a clear introduction and development of ideas; writing contains well- formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p> <p>Write a well-developed paragraph using a topic sentence, supporting details and a conclusion.</p> <p>Organize key details in a variety of contexts (e.g. note-taking, listing, and outlining).</p> <p>Write various multi-paragraph essays (compare and contrast, cause and effect, description, narration, persuasion, expository) by constructing clear paragraphs to introduce, support and conclude ideas. AE.W2; AE.W3</p> <p>ADDITIONAL WRITING REQUIREMENTS:</p> <p>Prepare thorough and well-developed resume. AE.W4</p> <p>Write work-related memos and emails. AE.W5</p> <p>Write formal letters such as cover letters, letters to creditors and letters to congresspersons. AE.W6</p>

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 8.0 (cont'd.)	
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 10.0	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 10.0 (cont'd.)	
<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 10.0 (cont'd.)	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	

Writing (cont'd.)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 8.0	
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Edit own writing for clarity of ideas, transitions, grammatical accuracy and mechanics.</p> <p>Use the writing process: brainstorming, prewriting, revising, editing.</p> <p>The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 10.0	
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	

Research to Build and Present Knowledge

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

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 8.0	
<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”.</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to recognize when irrelevant evidence is introduced”).</p>	

Writing (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 10.0	
<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	

Writing (cont'd.)

Range of Writing

10. 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.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
WRITING: 8.0	
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 discipline-specific tasks, purposes, and audiences.	
WRITING: 10.0	
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.	

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
SPEAKING AND LISTENING: 8.0	
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>DESCRIPTORS: Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p> <p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television.</p> <p>Respond appropriately in conversations on familiar and unfamiliar topics. AE.L1</p> <p>Use collaborative skills to participate in a group discussion (e.g. agree, disagree, and compromise). AE.S4</p> <p>Identify main idea and key details from a variety of oral sources (e.g. conversation, presentation, movie, podcast). AE.L3</p> <p>ADDITIONAL SPEAKING AND LISTENING REQUIREMENTS:</p> <p>Participate in social interactions using formal and informal language as appropriate including idioms, slang, body language, sarcasm, humor and inflection. AE.S3</p>

Speaking and Listening (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
SPEAKING AND LISTENING: 10.0	
<ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 	

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
SPEAKING AND LISTENING: 8.0	
<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3.)</p>	<p>Use paraphrasing and elaboration to clarify meaning. AE.S2</p> <p>Present a 5-7 minute oral presentation on a specific topic. AE.S5</p> <p>ADDITIONAL SPEAKING AND LISTENING REQUIREMENTS:</p> <p>Recognize/respond to high-frequency idiomatic expressions (e.g. get fired, piece of cake), reductions, slang and taboo language. AE.L4</p> <p>Follow multi-step oral instructions using signal words and organizational cues. AE.L2</p>
SPEAKING AND LISTENING: 10.0	
<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9–10 Language standards 1 and 3.)</p>	

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 8.0	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <p><i>*Integrated across the strands in support of language development, not as a central focus of a lesson.</i></p>	<ol style="list-style-type: none"> 1. Embedded Questions (Do you know if our teacher is here?) 2. Conjunctions (either...or, both...and) 3. Adverbs of intensity and time (very, already) 4. Modal Verbs (able to, supposed to, perfect modals, would rather, must) 5. Comparison Nouns (different...from) 6. Subordinate Clauses (of cause, of time, of place, relative) 7. Reported Speech (statement, questions, imperatives) 8. Gerunds/Infinitives (Cooking is fun; I like to cook all foods.) 9. Phrasal Verbs (Take out the trash.) 10. Conditional Sentences (If I were you, I would go to class every day.) 11. Passive Voice (The table was set.) 12. Present perfect continuous (I have been studying English every day.) 13. Transitional Adverbs (however, therefore)

Standards of Language (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 10.0	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p><i>*Integrated across the strands in support of language development, not as a central focus of a lesson.</i></p>

Standards of Language (cont'd.)

Knowledge of Language

1. 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.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 8.0	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	
STANDARDS OF ENGLISH: 10.0	
<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	

Standards of Language (cont'd.)

Vocabulary Acquisition and Use

1. 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.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. 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 considering a word or phrase important to comprehension or expression.

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 8.0	
<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Use a dictionary and thesaurus to look up definitions, synonyms, derivations and pronunciation of familiar and unfamiliar vocabulary. AE.R7</p>

Standards of Language (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 8.0 (cont'd.)	
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
STANDARDS OF ENGLISH: 10.0	
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	

Standards of Language (cont'd.)

(NATIONAL) COMMON CORE STATE STANDARDS	NRS EDUCATIONAL FUNCTION LEVEL DESCRIPTORS FOR ADVANCED ESL
STANDARDS OF ENGLISH: 10.0	
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	

Condensed Common Core and NRS/ESL Standards for Bridge I: Reading and Writing

Reading

Text Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine the author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

NRS DESCRIPTOR: Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts.

Writing

Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - b. Apply grade 8 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to recognize when irrelevant evidence is introduced”).

Range of Writing

10. 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 discipline-specific tasks, purposes, and audiences.

NRS DESCRIPTOR: The individual can write multi-paragraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.

Additional Writing Requirements

1. Prepare thorough and well-developed resume. AE.W4
2. Write work-related memos and emails. AE.W5
3. Write formal letters such as cover letters, letters to creditors and letters to congresspersons. AE.W6

Standards of Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Usage

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Condensed Common Core and NRS/ESL Standards for Bridge I: Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.

NRS DESCRIPTOR: Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.

Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television.

Condensed Common Core and NRS/ESL Standards for Bridge II Reading and Writing

Reading

Text Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g. Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions: include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points(s) of view, and introducing a narrator and/ or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above).
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning”).

Range of Writing

- 10. 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.

Speaking and Listening

Comprehension and Collaboration

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9-10 Language standards 1 and 3.)

Standards of Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language

3. 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.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Usage

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately 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 considering a work or phrase important to comprehension or expression.

Condensed Standards for NRS Levels 5 & 6 and the 2014 GED

Reading

Key Ideas and Details

7. 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.
 - a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
8. Determine **central ideas or themes** of texts and analyze their development; summarize the key supporting details and ideas.
 - a. Comprehend explicit details and main ideas in text.
 - b. Summarize details and ideas in text.
 - c. Make sentence level inferences about details that support main ideas.
 - d. Infer implied main ideas in paragraphs or whole texts.
 - e. Determine which detail(s) support(s) a main idea.
 - f. Identify a theme, or identify which element(s) in a text support a theme.
 - g. Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.
 - h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.
9. Analyze how individuals, events, and ideas develop and interact **over the course of a text**.
 - a. Order sequences of events in texts.
 - b. Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.
 - c. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.
 - d. Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).
 - e. Analyze the roles that details play in complex literary or informational texts.

Craft and Structure

10. **Interpret words and phrases** that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.
 - a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.

- b. Analyze how meaning or tone is affected when one word is replaced with another.
 - c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.
11. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
- a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).
 - c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.
 - d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.
12. **Determine an author's purpose or point of view** in a text and explain how it is conveyed and shapes the content and style of a text.
- a. Determine an author's point of view or purpose of a text.
 - b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
 - c. Infer an author's implicit as well as explicit purposes based on details in text.
 - d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).

Integration of Knowledge and Ideas

13. Integrate and evaluate content presented in **diverse formats and media**, including visually and quantitatively, as well as in words.
- a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.
 - b. Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
 - c. Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.
14. 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.
- a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.

- b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.
 - c. Distinguish claims that are supported by reasons and evidence from claims that are not.
 - d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.
 - e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
15. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
 - b. Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
 - c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.

Social Studies

1. Drawing conclusions and making inferences
 - a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
 - b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
2. Analyzing events and ideas
 - a. identify the chronological structure of a historical narrative and sequence steps in a process.
 - b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
 - c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
 - d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
3. Reading and interpreting **Graphs, Charts and Other Data** representation
 - a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
 - b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
 - c. Distinguish between correlation and causation.

4. Measuring the center of a statistical dataset
 - a. calculate the mean, median, mode, and range of a dataset.
5. Interpreting meaning of symbols, words and phrases
 - a. determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.
6. Analyzing purpose and point of view
 - a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
 - b. Identify instances of bias or propagandizing.
 - c. Analyze how a historical context shapes an author's point of view.
 - d. Evaluate the credibility of an author in historical and contemporary political discourse.
 - e. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. Integrating content presented in different ways
 - a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
 - c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.
8. Evaluating reasoning and evidence
 - a. distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.
 - b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
9. Analyzing relationships between texts
 - a. compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

Science

1. Determining details and making inferences
 - a. cite specific textual evidence to support inferences, conclusions or analyses of technical texts, attending to the precise details of explanations or descriptions of a process, event, phenomenon, or concept.
 - b. Understand and explain the basic features of a scientific hypothesis or investigation and verify claims made based on evidence provided.

2. Determining central ideas, hypotheses, and conclusions
 - a. determine the central ideas or conclusions of a stimulus.
 - b. Identify the hypotheses, conclusions, and data in a technical text, verifying the evidence and data when possible and corroborating or challenging conclusions with other sources of information.
 - c. Provide an accurate summary of the stimulus.
 - d. Develop valid (testable, objective) questions, evaluate whether questions are testable and objective, and refine hypotheses.
 - e. Make evidence-based generalizations based on data and results.
 - f. Draw conclusions based on scientific evidence, and indicate whether further information is needed to support a specific conclusion or to discriminate among several possible conclusions.
3. Analyzing events and ideas
 - a. Determine which explanation best accords with evidence.
 - b. Analyze in detail a series of events or results described in a stimulus; determine whether earlier events/results caused later ones or are simply correlated with later events/results.
 - c. Understand and analyze basic processes, methods, and tools in scientific concepts, theories, and designs of simple scientific experiments and investigations.
 - d. Analyze key issues and assumptions in scientific models, theories, or experiments.
4. Interpreting meaning of symbols and terms
 - a. determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context.
 - b. Identify and interpret independent and dependent variables in investigations that have controls.
 - c. Interpret and apply scientific terms and concepts, formulas, and other symbolic representations of data based on research provided.
5. Analyzing structures
 - a. Analyze the structure of the relationships among concepts in a stimulus, including relationships among key terms and concepts (e.g. force, friction, reaction force, energy).
 - b. Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
 - c. Predict the results of an additional trial or measurement in an experiment.
6. Integrating content presented in diverse ways
 - a. Integrate quantitative or technical information expressed in words in a stimulus with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).
 - b. Translate quantitative or technical information expressed in words in a stimulus into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.
 - c. Use numerical data to describe and compare experimental processes and results.
 - d. Record and organize information in tables and graphs to communicate given scientific information, and identify relationships they reveal.

7. Evaluating reasoning and evidence
 - a. Distinguish among facts, reasoned judgment based on research findings, and speculation in a stimulus.
 - b. Assess the extent to which the reasoning and evidence in a stimulus support the author's claim or recommendation for solving a technical problem.
 - c. Identify discrepant results and identify possible sources of error or uncontrolled conditions.
 - d. Evaluate whether information (data, model) supports or contradicts a hypothesis, prediction, or conclusion, and why.
 - e. Design an experiment to test a given hypothesis.
8. Analyzing relationships between sources
 - a. Compare findings presented in a stimulus to those from other sources, noting when the findings support or contradict other explanations or accounts.
 - b. Identify strengths and weaknesses among one or more models or experiments.
 - c. Identify similarities and differences between models and experiments.
 - d. Determine which models or experiments would be supported or weakened by new data or evidence.
9. Reading and interpreting graphs, charts and other data representations
 - a. Interpret, use, and create graphs (e.g. scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g. do not extend trend beyond a reasonable limit).
 - b. Represent data on two variables (dependent and independent) on a graph. Analyze and communicate how the variables are related.
 - c. Describe patterns in a dataset such as clustering, outliers, positive/negative association, and linear/nonlinear association and describe their implications.
 - d. Distinguish between correlation and causation (i.e. correlation does not imply causation)
10. Measuring the center of a statistical dataset
 - a. Calculate the mean, median, mode, and range of a dataset.
 - b. Calculate the average, given the frequency counts of all the data values.
 - c. Calculate a weighted average and understand the effect of outliers.
11. Determining sample space and using probability models to interpret data
 - a. Use counting techniques to solve problems and determine combinations and permutations.
 - b. Determine the probability of simple and compound events.
 - c. Recognize and explain probability in context.
 - d. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
 - e. Determine the probability of mutually exclusive, dependent, and independent events.
 - f. Predict changes in probability based on changes in context.

12. Understanding and applying the appropriate tools, techniques and units in scientific investigations
 - a. Identify and use proper measurement tools for each type of measurement.
 - b. Identify, use and describe proper units for each type of measurement (e.g. centimeters for length).
 - c. Convert between metric units and between metric and non-metric systems of measure given data and conversion factors.

Writing

Types and Purposes

1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives from a prompt in a formatted manner to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.
 - a. Differentiate between example and reason when given a writing prompt.
 - b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.
6. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.
 - a. Narrow or broaden the inquiry when appropriate.
 - b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively.
 - d. Assess the strengths and limitations of each source in terms of task, purpose, and audience.
 - e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- f. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 10. 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 discipline-specific, purposes, and audiences.

Language, Vocabulary, and Usage Standards

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).
 - b. Edit to correct errors in straightforward subject-verb agreement.
 - c. Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
 - d. Edit to eliminate non-standard or informal usage (e.g., correctly use "try to win the game" instead of "try and win the game").
 - e. Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements.)
 - f. Edit to ensure parallelism and proper subordination and coordination.
 - g. Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
 - h. Edit to eliminate wordiness or awkward sentence construction.
 - i. Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.
- 2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.
 - a. Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
 - b. Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
 - c. Edit to ensure correct use of apostrophes with possessive nouns.
 - d. Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.
 - a. Vary syntax for effect, consulting references for guidance as needed.
 - b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Vocabulary Usage

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
 - a. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.

Speaking and Listening

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 4. Demonstrate active listening skills.
 - a. Interpret verbal and non-verbal cues and behaviors to enhance communication.
 5. Comprehend key elements of oral information for:
 - a. cause and effect
 - b. comparison/contrast
 - c. conclusion
 - d. context
 - e. purpose
 - f. charts, tables, graphs
 - g. evaluation/critiques
 - h. mood
 - i. persuasive text
 - j. sequence
 - k. summaries
 - l. technical subject matter
 6. Identify and evaluate oral information for:
 - a. conclusions/solutions
 - b. fact/opinion
 - c. assumptions
 - d. propaganda
 - e. relevancy
 - f. accuracy/sufficiency
 - g. appropriateness/clarity
 - h. validity
 - i. relationships of ideas
 7. Predict potential outcomes and/or solutions based on oral information regarding trends.

Presentation of Knowledge and Ideas

8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Math Standards

The table below summarizes the categories and sub-categories for math at the 6th, 8th, and 12th grade levels from the CCSS and the 2014 GED for the 12th grade level. Use the CCSS link [lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf](https://www.illustrativemathematics.org/publications/pdf/CCRStandardsAdultEd.pdf) to access the page numbers given in the table to get further details for each of the sub-categories for each of the listings. Use the 2014 GED link www.gedtestingservice.com/uploads/files/3b08a455b0267b511273587fb4cc387b.pdf to get the details for each of the sub-categories listed in the GED column.

6th Grade-CCRS Level C	8th Grade-CCRS Level D – Bridge II	12th Grade- CCRS Level E- Bridge II	12th Grade- 2014 GED
<p>Number and Operations: Base Ten</p> <ul style="list-style-type: none"> ◆ Generalize place value understanding for multi-digit whole numbers. ◆ Use place value understanding and properties of operations to perform multi-digit arithmetic. ◆ Understand the place value system. ◆ Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>The Number System</p> <ul style="list-style-type: none"> ◆ Compute fluently with multi-digit decimals and find common factors and multiples. 	<p>The Number System</p> <ul style="list-style-type: none"> ◆ Apply and extend previous understandings of numbers to the system of rational numbers. ◆ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. ◆ Know that there are numbers that are not rational, and approximate them by rational numbers. ◆ Understand ratio concepts and use ratio reasoning to solve problems. ◆ Analyze proportional relationships and use them to solve real-world and mathematical problems. 	<p>Number and Quantity: The Real Number System</p> <ul style="list-style-type: none"> ◆ Extend the properties of exponents to rational exponents. <p>Number and Quantity: Quantities</p> <ul style="list-style-type: none"> ◆ Reason quantitatively and use units to solve problems. <p>Algebra: Seeing Structure in Expressions</p> <ul style="list-style-type: none"> ◆ Interpret the structure of expressions. ◆ Write expressions in equivalent forms to solve problems. <p>Algebra: Arithmetic with Polynomials and Rational Expressions</p> <ul style="list-style-type: none"> ◆ Perform arithmetic operations on polynomials. ◆ Rewrite rational expressions. <p>Algebra: Creating Equations</p> <ul style="list-style-type: none"> ◆ Create equations that describe numbers or relationships. 	<p>Quantitative Problem Solving</p> <ul style="list-style-type: none"> ◆ Order and compute with rational numbers; simplify numerical expressions. ◆ Quantitative reasoning to solve problems involving rational numbers. ◆ Solving problems involving a proportional relationship. ◆ Computing perimeter, circumference, and area of plane figures. ◆ Computing volume and surface area of prisms and cylinders. ◆ Computing volume and surface area of cones, pyramids, spheres, and other shapes. ◆ Reading and interpreting graphs, charts, and other data representations ◆ Measuring the center of a statistical data set. ◆ Determining sample space and using probability models to interpret data.

6th Grade-CCRS Level C	8th Grade-CCRS Level D – Bridge II	12th Grade- CCRS Level E- Bridge II	12th Grade- 2014 GED
<p>Number Operations: Fractions</p> <ul style="list-style-type: none"> ◆ Extend understanding of fraction equivalence and ordering. ◆ Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. ◆ Understand decimal notations for fractions and compare decimal fractions. ◆ Use equivalent fractions as strategy to add and subtract fractions. ◆ Apply and extend previous understanding of multiplication and division to multiply and divide fractions. <p>The Number System</p> <ul style="list-style-type: none"> ◆ Apply and extend previous understandings of multiplication and divide fractions by fractions. <p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> ◆ Understand ration concepts and use ration reasoning to solve problems. 	<p>Expressions and Equations</p> <ul style="list-style-type: none"> ◆ Use properties of operations to generate equivalent expressions. ◆ Solve real-life and mathematical problems using numerical and algebraic expressions and equations. ◆ Work with radicals and integer exponents. ◆ Understand the connections between proportional relationships, lines, and linear equations. ◆ Analyze and solve linear equations and pairs of simultaneous linear equations. <p>Functions</p> <ul style="list-style-type: none"> ◆ Define, evaluate, and compare functions. ◆ Use functions to model relationships between quantities. 	<p>Algebra: Reasoning with Equations and Inequalities</p> <ul style="list-style-type: none"> ◆ Understand solving equations as a process of reasoning and explain the reasoning. ◆ Solve equations and inequalities in one equation. ◆ Solve systems of equations. ◆ Represent and solve equations and inequalities graphically. <p>Functions: Interpreting Functions</p> <ul style="list-style-type: none"> ◆ Understand the concept of a function and use function notation. ◆ Interpret functions that arise in applications in terms of the context. ◆ Analyze functions using different representations. <p>Functions: Building Functions</p> <ul style="list-style-type: none"> ◆ Build a function that models a relationship between two quantities. 	<p>Algebraic Problem Solving</p> <ul style="list-style-type: none"> ◆ Simplifying, evaluating, and writing linear expressions. ◆ Simplifying, evaluating, and writing polynomial expressions. ◆ Simplifying, evaluating, and writing rational expressions. ◆ Writing and solving linear equations. ◆ Writing and solving linear inequalities. ◆ Writing and solving quadratic equations. ◆ Graphing an equation in two variables in the coordinate plane; solving problems requiring knowledge of slope. ◆ Determining the equation of a line. ◆ Applying the slope criteria for parallel and perpendicular lines. ◆ Evaluating a function for a given input. ◆ Comparing functions in different presentations. ◆ Identifying features of a function from graphs and charts. ◆ Identifying features of a function from graphs or tables.

6th Grade-CCRS Level C	8th Grade-CCRS Level D – Bridge II	12th Grade- CCRS Level E- Bridge II	12th Grade- 2014 GED
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ◆ Use the four operations with whole numbers to solve problems. ◆ Gain familiarity with factors and multiples. ◆ Generate and analyze patterns. ◆ Write and interpret numerical expressions. <p>Expressions and Equations</p> <ul style="list-style-type: none"> ◆ Apply and extend previous understandings of arithmetic to algebraic expressions. ◆ Reason about and solve one-variable equations and inequalities. ◆ Represent and analyze quantitative relationships between dependent and independent variables. 	<p>Geometry</p> <ul style="list-style-type: none"> ◆ Draw, construct, and describe geometrical figures and describe the relationships between them. ◆ Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. ◆ Understand congruence and similarity using physical models, transparencies, or geometry software. <p>Statistics and Probability</p> <ul style="list-style-type: none"> ◆ Summarize and describe distributions. ◆ Use random sampling to draw inferences about a population. ◆ Draw informal comparative inferences about two populations. ◆ Investigate chance processes and develop, use, and evaluate probability models. ◆ Investigate patterns of association in bivariate data. 	<p>Functions: Linear, Quadratic, and Exponential Models</p> <ul style="list-style-type: none"> ◆ Construct and compare linear, quadratic, and exponential models and solve problems. <p>Geometry: Congruence</p> <ul style="list-style-type: none"> ◆ Experiment with transformations in the plane. <p>Geometry: Similarity, Right Triangles, and Trigonometry</p> <ul style="list-style-type: none"> ◆ Prove theorems involving similarity. <p>Geometry: Geometric Measurement and Dimension</p> <ul style="list-style-type: none"> ◆ Explain volume formulas and use them to solve problems. <p>Geometry: Modeling with Geometry</p> <ul style="list-style-type: none"> ◆ Apply geometric concepts in modeling situations. ◆ Summarize, represent, and interpret data on two categorical and quantitative variables. 	

6th Grade-CCRS Level C	8th Grade-CCRS Level D – Bridge II	12th Grade- CCRS Level E- Bridge II	12th Grade- 2014 GED
<p>Geometry</p> <ul style="list-style-type: none"> ◆ Solve real world and mathematical problems involving area, surface area, and volume. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. ◆ Graph points on the coordinate plan to solve real-world and mathematical problems. ◆ Classify two-dimensional figures into categories based on their properties. <p>Measurement and Data</p> <ul style="list-style-type: none"> ◆ Solve problems involving measurement and conversion of measurements from the larger unit to the smaller unit. ◆ Geometric measurement: understand concepts of angle and measure angles. ◆ Convert like measurement units within a given measurement system. ◆ Represent and interpret data. ◆ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 		<p>Statistics and Probability: Interpreting Categorical and Quantitative Data</p> <ul style="list-style-type: none"> ◆ Summarize, represent, and interpret data on a single count or measurable variable. ◆ Interpret linear models. 	

6th Grade-CCRS Level C	8th Grade-CCRS Level D – Bridge II	12th Grade- CCRS Level E- Bridge II	12th Grade- 2014 GED
Statistics and Probability <ul style="list-style-type: none"> ◆ Develop understanding of statistical variability. ◆ Summarize and describe distributions. 			

Activities for Opening a Bridge Course

Objectives:

To provide an opening for any Bridge class that allows students to state their goals, compare them to a formal set of course goals, and make linkages between the formal set of goals and what they want most for themselves. This set of ice-breaker activities is aimed at clearly defining the reasons students want to engage with and commit to the course.

- ◆ **Activity 1:** Explore students' academic, career, and academic goals for being in the class.
- ◆ **Activity 2:** Compare students' goals with course goals.
- ◆ **Activity 3:** Utilize student information to generate thesis statements about the goals of the class.

Activity 1: Student Goals

- ◆ Welcome students to the Bridge course.
- ◆ Introduce yourself and explain how you will be a strong and supportive instructor.
- ◆ Write the following question on the board:
 - ◆ What are the reasons you have decided to take this course? Consider your personal, academic and career goals.
- ◆ Put students into pairs and ask them to:
 - ◆ Discover at least three reasons their partner is in the course.
 - ◆ Go round robin to have students introduce their partners and the three reasons they are in the course.
- ◆ Put students into groups of three or four to come up with a master list with no duplicated reasons. The more reasons the better.
- ◆ Set up the board to record reasons in three categories: personal, academic, and career.
- ◆ Go from team to team asking for a reason for taking the course, having each team come up with a different reason. Write the reasons on the board in the category the team determines is appropriate.
- ◆ Ask if there are any other additions they can think of to add to the lists on the board.

Activity 2: Compare Student Goals to Formal Course Goals and Connect Academic and Career Goals to Personal Goals

- ◆ Hand out listing of course goals: academic and career.
- ◆ Read each goal aloud. After each goal:
 - ◆ Ask students if that goal is already on the board. Check it off if it is, add it if it is not.

- ◆ For every goal, ask the class which of their reasons is being met and put a check next to the reason. Add new reasons to the lists if they are not already on the board.
- ◆ Ask students to re-group to identify connections between the academic and career reasons for taking the class with the personal ones. Write on the board:
 - ◆ If I achieve (training or career goal)_it will help me to _(personal goal).
- ◆ Go from one group to another to ask for one connection and put a check next to the personal reason on the board that has been “connected.” Make sure a new student is called on each time.

Activity 3: Create Thesis Statements Based on Student Goals

- ◆ Ask: What is a thesis statement? Ask students for their answers.
- ◆ Provide a shared definition/answer: “The thesis is an overall statement of opinion that accounts for the evidence.”
- ◆ Ask:
 - ◆ What are some overall statements that can be made about the goals of the students in this class? Write the statements students volunteer on the board.
 - ◆ Are most people interested in academic or career goals?
 - ◆ How are students linking their personal goals to academic and/or career goals?
 - ◆ What are the trends? What are the outliers?
- ◆ In their notebooks and on an index card, have each student write a complete sentence that sums up all or portions of the evidence as they see it.
- ◆ Collect the cards, mix them up, and have each student pick a different card.
- ◆ Go round robin to have each student read out the thesis statement on the card.
- ◆ Discuss which ones are the strongest and the clearest and why.
 - ◆ Write the student’s criteria for a good thesis statement on the board.

This discussion should result in a set of shared criteria for what is a good thesis statement. These standards will be used again, so take notes on these and other writing criteria the students decide on.

Activity 3A: This activity is an option instructors can use to introduce soft skills, after students have explored their academic, career, and personal goals. The activity takes place after the instructor has laid out the course’s academic and career goals, and the class has analyzed the relationship between the two. This is a good place to explore what students will need to do to succeed at reaching the goals they have just stated. Students should read:

- ◆ *The Ten Study Habits of Successful Students* (note Spanish translation option)
www.how-to-study.com/study-skills/en/study-habits-of-successful-students.asp
 Use the reading listed above to:
- ◆ Establish what students believe they are already good at.

- ◆ Identify what they need to work on. Students need to identify their concerns about the course and the troubles they have had in the past meeting academic expectations.
- ◆ Identify the specific things student will have to do to keep up punctuality, attendance, homework completion rates, and good classroom relationships.
- ◆ Identify the values the class wants to adopt in working as a group to help each other improve their Bridge course success.
- ◆ Work with the class to establish the way they think the class should manage students' attendance issues, homework completion issues, issues working well with others in the class.
- ◆ Come up with a listing of processes the class agrees on for managing these issues. Make sure there are at least weekly check-in classroom meetings about how well the class is doing. Make sure students know that their issues will be dealt with in a supportive and specific way so they have the best opportunity for learning new ways to meet their Bridge classroom goals.

Instructors may have some specific questions that they want students to answer, such as:

- ◆ How should the classroom handle students who come in without the homework? This is critical as there is homework almost every night and the first activities every day are to go over the homework.
- ◆ How should the class handle punctuality and attendance? What should the policies be?
- ◆ How should students interact with other students? With the instructor? What are the values the class has about these interactions? What should the class do when a person is not cooperating with classroom processes?
- ◆ Allow sub-committees to work on proposals to the class on how these processes should work. Students can present these proposals and the instructor can facilitate a classroom agreement on how to follow up on each.

Vocabulary Exercises

Objectives:

To ensure that students have a routine way to handle vocabulary that is new to them in the context of specific readings chosen for the course. All reading assignments must have instructions about how to annotate while they read: to highlight information that is critical to classroom discussion and to circle or underline words they do not understand.

- ◆ **Option 1:** Identify and define words students do not understand from an article.
- ◆ **Option 2:** Give a vocabulary quiz as part of the exercise.

Materials:

Students should bring the reading they have already read, annotated, and identified the words they do not understand.

Sequencing:

The vocabulary exercise in Option 1 should be the first activity covered before a reading is explicated (see the Explicate Reading section). The instructor can decide if it is important to have students record the words the class has chosen for a vocabulary quiz that will be given later (Option 1) or to teach students how to memorize these words and give a quiz in class (Option 2). It is recommended that instructors make sure that students know how to study for vocabulary quizzes by using Option 2 before giving vocabulary quizzes at regular intervals.

Option 1: Preparation for Future Quizzes

- ◆ Have students take out the article they read for homework.
- ◆ Go round robin to have students identify the words they underlined- words they did not understand. Write these words on the board.
- ◆ Ask the class if anyone knows definitions for any of the words. Write these definitions on the board next to the words.
- ◆ Identify the words that students still do not understand.
- ◆ Go to each of these words and have students read the sentence/paragraph where the word occurs.
- ◆ Ask students to guess the meaning of the words from the context.
- ◆ If correct, put these definitions on the board.
- ◆ Assign students to look up words students still do not know.
- ◆ Ask students as a group to pick at least 10 words from the list on the board that are most important to learn.
- ◆ Ask students to write down these words and definitions in their notebooks – with the words on one side of the page and the definitions on the other.
- ◆ Record these words and definitions for future pop quizzes.

Option 2: Immediate Quiz Practice

- ◆ Conduct the exercise as described above.
- ◆ Tell students to get out another piece of paper, fold it in half lengthwise, and take turns covering up the definitions to quiz themselves on the definitions. They should move the folded paper down the page once they have guessed at the definition and are preparing to study the next word.
- ◆ Reversing the study process by covering the words and guessing the words based on the definitions.
- ◆ Put students into pairs to quiz each other on the words and definitions. They should mix them up to make sure students have memorized them.
- ◆ Write down the words and definitions and erase all the vocabulary work from the board.
- ◆ Ask students to get out a blank piece of paper and put their vocabulary words away.
- ◆ Give a quiz that mixes up:
 - ◆ Giving the words and having students write down the definitions.
 - ◆ Giving the definitions and having students write down the words.
- ◆ Go over the answers to the quiz and have the students hand their quizzes in.

Explicating Reading

Objectives:

To provide a variety of strategies for explicating readings that have either been assigned as homework or are being read and explicated in class.

- ◆ **Activity 1:** Set criteria and evaluate summaries of article(s) that were assigned as homework.
- ◆ **Activity 2:** Explicate an article in class.

Materials:

Newsworthy and high interest articles that have been selected at the appropriate level

Sequencing:

Activity 1 is a very useful written response to assigned readings. Learning to write summaries should be a focus during weeks focused on reading early in the course.

Activity 1: Setting Criteria for Good Summaries

- ◆ The homework exercise asked students to write a summary using the following process:
 - ◆ Underline key information in the articles as you read them.
 - ◆ Re-read what you underlined and take notes on what you have underlined.
 - ◆ Put the notes in an order that will help you write a summary.
 - ◆ Use the notes as the facts you will incorporate into your summary *in your own words*.
- ◆ Ask students for the criteria they think are necessary for a good summary. List these on the board.
- ◆ Put students into pairs to prepare to read their summaries to the class. Pairs should:
 - ◆ Read their summaries to one another.
 - ◆ Ask each other questions for clarification.
 - ◆ Rewrite their summary as needed.
- ◆ Go round robin to have students read their summaries to the class. After each, ask:
 - ◆ Is this summary clear?
 - ◆ Is it interesting to listen too?
 - ◆ If you did not know anything about the subject, would you learn from listening to this paragraph?
- ◆ Ask students: based on their listening, what did they want to add to their criteria of a good summary? Take notes on their answers on the board.

Activity 2: Read an Article Aloud in Class

- ◆ Hand out an article.
- ◆ Have students look at the title and guess:
 - ◆ What are the points that you think this author is going to make?
 - ◆ Write student answers on the board.
- ◆ Write key concept words the article presents on the board.
- ◆ Ask student to quickly read through to find these words and underline them.
- ◆ Ask students to focus and go round robin reading one sentence until the article or section has been read. Tell students you will want to know the main point the speaker is trying to say.
- ◆ What do the vocabulary words mean? Ask a student to read each in context and come up with meanings that make sense with what the speaker is trying to say.
- ◆ Ask:
 - ◆ What is the speaker is trying to say? Write the answers on the board. Decide on the clearest answer.
 - ◆ What is the evidence that this is the speaker's message?

Ask students to comment on their opinions on the topic.

Evaluating Essays

Objectives:

To teach students how to apply criteria for good essays to fellow students' work and, in doing so, internalize the capacity to critique their own work and become better writers.

- ◆ **Activity 1:** Reflect on the process of writing the most recent essay and come up with improved writing strategies for next time.
- ◆ **Activity 2:** Establish a clear audience for student writing and create strong writing criteria based on the need to communicate well in the writer/audience relationship.
- ◆ **Activity 3:** Detail writing criteria to satisfy the needs of the reader in the introduction, body, and conclusion of an essay.
- ◆ **Activity 4:** Evaluate fellow students' essays in writing and through group conversation.

Materials:

For Activity 2: The Writer/Audience Situation (see below)

Sequencing:

To evaluate subsequent essays, Activity 2 and Activity 3 can be skipped as the writer/audience situation and good writing criteria have already been established. However, it is a good idea to review the writing criteria before the evaluation of each essay by asking students to remember the criteria and to add to it as they learn more about how to improve their essays.

Activity 1: Writing Conversation to Examine their Writing Processes

Use this exercise to help students reflect on their writing experiences and to help them develop improved writing processes.

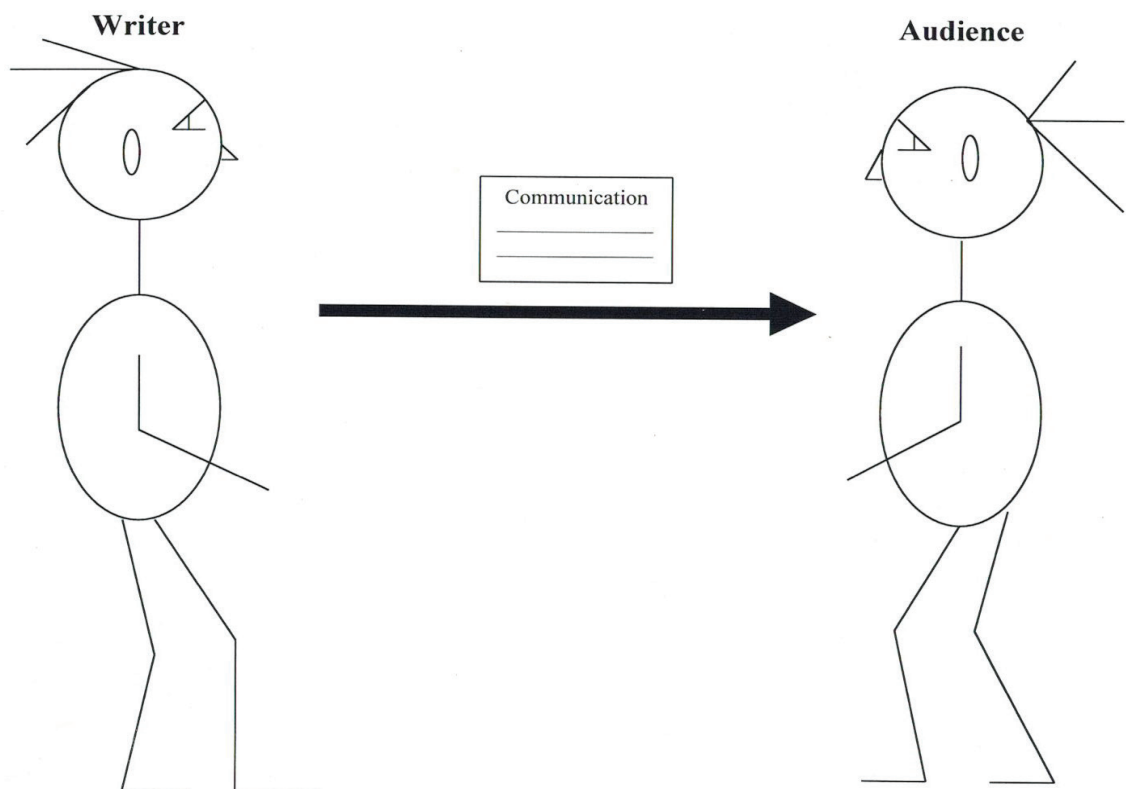
- ◆ Write the following questions on the board:
 - ◆ How did your essay writing go?
 - ◆ What was easy? What was difficult?
 - ◆ How did you overcome difficulties?
 - ◆ How many found new ideas through the process of writing?
- ◆ Ask students to get their notebooks out. Have them write the first question in their notebooks and write the answer.
- ◆ Ask student to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more. Make sure that the question leads your partner into telling more specifically what their writing process was really like. They can reference the questions on the board if it is useful.

- ◆ When students have finished, go round robin to tell the class how your partner’s writing process went over the weekend.
- ◆ Ask students to come up with strategies for improving their writing processes for next time. List these new strategies on the board. Make sure you ask for the specifics about how students can implement each strategy.

Activity 2: Defining the Writer/Audience Situation

- ◆ Ask:
 - ◆ So, what is the point of writing? Essays? Articles?
 - ◆ Write answers on the board.
- ◆ Hand out: “The Writer/ Audience Situation” (see below).
 - ◆ Ask: what do you think is the point is of this simple drawing?

The Writer Audience Situation



- ◆ Ask again:
 - ◆ So, what is the point of writing? (Answer: to communicate something of interest to an audience!)
 - ◆ Who is the audience? (Answer: The reader! Imagine the reader as a busy person who only has time to read things that are of interest to them. The reader does not know much about your topic, and so has to be introduced to the topic and the information the writer is using to make his/ her point. The reader wants to know what is in it for him or her. If the person is not engaged in the essay, the person won't finish reading it.)
 - ◆ What does the reader need from the writer to be interested in the essay? List student answers on the board. Dramatize the plight of the reader who wants to get something out of the essays for themselves and does not care about their class, their instructor, their grade, or their career.
 - ◆ Answers should include:
 - ◆ Something catchy at the beginning that will engage the reader.
 - ◆ A clear reason in the introduction that makes the reader think the essay will be of interest or benefit to them.
 - ◆ Clear explanations of the points you are trying to make. The reader may not know anything about your topic. What would make the reader say “oh, I get it!”
 - ◆ A conclusion that gives the reader ways to apply what he has learned in the essay to other situations.
 - ◆ What will keep the reader reading? What will keep the reader from tossing the essay aside?
 - ◆ What kinds of things could a writer do to get the readers' attention or get the reader interested in your topic in the introduction? List student ideas on the board.
 - ◆ How do you make it clear to the reader your topic is important?

Activity 3: Establishing Writing Criteria for Good Multi-Paragraph Writing Based on the Writer/Audience Situation

- ◆ Create 3 columns on the board: introduction, body paragraphs, and conclusion paragraphs. Ask what are the criteria you should use for each category? Write these on the board. Make sure the criteria include:
 - ◆ Introduction:
 - ◆ Opening statements that get the reader interested in your topic.
 - ◆ The audience knows why the topic matters.
 - ◆ The reason for your essay is clear.
 - ◆ Body Paragraphs:
 - ◆ There is a topic sentence for each paragraph that clearly says what the paragraph is about.
 - ◆ The paragraph includes examples and/or details so that the audience really knows what you are talking about.

- ◆ Conclusion:
 - ◆ You apply the themes of your essay to a broader context; make recommendations or predictions.
 - ◆ The paragraph has a topic sentence.
 - ◆ The paragraph has examples and/or details too.
- ◆ Ask student to write these criteria down in their notebooks for future use.

Activity 4: Essay Evaluation

Make sure that all essays critiqued by students have not been critiqued by the instructor beforehand. The essays that students critique should be what students turn in as complete.

- ◆ Ask students to get out the class criteria for good writing from their notebooks.
- ◆ Tell students they will assist other students by giving constructive feedback on their essays. All their feedback must include the following sections (write these on the board):
 - ◆ What worked well in the essay?
 - ◆ What are some suggestions for improvement?
 - ◆ Have students get out the essays that were due today.
- ◆ Put students into groups of three. Ask them to get out two blank sheets of paper. Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments that answer the two questions on the board based on the criteria. After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay. Next, students should give their evaluations to the authors and the authors should read the comments. At this point, the class should come together to answer some questions:
 - ◆ Did your evaluators say the same or different things?
 - ◆ Did your evaluators say things that give you ideas for how to make your essay better?
 - ◆ Did your evaluators confuse you? Please ask for clarification.
- ◆ Put students back in their groups to talk through differences and to get clarification. Students should also select two-three excellent/interesting/well-developed paragraphs to read to the class and explain why they were selected. Go round robin and have students/groups read excellent paragraphs aloud and explain why they were selected. Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their rewrites. Have students hand in their essays with the two sets of evaluations together.

Note: Review these essays *after* the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- ◆ What worked well in the essay?
- ◆ What are some suggestions for improvement?

When you hand back the essays, include the other evaluations as part of the package as well.

Essay Scoring Rubric

Writer: _____

Evaluator: _____

	Effective 4	Adequate 3	Marginal 2	Inadequate 1
Response to prompt				
Organization				
Development and Details				
Word Choice				
Conventions of Edited American English (EAE)				

Evaluator's Summary:

Editing Essays

Objectives:

To provide opportunities for students to target those language skills that will help students improve the first drafts of their essays.

- ◆ **Activity 1:** After evaluating essays, students choose those grammar assignments they view most students need to work on. These assignments should be then given as homework.
- ◆ **Activity 2:** Apply grammar rules to actual pieces of student reading in a fun game situation.

Materials:

- ◆ Bridge programs need to make their own selection of the grammar text they want to use. A copy of the table of contents is required for Activity 1.
- ◆ **For Activity 2:** Instructors need to select two paragraphs from student essays that display issues that the whole class is grappling with. These paragraphs need to be typed with all the grammar and spelling mistakes intact and copied with one paragraph on each side of a single sheet.

Sequencing:

These two activities should come after each student evaluation of first drafts. The Editing Game should be played twice, one for each of the paragraphs the instructor has selected. Instructors should also select grammar exercises from the “Writing Skills: Sentences and Punctuation” section or use other instructor resources to teach grammar exercises that target students writing needs.

Activity 1: Choose Appropriate Grammar Assignments After Evaluating Essays

- ◆ Ask students: What were some of the major grammar issues you have or you saw other students struggling with? Write student answers on the board.
- ◆ Ask students:
 - ◆ Which area is the class having the most difficulty with:
 - ◆ Punctuation
 - ◆ Sentence Structure
 - ◆ Spelling
- ◆ Hand out a copy of the table of contents of the grammar text you have selected for this course.
- ◆ Ask students to check off those grammar issues the class has identified.
- ◆ Ask students: What do you think is the best strategy for improving this class’s essay grammar? What would you recommend?
- ◆ Go round robin to get students’ ideas.
- ◆ Based on student answers, provide grammar assignments as homework.

Activity 2: The Editing Game

Before Class: Choose two paragraphs of student writing with multiple grammar and spelling errors that are typical of the kinds of grammatical errors students are making. Copy each paragraph with errors intact onto a single sheet of paper and print them out. Paragraphs can be copied on a single sheet of paper or back-to-back. Make enough copies for the whole class.

- ◆ Choose a paragraph of student writing prior to this class that has multiple grammar and spelling errors and pass out copies of the paragraph to students.
- ◆ Write the paragraph on the board with all the grammar and spelling mistakes intact.
- ◆ Ask students to read the paragraph while you are copying it onto the board and underline those places that have a grammar or spelling errors.
- ◆ Put students into three or four teams.
- ◆ Tell teams to compare the errors they have identified and talk about what the problems are for each underlined item.
- ◆ Quickly, choose a member from one team to come up to the board, underline a problem and correct it.
- ◆ Ask the class: Is the underline in the right place? Is this the right correction?
- ◆ Ask the student who made the correction: What is the grammar or spelling rule that should have been followed?
- ◆ On the board, give a point to the student's team: One point if the correction is right; another point if the rule cited is correct; no points if the correction is inaccurate.
- ◆ Keep team scores on the board throughout the game.
- ◆ Ask a different student to come to the board and go through the same process as above.

Creating a Rewriting Plan

Objectives:

To create a rewriting plan based on student and instructor evaluations that will guide a final draft.

Materials:

Student essays, student evaluations, and instructor evaluations as a package of documents.

Sequencing:

This activity is to follow the evaluation and editing activities above in preparation for the completion of a final essay.

Activity: Creating a Rewriting Plan

Note: This activity set assumes that students have evaluated other students' essays, turned their essays in with these evaluations, the instructor has evaluated the essays using the same format as the students, and will hand them back for this activity.

Activity Part 1: Review Student Evaluations with Instructor Evaluations

- ◆ Hand students' essay back with your comments as well as the evaluations from the other two students who read their essay.
- ◆ Ask the students to read through all the comments.
- ◆ Ask:
 - ◆ What is your response to all the feedback?
 - ◆ What kinds of rewriting ideas do you have? (Write their suggestions on the board.)
- ◆ Write the following on the board:
 - ◆ What is your rewriting plan?
 - ◆ What strategies are you going to use to get your reader interested in your topic?
- ◆ Put students in their original evaluation groups. Ask students to:
 - ◆ Review the instructor comments and to review student evaluations.
 - ◆ Pass the essays with all three evaluations to the left so students can read instructor evaluations along with their original evaluation.
 - ◆ Pass the essays and evaluations to the left again until all students in the groups have reviewed all the evaluations.
 - ◆ Discuss the similarities and differences between the instructor evaluations and the student evaluations.
 - ◆ Take turns discussing their rewriting plans.

- ◆ As a class, ask students to talk through some of their writing plans and strategies. How have they changed upon review their evaluation packages? Write some of these more extended approaches and strategies on the board.
- ◆ Tell students to write down their rewriting plans in note form.

Activity Part 2: Decide on Rewriting Strategy and Express it through a Writing Conversation

- ◆ Ask students to get out their notebooks in order to do some writing.
- ◆ Write the following questions on the board:
 - ◆ What is your plan to improve the opening of your essay? How can you get your readers attention?
 - ◆ What is your plan to improve the different paragraphs?
 - ◆ What is your plan to improve how you think things will change in the future?
- ◆ Put students into pairs.
- ◆ Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner. Stress that this writing is a draft and everyone expects drafts to have mistakes. The partner must read the answer and write down any questions they may have for clarification. They may NOT make comments on:
 - ◆ Penmanship
 - ◆ Spelling
 - ◆ Grammar
- ◆ Have students repeat this process with the other questions on the board, passing their notebooks each time.

Presentations

Objective:

To make sure students have clear criteria when giving presentations.

Activity:

Students watch a bad presentation from the instructor in order to come up with criteria for a good presentation.

Materials:

Below is a sample of a presentation evaluation rubric that can be modified to include criteria that the class selects as critical.

Sequencing:

Presentations can be assigned in quick report-back formats or as the vehicle for articulating final projects. Examples include presentations that:

- ◆ Summarize information found as the result of internet research.
- ◆ Summarize information from technical videos the whole class has been assigned.
- ◆ Take final essays and put them in Power Point presentation form.

Presentations need to be integrated into reading activities on a regular basis throughout Bridge I and Bridge II. Presentations help student identify their learnings and articulate them in a format they can use to teach their classmates in order to broaden the pool of evidence being gathered on a topic. This process of articulating and teaching learnings helps prepare students for larger more formal writing and, conversely, students can learn to translate their formal completed writings into formal presentations.

Activity: Setting Presentation Criteria

For this activity, prepare a bad presentation on a relevant subject. Make sure it is confusing and, when you give it, you have no eye contact, you speak very softly, you read from notes, etc.

- ◆ Ask students:
 - ◆ Has anyone seen a presentation lately?
 - ◆ What was it about?
 - ◆ Was it a good one? A mediocre one? A bad one?
 - ◆ Why?
 - ◆ Take notes on their answers to this last question.
- ◆ Put students in pairs to watch a presentation that you will give. They are to watch for things that are wrong with the presentation.

- ◆ Give your bad presentation.
- ◆ Have pairs list what was wrong with the presentation and create a matching list that describes what a good presentation should do.
- ◆ Put two columns on the board: “What Was Wrong”, and “Criteria for a Good Presentation”.
- ◆ Go round robin to have pairs provide one thing that was wrong and their recommendation for criteria. Go around with each pair offering something different to complete the list on the board.
- ◆ Ask students if there was anything that they wanted to add to the list of criteria. Emphasize what an audience needs from a presenter to get something of value from the presentation. Criteria should address issues such as:
 - ◆ Eye contact
 - ◆ Engaging visuals
 - ◆ Clear speech
 - ◆ Interesting and important information
 - ◆ Presenting something the audience will think is useful.
- ◆ Ask students for good ways to engage an audience. List these on the board.
- ◆ Ask:
 - ◆ What are the most significant criteria on the list?
 - ◆ What are the most significant criteria?
 - ◆ Why did you choose that one?
 - ◆ Who agrees or disagrees with that selection?
 - ◆ Are there other selections you would make?
- ◆ Come to consensus on a final list of criteria for a good presentation.

The presentation evaluation rubric in the table below can be modified to match student’s selected criteria and should be used to evaluate classroom presentations.

Presentation Evaluation Rubric

Name of Presentation _____

Date _____

Name of Evaluator _____

ORAL	1	2	3	4
Content	Did not discuss any of the assigned elements of the presentation	Discussed a few of the assigned elements	Discussed most of the assigned elements	Discussed all of the assigned elements and provided information for new ideas
Eye Contact	Gave no eye contact; all of presentation was read from notes	Displayed minimal eye contact with audience and read mostly from notes	Gave eye contact most of the time, but still returned to the notes	Held the attention of entire audience with direct eye contact; seldom looked at notes
Delivery	Was barely heard	Spoke clearly and was heard most of the time	Spoke clearly at a level that was heard by everyone, but not enthusiastically	Spoke clearly and enthusiastically at a level that was heard by everyone
VISUAL				
Layout	The layout was visually uninteresting and not well organized	The layout was standard and was organized in some areas	The layout had visual interest and was organized to meet assignment expectations	The layout was visually stimulating and very well organized
Video	The video did not fit the assignment	The video did fit the assignment but did not add new information	The video fit the assignment and fit into the presentation well	The video was really interesting and provided valuable new ideas to the presentation
Team Work	The presentation team was disorganized and made the presentation hard to follow	The presentation team was uneven in its delivery but got most of the important points across	The presentation team was organized and did a good job of delivering all necessary material	The presentation team was very organized and knowledgeable, providing new ways of thinking about the presentation material

Oral Score/Grade _____

Visual Score/Grade _____

Writing Workshops

Objectives:

To provide a forum for students to present their final essays and have student practice their evaluation skills in response.

- ◆ **Activity 1:** Students prepare for writing workshops and sign up for a 20 minute presentation time.
- ◆ **Activity 2:** Students read their essays while students listen and prepare their evaluations.

Materials:

Student's final essays e-mailed to the instructor and a hard copy for the student to read from.

Sequencing:

These activities should happen at the very end of the course.

Activity 1: Preparing for Writing Workshop

- ◆ Let students know there will be Writing Workshops during the final week. In the workshop, students will show their paper overhead (they should e-mail their papers to you before class) and read it out loud while other students write down their comments and, afterwards, talk about the paper as a class.
- ◆ Schedule students for over the two class days so that each day has 10-15 minutes to present and get feedback.
- ◆ Allow students to choose where they are in the line-up based on their own strategies. Students can choose to be scheduled early, so they can have an opportunity to rewrite, or scheduled later so they have more time to complete a better first draft.
- ◆ If too many students want the same slot, you can have students pick a number you are thinking of, with the closest winning their first choice in the line-up to break ties.

Activity 2: Writing Workshops

In the Workshop:

- ◆ Provide the writing criteria on the board including the selected Essay Scoring Rubric items.
- ◆ Project student papers onto the screen.
- ◆ Have the presenting student stand and read their essays aloud. Ask students to listen carefully.
- ◆ Applaud when each student finishes.

- ◆ Give students a short time to write a brief evaluation:
 - ◆ What worked well in the essay?
 - ◆ Some suggestions for improvement.
 - ◆ Scores for selected Presentation items.
- ◆ Go round robin to have students briefly state their evaluations.

Writing Skills: Sentences and Punctuation

Objectives:

To provide instructors with a series of exercises on basic sentence structure and punctuation that they can use as needed to address basic grammar issues.

Sequencing:

It is recommended that instructors assign appropriate grammar lessons from a selected grammar text after having read student essays and worked with classes to select major the major grammar issues to work on. So, while evaluations, editing, and creating a rewrite plan activities are taking place, instructors can be giving needed grammar homework and using class time to address some of the key issues.

Competencies:

By the end of this course students will be able to:

- ◆ Categorize nouns, verbs, and adjectives; recognize and capitalize proper nouns.
- ◆ Identify subjects and predicates; differentiate between whole sentences and sentence fragments.
- ◆ Use the six comma rules correctly.
- ◆ Use the two-semicolons and one-colon rule correctly.
- ◆ Correlate nouns and verbs for agreement.
- ◆ Use possessive nouns and pronouns correctly.

Categorize Nouns, Verbs, and Adjectives; Recognize and Capitalize Proper Nouns

Introduction:

Explain that the purpose of these exercises is to:

- ◆ Clearly define a sentence.
- ◆ Learn the rules of punctuation.
- ◆ Recognize noun/verb agreement.
- ◆ Be able to edit paragraphs with multiple problems.

Activity: Define Nouns, Verbs, and Adjectives

Materials:

- ◆ List of sentences with multiple nouns, verbs, and adjectives in them that get increasingly complex.
- ◆ 2 short readings.

To get students limbered up, use the following surprise exercise:

- ◆ Ask: What is a noun? Name 5,000 nouns. Go!
- ◆ Have students call them out to you all at once or go around and have each student say one at a time — but fast.
- ◆ Ask: What is a verb? Name 5,000 verbs. Go!
- ◆ Repeat procedures as above.
- ◆ Ask: What is an adjective? Name 5,000 adjectives. Go!
- ◆ Hand out a short reading.
- ◆ Tell the students to underline all the nouns; on your mark, get set, go!
- ◆ Give them only a few minutes and make them stop when the time is up.
- ◆ Go around the room and have them each give you the number of nouns in the reading; mark them on the board.
- ◆ Repeat the procedure for verbs and adjectives; mark down their numbers.
- ◆ Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- ◆ Write one of the prepared sentences on the board.
- ◆ Write one of the multi-noun/verb/adjective sentences on the board.
- ◆ Write each student's name on the board in a place where you can keep score.
- ◆ Ask: How many nouns are in this sentence?
- ◆ Go around the room for each student's number; write number next to student name.
- ◆ Ask: How many verbs are in this sentence?
- ◆ Mark students' numbers down again.
- ◆ Repeat for adjectives.
- ◆ Go back to nouns; say “the correct number is _____.”
- ◆ Go around the room to have the students pick out one noun at a time; underline them as they say them.
- ◆ Repeat the same procedures for verbs and adjectives; only circle verbs and put a square around adjectives.
- ◆ Repeat these procedures for all the sentences.

Give a short reading for homework. Ask students to underline nouns, circle verbs, and put quotes around adjectives. Homework should have the count for each category.

Recognize and Capitalize Proper Nouns

Materials:

A reading without capitalized proper nouns.

Activity:

- ◆ Have students line up at the board; ask them each to write a proper noun and pass the chalk or white board marker.
- ◆ Ask:
 - ◆ What is the rule for proper nouns?
 - ◆ Were all of these proper nouns written correctly?
- ◆ Give out a reading which has no capitalized proper nouns; have students correct the reading. Have them go fast.
- ◆ Ask:
 - ◆ How many errors are in the first sentence?
 - ◆ Ask one or more students to answer, and then ask others: Is that correct?
 - ◆ What are the errors?
- ◆ Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns and have them give their paragraph to a different pair to correct. Have the original pair review the corrected paragraphs.

Identify Subject and Predicates; Differentiate between Whole Sentences and Sentence Fragments

Materials:

- ◆ A list of mixed full sentences and sentence fragments.
- ◆ Blank index cards.

Activity:

Hand out the list of mixed full sentences and sentence fragments; have students check those sentences that are full sentences.

- ◆ Ask:
 - ◆ What is a sentence?
 - ◆ What is a subject (The noun the sentence is about)?
 - ◆ What is a predicate (The rest of the sentence)?
 - ◆ What is always in the predicate (A verb)?
 - ◆ What are the 2 things a sentence has to have to be a sentence (A noun and a verb)?

- ◆ Go over these questions again and have students repeat the answers loudly together.
- ◆ Ask a student for a full sentence from the list and write the sentence on the board. Have students identify the subject, predicate, and verb in the sentence. Write the “skeleton” sentence.
- ◆ Continue with these procedures to identify all the full sentences in the list.
- ◆ Give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- ◆ Have a representative from a pair chose a card from the pair on the left’s deck and write it on the board.
- ◆ Ask the student: Is this a sentence? How do you know?
- ◆ Give a point for each correct answer.
- ◆ Ask the class to reply in unison:
 - ◆ What are the two things a sentence has to have to be a sentence?
 - ◆ Does it have a noun for a subject?
 - ◆ Does it have a verb in the predicate?
- ◆ Repeat these procedures until it is clear that all students can diagram a sentence.

Activity: Use the Six Comma Rules Correctly

- ◆ Explain that all commas have to do with separating phrases that add information from the main sentence. If students can identify the sentence from additional information clearly, they will be good at commas.
- ◆ Put the sentence “She fell Asleep.” on the board.
- ◆ Ask for phrases that add information to the front of the sentence and list them on the board. Show where the comma goes for each one.
- ◆ Put another simple sentence on the board.
- ◆ Ask for phrases that add information to the end of the sentence and list them on the board. Show where the comma goes for each one.
- ◆ Repeat this procedure and have students put phrases that add information in the middle of the sentence. Show where the comma goes for each one.
- ◆ Put a different sentence on the board; put students into pairs.
- ◆ Have pairs come up with phrases that could go in the front, middle, or end of the sentence to add information.
- ◆ Have a representative from each group come and add a phrase. Give a point to each group that punctuates the sentence correctly with a new phrase.
- ◆ Continue until it is clear that all students understand how to use commas in this context.
- ◆ Introduce the first three comma rules:
 - ◆ A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
 - ◆ Commas go around a prepositional or verb phrase that is in the middle of sentence.
 - ◆ Commas go before a prepositional phrase that is at the end of a sentence.

Activity: Comma Rule 1

Materials:

List of sentences with introductory phrases, but no commas.

- ◆ Hand out list of sentences. Have students insert the commas after the introductory phrase.
- ◆ Do one sentence together as a class to model the exercise
- ◆ Go around the room and ask each student the following list of questions:
 - ◆ What is the sentence?
 - ◆ What is the introductory phrase?
 - ◆ Where does the comma go?

Activity: Comma Rules 2 and 3

Materials:

- ◆ List of sentences with phrases in the middle, but no commas.
- ◆ List of sentences with phrases at the end, but no commas.

Hand out the list of sentences. Do one as a class to model the exercise. Have students punctuate them.

- ◆ For each sentence, ask:
 - ◆ What part of the sentence is added?
 - ◆ Where do the commas go?
- ◆ Divide students into two teams.
- ◆ Have one student from the first team come up and write a sentence on the board.
- ◆ Have a student from the second team add a prepositional phrase in the middle of the sentence.
- ◆ Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
- ◆ Review what is on the board and ask students for corrections; note any additional corrections.

Repeat these procedures for the Comma Rule 3 (i.e., list of sentences with phrases at the end, but no commas).

Activity: Comma Rule 4

Materials:

- ◆ Index card with questions whose answers will elicit sentences with lists in them.
- ◆ List of sentences with lists in them, but no commas.

Present Comma Rule 4: Place commas between all items in a list of three or more.

- ◆ Lists must be of like objects or actions.
- ◆ The last item in a list has the word “and” or “or” before it.
- ◆ Example: She liked apples, bananas, and cherries.
- ◆ Ask students to make a clicking noise with their tongues.
- ◆ Ask students to make “pppputttt” sound with their lips.
- ◆ Explain that the clicking noise is a comma and a “pppputttt” sound is a period.
- ◆ Deal out cards with questions that will elicit a list as an answer; give each student a card.
- ◆ Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- ◆ Hand out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- ◆ For each question, ask:
 - ◆ How many items in the list?
 - ◆ Do you need to use a comma?
 - ◆ Read me the sentence with the correct punctuation.

Activity: Comma Rule 5

Materials:

- ◆ List of paired sentences that could be joined with a comma and one of the words highlighted in Comma Rule 5. Mix into this list other pairs where one is a fragment and one is a sentence.
- ◆ Blank index cards.

Present Comma Rule 5: Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” or “so” when combining two full sentences into a single compound sentence.

Activity:

Hand out the list of sentences; have students check the pairs of sentences and put an X next the fragment and sentence pair.

- ◆ Identify these differences as a class.

- ◆ Pass out the blank index cards to pairs and assign sets of paired sentences. Have the pairs write each individual sentence on a separate card.
- ◆ Write the linking words on separate cards as well.
- ◆ Take all the sentences, mix them out and lay them face up on the table. Lay out the linking words at the top.
- ◆ Put students on two teams.
- ◆ Ask first one student from one team then another student from another team to choose two sentences and a linking word to make a single sentence that makes sense. Have blank cards available if students want to write their own sentences to link up with one that is on the cards.
- ◆ Ask each student:
 - ◆ Where does the comma go?
 - ◆ Why?
- ◆ Ask the class:
 - ◆ Is that correct?
- ◆ Give a point to the team the student is on for each correct answer.

Activity: Comma Rule 6 (Semicolon Rule 1): Using a Semicolon and Comma to Connect Two Sentences Together

Materials:

- ◆ Have index cards with the linking words for Comma Rule 6 on them; one per card.
- ◆ Blank index cards.

Present Comma Rule 6: Place a semicolon before and a comma after the following words when used to connect two sentences together: moreover, furthermore, in addition, however, nevertheless, therefore, consequently, otherwise, for instance, for example, then.

Activity:

- ◆ Put students into pairs and deal out the cards. Ask pairs to write three compound sentences using that word.
- ◆ Have each group come to the board to put a compound sentence on the board using their word and punctuate correctly.
- ◆ Ask the class what the word means and check with them to see if the punctuation is indeed correct.
- ◆ Give each team two blank index cards; have each team write pairs of sentences on each card *without* their linking word.
- ◆ Make sure the linking words are on the board.
- ◆ Put the cards in the deck; have pairs pick a card. Have them come to the board and write the sentences linked with the right linking words and punctuate it correctly.

- ◆ Ask:
 - ◆ Is the first part a sentence?
 - ◆ Is the second part a sentence?
 - ◆ Is this the right linking word for these two sentences?
 - ◆ Is it punctuated correctly?
- ◆ Hand out a copy of some text from a book (your choice) with lots of commas in it.
- ◆ Ask students to circle all the commas in the text.
- ◆ Have them write the number of the comma rule next to each.
- ◆ Divide students into pairs to correct each other's work.
- ◆ Read out each sentence and go around the room to have different students tell you the comma rules being applied in each.
- ◆ For each comma, ask:
 - ◆ What comma rule does this use?
 - ◆ Is that correct?
 - ◆ Does anyone have a different answer?
 - ◆ Which is the correct answer?
 - ◆ Why?
- ◆ Repeat this exercise as necessary.

Use the Two Semicolon Rules and the One-Colon Rule Correctly

Semicolon Rule 2: Joining Two Independent Clauses

- ◆ Ask:
 - ◆ What is a semicolon?
 - ◆ When do you use semicolons?
- ◆ Tell students that semicolons mean: I know a period goes here (point to the “period” in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the “comma” in the semicolon).
- ◆ Repeat this definition with the pointing many times.
- ◆ Give some examples on the board connecting two related sentences.
- ◆ Show how this logic was already used in Semicolon Rule 1.
- ◆ Have students all make a clicking noise together.
- ◆ Divide students into pairs; have each pair write 5 pairs of closely related sentences.
- ◆ Have them switch their sentence pairs and correctly punctuate the new set of sentences.
- ◆ Have them read their sentences aloud using the correct noise for semicolons.

Colon Rule 1: Presenting a List

Present Colon Rule 1:

- ◆ Use colons after a complete sentence that presents a list.
- ◆ Tell students that colons mean: I know a period goes here (point to one of the “periods”), but here comes a list. Emphasize that colons can only be used after a sentence.

Activity:

- ◆ Put a variety of examples on the board.
- ◆ Put students in pairs to make up six full sentences that prepare for a list.
- ◆ Have one representative from a pair put their sentence on the board and another representative quickly come to the board to write a list with the correct punctuation.
- ◆ Ask for each:
 - ◆ Is the first part a sentence?
 - ◆ Is the colon in the right place?
 - ◆ Are the commas in the right place?

Editing Practice

Materials:

Paragraph with no capitals and no punctuation.

Activity:

- ◆ Divide students into pairs.
- ◆ Hand out the paragraph and have pairs underline the areas where there is a problem.
- ◆ Write the exercise on the board with all the errors in it.
- ◆ Give the chalk to a representative from a different pair to underline a word or phrase that has a problem *without* making corrections.
- ◆ Go quickly from pair to pair until all the errors are underlined; after each underlining, ask:
 - ◆ Is this a problem? Is this where the underline goes?
- ◆ At the end, ask: Are there any errors that are NOT underlined?
- ◆ Have students correct the paragraph.
- ◆ Have one student from each pair come up to the board and make one editing change at a time.
- ◆ Continue this procedure going around to all the pairs and, on their second turn, make sure the second student in the pair comes to the board; continue with this alternating pattern until the paragraph is completely corrected.
- ◆ Give a point to each pair when they have made an appropriate correction; no points for incorrect corrections.

Correlate Nouns and Verbs for Agreement

Materials:

- ◆ Index cards with verbs from the following tenses: present (play, plays), present continuous (is/are playing), past continuous (was/were playing), present perfect (has/have played), past perfect (had played), future (will play), future perfect (will have played). Follow a set of single verbs through all these transformations.
- ◆ List of time-specific sentences.

Activity:

- ◆ Put students in pairs; deal out cards.
- ◆ Put the names of the tenses on the board to form categories.
- ◆ Ask students to give examples of sentences in each of the tenses.
- ◆ Have each pair “play” a card by 1) putting the verb on the card in a sentence, 2) choosing the right tense of the verb, and 3) identifying other words in the sentence that identify the tense, if there are any.

- ◆ Give a point for each “right” answer after asking:
 - ◆ What is the sentence?
 - ◆ What tense is the sentence in? How do you know?
 - ◆ What words in your sentence tell you that this is the correct tense?
- ◆ Record words that identify each tense on the board as they come up.
- ◆ Put a sentence on the board; put students into pairs. Assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- ◆ Rotate tenses among the pairs; put another sentence on the board.
- ◆ Rotate until all groups have worked with all the tenses.
- ◆ Put a time specific sentence on the board; have the pair in charge of the correct tense say the correct sentence.
- ◆ Do a series of sentences in this way.
- ◆ Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a representative from the other team fill in the sentence; give points for correct answers.

Passive Voice

Materials:

- ◆ List of sentences in the passive voice.
- ◆ A hat and scissors.
- ◆ A paragraph with a variety of tense problems.

Activity:

- ◆ Write a sentence in the passive voice on the board.
- ◆ Ask:
 - ◆ Which noun is the does in this sentence?
 - ◆ Which noun is just letting things happen to it?
 - ◆ How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- ◆ Write an active voice sentence on the board; ask students to give it to you in the passive voice.
- ◆ Divide students into teams and have the teams write five active voice sentences and five passive voice sentences; encourage the sentences to be wild and creative.
- ◆ Have students cut the sentences into separate strips and put them in a hat.
- ◆ Have each student choose a sentence from the hat.
- ◆ Have each student read the sentence and then “translate” it into the opposite voice.
- ◆ Give a point to each team that does it correctly.
- ◆ Hand out the paragraph.

- ◆ Have students underline and correct those areas where tenses are problems.
- ◆ Put students in pairs to check each other's answers.
- ◆ Go over the answers as a class.

Use Possessive Nouns and Pronouns Correctly

Materials:

- ◆ Paragraph with many punctuation, verb tense, and possessive pronoun errors in it.
- ◆ Blank index cards.
- ◆ A list of mixed sentences using its/it's, whose/who's, your/you're, theirs/there's.

Activity 1: Practice Possessives

- ◆ Write: its/it's, whose/who's, your/you're, theirs/there's on the board
- ◆ Write these words on index cards and lay them out on the table.
- ◆ Read a sentence from the list aloud; have different students pick the right card and give an explanation for why that is the right card.

Activity 2: Editing Practice

- ◆ Divide students into pairs.
- ◆ Hand out the paragraph and have pairs underline the areas where there is a problem.
- ◆ Write the exercise on the board with all the errors in it.
- ◆ Give the chalk or marker to a representative from a different pair to underline a word or phrase that has a problem *without* making corrections.
- ◆ Go quickly from pair to pair until all the errors are underlined; after each underlining, ask:
 - ◆ Is this a problem? Is this where the underline goes?
- ◆ At the end, ask: Are there any errors that are NOT underlined?
- ◆ Have students correct the paragraph.
- ◆ Have one student from each pair come up to the board and make one editing change at a time.
- ◆ Continue this procedure going around to all the pairs and, on their second turn, make sure the second student in the pair comes to the board. Continue with this alternating pattern until the paragraph is completely corrected.
- ◆ Give a point to each pair when they have made an appropriate correction; no points for incorrect corrections.

Test Taking Skills Practice

The goal of this activity to help students become more familiar with and prepare for the GED exam.

- ◆ Explain to students that they are going to take a brief test on materials from the GED. Tell them the test will be timed (which can be estimated by multiplying 4 minutes per question).
- ◆ Pass out test questions and time the test.
- ◆ After the test, ask each students to rate each question with one of the following (put these options on the board):
 - ◆ You understand the question and know the answer.
 - ◆ You understand the question and think you know the answer.
 - ◆ You understand the question and do not know the answer.
 - ◆ You do not understand the question and do not know the answer.
- ◆ Put students in pairs and ask them to compare their question ratings, discuss their answers, and, if they are different, to come up with an answer they both think is right. They need to be prepared to say WHY they chose each answer. Pairs should also decide:
 - ◆ Which is the second best answer? Why?
 - ◆ What is the worst answer of the ones they have to choose from? Why?

For each question:

- ◆ Ask the first pair: What is the answer to the question? Why?
- ◆ After the pair has given their answer, move to the second pair and ask, did the first pair give the right answer? How do you know?
- ◆ Then ask the class: did any pair decide on a different answer? Why?
- ◆ Ask the class to come to consensus on the right answer and the reason for that answer.
- ◆ The repeat this process for the following two questions:
 - ◆ Which is the worst answer of the ones to choose from? Why?
 - ◆ Which are the two best answers? Why?
- ◆ Ask how many got the second to best answer.
- ◆ Repeat this process for each question.

Debates

Materials:

Research gathered on topic

Activity 1: Small Group Debate

Ask which students were compiling information to support the issue to raise their hands. Tell them they are on the same small teams. The remainder of students should form the opposing small teams. Make sure that the teams are relatively even.

- ◆ Break teams into groups of no more than four students.
- ◆ Tell students they will be debating. Each sub-group will need to do the following:
 - ◆ Highlight the best arguments that they found in their reading and research.
 - ◆ Go round robin to present one good argument that is different from the others.
 - ◆ Talk about these arguments and assign one argument to each group member.
 - ◆ Each student should write a topic sentence for their argument.
 - ◆ Continue to assign arguments so that each group member ends up with two different arguments that are different from any of the others.

Activity 2: Group Preparation: Big Group

Put full debate teams together, so that all groups supporting the issue are together and all opposing groups are together.

- ◆ Each group member should present their two points to the group. If there are duplicate points, group members should listen carefully for the strongest points in the argument.
- ◆ After the presentations, groups should make sure that each group member has one or two different points to make. Group discussion should explore the best arguments that have not yet been discussed.
- ◆ Each team member should write their topic sentence for each argument and read it to the group, going round robin.
- ◆ The team should generate a thesis statement that summarizes their support or critique. This statement will be introduced and presented first in the debate.
- ◆ The team should generate a conclusion for their side. The conclusion should be recommendations that the group lists out. Assign one team member who will present the conclusion.
- ◆ Team members should put seat themselves in an order that makes their argument strongest.

Activity 3: Conduct the Debate

- ◆ Present the word “rebuttal.” Ask what it means.
- ◆ Write the classes’ (correct) definition on the board. Explain to students that are listening to the debate that they should take notes on their responses to what the “other side” is saying to be part of their team’s rebuttal.
 - ◆ Ask the debate teams to line up on either side of the room, facing each other in the order they have decided to present.
 - ◆ Ask the supporters to give their full presentation.
 - ◆ While supporters present, critics should be listening to the arguments made and making a list of their responses for their “side”, as stated above.
 - ◆ After the supporters have presented, have the critics meet and work in pairs to produce a list of questions they have from the critic’s point of view.
 - ◆ Have the supporters meet to anticipate what the critic’s will ask and prepare responses.
 - ◆ Hold a brief question and answer period, where one pair of critics asks a question and a pair of supporters tries to answer the question. Once the question has been answered, the next pair of critics asks a question of the supporters.
 - ◆ Notes should be taken about what a rebuttal from your team should look like.

Homework Assignment: Each student should choose the 3 rebuttal statements they think are the strongest and write a rebuttal to the other “side.” Put points in separate paragraphs with topic sentences.

Activity 4: Critics Prepare and Give a Rebuttal

- ◆ Ask the critics to give their full presentation.
- ◆ Ask the supporters: Was there something the critics said that you disagree with and have good evidence to support? And vice-versa? Have teams give a few examples.
- ◆ Groups should read their rebuttal statements to each other and work together and assign one argument or point to each group member.
- ◆ Pairs should work with the larger team to go over all the rebuttal arguments and make their final assignments.
- ◆ Line teams up as before, across the room facing each other.
- ◆ Ask each team to state the rebuttals that they planned.
- ◆ Conduct another round of questions and answers as needed.

Course Outline

THEME OF THE COURSE:

WEEK/ DAY	PURPOSE	ACTIVITY	MATERIALS
TOPIC FOR THE WEEK:			
DAY 1:			
HOMEWORK: READ: WRITE: PREPARE:			
DAY 2:			
HOMEWORK: READ: WRITE: PREPARE:			

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