

## CCR BRIEF OVERVIEW

Rob Jenkins

From the OCTAE Website:

“OCTAE (The Office of Career, Technical, and Adult Education) is the new name for OVAE (Office of Vocational and Adult Education):

Last week OVAE released the highly-anticipated report, [College and Career Readiness \(CCR\) Standards for Adult Education](#). The work is the result of a nine-month process that examined the [Common Core State Standards](#) from the perspective of adult education. It was funded to provide a set of manageable yet significant CCR standards that reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training. The report was written by Susan Pimentel, prepared by MPR, Associates, Inc.” (Retrieved 2015)

### **Brief Overview as related to Stand Out by Rob Jenkins.**

The College and Career Readiness standards identify specific skills that students need to acquire to be successful in academic and career settings. They are different than other standards because they are more focused on students thinking critically. Attached is a **VERY** abbreviated chart of standards. It really doesn't do the CCRs justice in that it doesn't include the level of complexity that each standard rises to as it moves up in NRS levels. NRS is the National Reporting System for Adult Education Programs which identifies levels for Beginning Low, High, Intermediate Low, High, etc. However, for those not trying to memorize all the standards, the chart can get you started. For a full spectrum of the standards, it is good to become familiar with Susan Pimentel's work.

In my view, for the average teacher, it is most important to stress the level of critical thinking students are asked to engage in as they learn English. For this reason, if programs ask for more than the CCR correlation found in three places (the book contents, the unit openers, and for each lesson), I would suggest looking to the following explanations:

1) The CCR standards are about what students can do with the language. They are designed so students become more engaged with learning and are not just with a list of basic skills. For example, we could say students learn new vocabulary or we could say, students categorize information using vocabulary. The former is more engaging and relates to a CCR (Language 5). In Stand Out we have identified where CCR standards and critical thinking meet in the Red Bold Face words associated with direction lines.

2) The CCR Standards often require students to dig deeper into meaning. The texts they read are more challenging and complex. The information that comes from the text is more than just details that are obvious. As the students advance in the program, they are asked to infer and project ideas. Students are to engage with not only the text but the authors as well. This becomes more and more obvious as students enter into Book 2 especially in the Reading Challenge of each unit.

3) In CCR standards students are asked to also show work through problems and create projects. There are many problem-based activities in Stand Out that can be identified especially in the application of lessons (the last activity in each lesson). The best examples are with the team projects. These problem-based learning activities (PBL) are evidenced based and are good examples again where critical thinking and CCRs meet.

4) Teachers might consider finding specific examples based on the abbreviated list that follows or from the full Pimentel booklet.

# COLLEGE AND CAREER READINESS ABBREVIATED - ENGLISH

## READING

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### Key Ideas and Details

1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

### Craft and Structure

4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

### Integration of Knowledge and Ideas

7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

### Range of Reading and Level of Text Complexity

10. Read increasingly complex text.

## WRITING

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### Text Types and Purposes

1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

### Production and Distribution of Writing

4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

### Range of Writing

10. Write over various time frames depending on purpose.

## SPEAKING & LISTENING

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### Comprehension and Collaboration

1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.