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# STEPPING UP TO THE INCREASING DEMANDS OF CASAS STEPS

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LITERACY KC



## AGENDA

1. CASAS STEPS Expectations
2. How can we help our students rise to the higher demands?
  - Start with the basics – VWh question words
  - Adjust the task for the learners' level
  - Practice recurring test questions and listening format
  - Repeat often and in new contexts

## CASAS STEPS EXPECTATIONS

### Reading STEPS FAQs and Listening STEPS FAQs

- “Reading STEPS measures the **academic vocabulary and higher-order thinking skills** contained in the Standards [English Language Proficiency Standards]”.
- “Listening STEPS measures the **academic vocabulary and higher-order thinking skills** contained in the Standards [English Language Proficiency Standards]”.

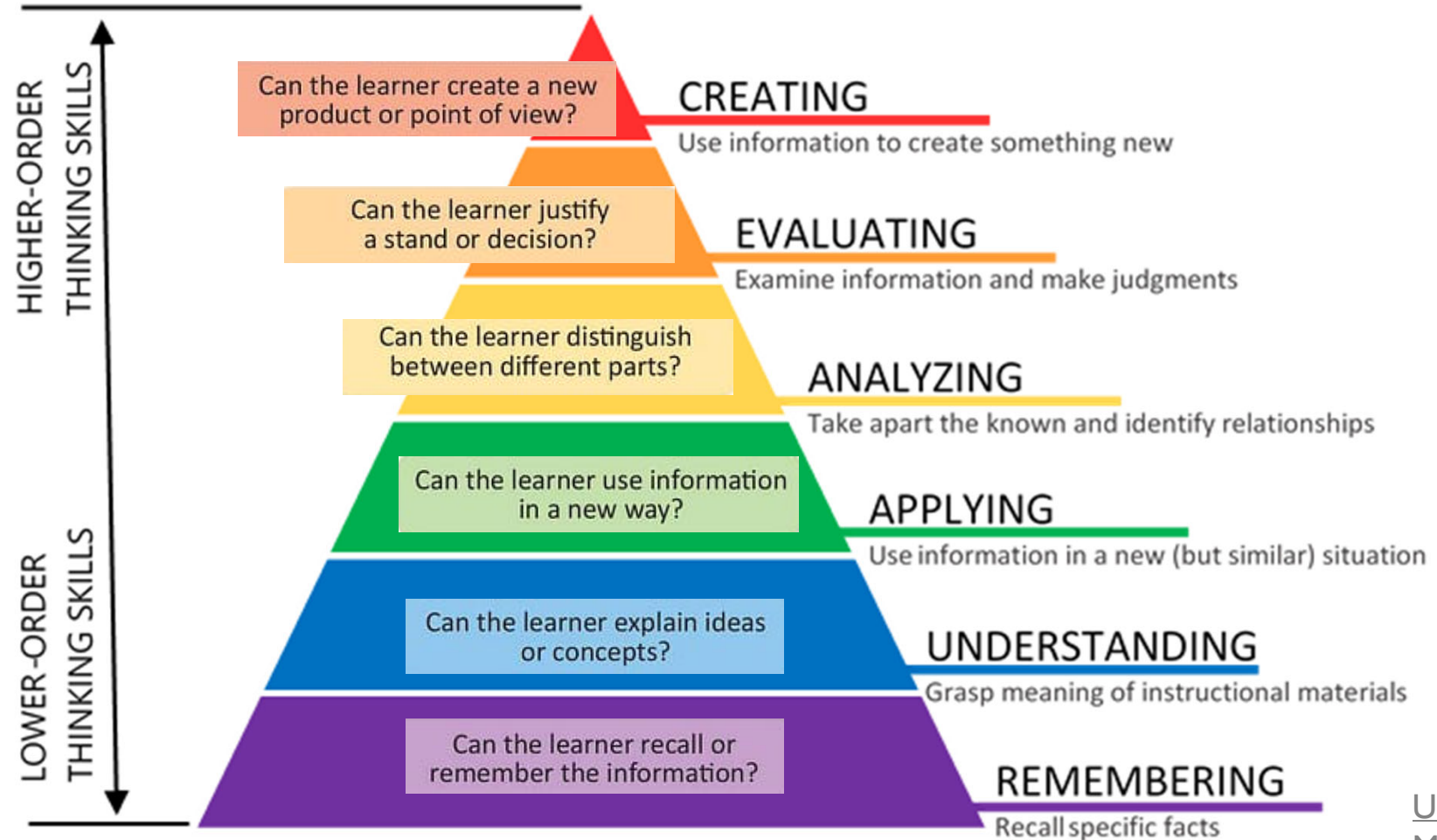
[Reading STEPS FAQs](#)  
[Listening STEPS FAQs](#)

## HIGHER-ORDER THINKING

- What is higher-order thinking?
  - More than just recall
  - “Critical thinking has been described as an ability to **question**; to acknowledge and test previously held **assumptions**; to recognize **ambiguity**; to **examine**, **interpret**, **evaluate**, **reason**, and **reflect**; to make informed **judgments** and **decisions**; and to **clarify**, **articulate**, and **justify** positions” (University of Louisville).



## BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



## DEVELOPING HIGHER-ORDER THINKING

- Start with the basics
  - Who, what when, where, why, how
- Adjust the task for the learners' level
  - Adapt higher-order thinking skills to the learners' level
  - Scaffold – explicitly model the steps to complete
    - Scaffolding higher-order thinking skills in Reading
- Practice recurring test questions and listening exercises
- Repeat often and in new contexts

# WHO

is a person



# WHAT

is a thing or  
an action



# WHEN

is a time



# WHERE

is a place



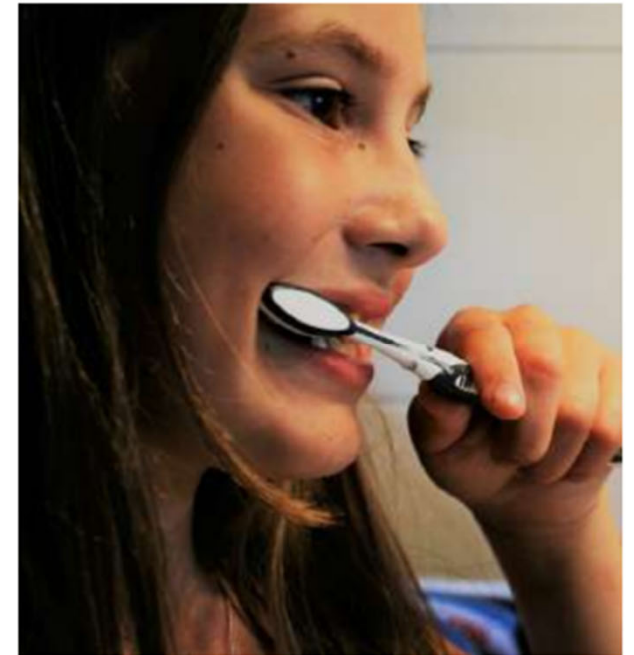
# WHY

is the reason  
something  
happened



# HOW

is the way  
something is done



---

Who



Where



---

Who



Where

---

Who



Where

---

Who



Where



---

Who



Where

---

Who



Where

## DEVELOPING HIGHER-ORDER THINKING

- Start with the basics
  - Who, what when, where, why, how
- Adjust the task for the learners' level
  - Adapt higher-order thinking skills to the learners' level
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- Repeat often and in new contexts

## ADJUST THE TASK FOR THE LEARNERS' LEVEL

- Adapt higher-order thinking skills to the learners' level

**Remember**

recall, repeat, state



## ADJUST THE TASK FOR THE LEARNERS' LEVEL

- Adapt higher-order thinking skills to the learners' level

### Understand

describe, explain,  
identify, translate



## ADJUST THE TASK FOR THE LEARNERS' LEVEL

- Adapt higher-order thinking skills to the learners' level

### Apply

demonstrate, sketch  
use in a new context





## ADJUST THE TASK FOR THE LEARNERS' LEVEL

- Adapt higher-order thinking skills to the learners' level

### Analyze

relationship,  
compare, contrast,  
analyze parts



## ADJUST THE TASK FOR THE LEARNERS' LEVEL

- Adapt higher-order thinking skills to the learners' level

**Evaluate**

judge, support





## ADJUST THE TASK FOR THE LEARNERS' LEVEL









- Adapt higher-order thinking skills to the learners' level

Create

construct, write



# APPLY KNOWLEDGE, MAKE AND SUPPORT JUDGEMENTS

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
							
50° 25°	45° 23°	56° 37°	69° 44°	81° 54°	82° 63°	81° 55°	67° 48°



1. What is the forecast for Tuesday?

2. What's the high temperature?

3. What's the low temperature?

Thu  
  
88° 81°

5. What is the weather forecast?

6. What will you wear?

Sat



20° 14°

7. What is the weather forecast?

8. What will you wear?

## DEVELOPING HIGHER-ORDER THINKING

- Start with the basics
  - Who, what when, where, why, how
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## DEVELOPING HIGHER-ORDER THINKING


- Adjust the task for the learners' level – Scaffold




**COOKING DIRECTIONS**

**YOU WILL NEED:** ¼ Cup Water • ½ Cup Vegetable Oil • 1 Egg

 1. Preheat oven to 325°F. Lightly grease or spray an 8x8-inch baking pan.

 2. Place water, oil and egg in medium bowl and stir until fully mixed. Add brownie mix and stir until well blended. Spread in prepared pan.

 3. Bake 39-43 minutes. Cool completely in pan before cutting.

**DO NOT EAT RAW BATTER.**  
**DO NOT OVERBAKE. FRESH-BAKED BROWNIES APPEAR UNDERBAKED BUT COOL TO DONENESS.**

Put in the correct order.

\_\_\_\_\_ Add the oil.

\_\_\_\_\_ Preheat the oven.

\_\_\_\_\_ Mix.

\_\_\_\_\_ Bake in the oven.

# Steps

① Preheat the oven  $325^{\circ}$

②  
water

③  
oil

④  
egg

⑤  
powder

Mix  
in  
bowl

⑦  
pan

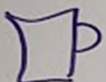
⑧  
Bake  
in the oven


8 steps




## Steps

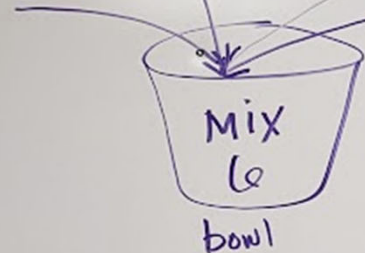
① Preheat the oven  $325^{\circ}$

②   
water

③   
oil

④ 0  
egg

⑤   
powder



⑧ Bake  
in the oven

8 steps

Add the oil.

Preheat the oven

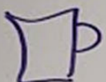
4 sentences

- mix

- bake in the oven


## Steps

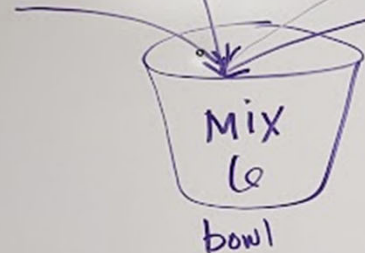
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②   
water

③   
oil

④ 0  
egg

⑤   
powder



⑧  
Bake  
in the oven

8 steps

Add the oil. 3


Preheat the oven 1 4 sentences


- mix le

- bake in the oven 8


## Steps

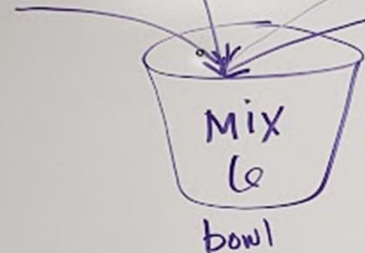
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②  
  
water

③  
  
oil

④  
0  
egg

⑤  
  
powder



⑧

Bake  
in the oven

8 steps

2<sup>nd</sup> Add the oil. 3

1<sup>st</sup> Preheat the oven 1 4 sentences

3<sup>rd</sup> mix le

4<sup>th</sup> bake in the oven 8





## REPEAT OFTEN AND IN NEW CONTEXTS

- In what other contexts can “Put in the correct order” be applied?

## DEVELOPING HIGHER-ORDER THINKING

- Start with the basics
  - Who, what when, where, why, how
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## DEVELOPING HIGHER-ORDER THINKING IN READING

- Warmup: pictures, title, subtitles
  - What do you see that makes you think that?
  - Make predictions
- Start with yes/no sentences
- Move to wh question words
  - Identify
  - Match
  - Multiple choice
  - Write questions

### **Brenda's Yoga Class**



## READING

### NUMBER THE SENTENCES

Brenda loves to do **yoga**. She likes to run too. Brenda likes to teach yoga after she runs.

Brenda's friend Tara has a big **backyard**. Brenda teaches her yoga class in Tara's backyard. The yoga class is on Wednesdays.

Brenda's friends bring yoga **mats** and **blankets** to class. After class, they lie under the blankets and listen to the **birds**. This is Julie's favorite part.

## READING

### NUMBER THE SENTENCES

1 Brenda loves to do **yoga**. 2 She likes to run too. 3 Brenda likes to teach yoga after she runs.

4 Brenda's friend Tara has a big **backyard**. 5 Brenda teaches her yoga class in Tara's backyard. 6 The yoga class is on Wednesdays.

7 Brenda's friends bring yoga **mats** and **blankets** to class. 8 After class, they lie under the blankets and listen to the **birds**. 9 This is Julie's favorite part.

## YES/NO QUESTIONS

<sup>1</sup>Brenda loves to do **yoga**.<sup>2</sup> She likes to run too.<sup>3</sup> Brenda likes to teach yoga after she runs.

<sup>4</sup>Brenda's friend Tara has a big **backyard**.<sup>5</sup> Brenda teaches her yoga class in Tara's backyard.<sup>6</sup> The yoga class is on Wednesdays.

<sup>7</sup>Brenda's friends bring yoga **mats** and **blankets** to class.<sup>8</sup> After class, they lie under the blankets and listen to the **birds**.<sup>9</sup> This is Julie's favorite part.

- |  |     |    |     |
|--|-----|----|-----|
| 1. Brenda loves football.              | Yes | No | ___ |
| 2. Brenda does yoga after she runs.    | Yes | No | ___ |
| 3. Brenda has a big yard.              | Yes | No | ___ |
| 4. Yoga class is in Tara's backyard.   | Yes | No | ___ |
| 5. The yoga class is on the weekend.   | Yes | No | ___ |
| 6. Julie likes to listen to the birds. | Yes | No | ___ |

## YES/NO QUESTIONS – IDENTIFY SENTENCE NUMBERS, MAKE CORRECTIONS

<sup>1</sup>Brenda loves to do **yoga**<sup>2</sup>. She likes to run too.<sup>3</sup> Brenda likes to teach yoga after she runs.

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- |   |            |           |             |
|---|------------|-----------|-------------|
| 1. Brenda loves <del>football</del> <sup>yoga</sup> . | Yes        | <u>No</u> | <u>1</u>    |
| 2. Brenda does yoga after she runs.                   | <u>Yes</u> | No        | <u>3</u>    |
| 3. <del>Brenda</del> <sup>Tara</sup> has a big yard.  | Yes        | <u>No</u> | <u>4</u>    |
| 4. Yoga class is in Tara's backyard.                  | Yes        | No        | <u>    </u> |
| 5. The yoga class is on the weekend.                  | Yes        | No        | <u>    </u> |
| 6. Julie likes to listen to the birds.                | Yes        | No        | <u>    </u> |

Challenge with synonyms and inferences.

## When

Brenda loves to do **yoga**. She likes to run too. Brenda likes to teach yoga after she runs.

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Ellii

## Where

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Ellii

## What - thing

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## What - action

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1. **When** is yoga class?
2. **Where** is yoga class?



## When

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1. **When** is yoga class? on Wednesdays
2. **Where** is yoga class? in Tara's backyard

## When

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Ellii

## When

## Where

## What - thing

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## What - action

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Ellii

## What - thing

## What - action



When	Where
What - thing	What - action

1. Write words on the board for students to classify.
2. Dictate words to classify.
3. Jigsaw – a group of students look for words for their square only and then share out.
4. Students look in the story for words in all squares.

## MATCH QUESTION AND ANSWER

- |  |                                 |
|--|---------------------------------|
| 1. _____ Who teaches yoga class?           | A. after they finish yoga class |
| 2. _____ Where is yoga class?              | B. in Tara's backyard           |
| 3. _____ Who has a big backyard?           | C. yoga mats and blankets       |
| 4. _____ When is yoga class?               | D. Brenda                       |
| 5. _____ When do they listen to the birds? | E. on Wednesdays                |
| 6. _____ What do the friends bring?        | F. Tara                         |
| 7. _____ What does Brenda teach?           | G. yoga class                   |

## MATCH QUESTION AND ANSWER

### WRITE THE SENTENCE NUMBERS

- |  |                                 |
|--|---------------------------------|
| 1. <u>  D  </u> Who teaches yoga class? 3,5        | A. after they finish yoga class |
| 2. <u>  B  </u> Where is yoga class? 5             | B. in Tara's backyard           |
| 3. <u>  F  </u> Who has a big backyard? 4          | C. yoga mats and blankets       |
| 4. <u>      </u> When is yoga class?               | D. Brenda                       |
| 5. <u>      </u> When do they listen to the birds? | E. on Wednesdays                |
| 6. <u>      </u> What do the friends bring?        | F. Tara                         |
| 7. <u>      </u> What does Brenda teach?           | G. yoga class                   |

## WH QUESTIONS

<sup>1</sup>Brenda loves to do **yoga**.<sup>2</sup> She likes to run too.<sup>3</sup> Brenda likes to teach yoga after she runs.

<sup>4</sup>Brenda's friend Tara has a big **backyard**.<sup>5</sup> Brenda teaches her yoga class in Tara's backyard.<sup>6</sup> The yoga class is on Wednesdays.

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Ellii

1. Who is the story mainly about?
  - a) Julie
  - b) Brenda
  - c) Tara
2. What does she like to do?
  - a) run
  - b) go to work
  - c) teach school
3. What type of class does she teach?
  - a) yoga
  - b) running
  - c) singing
4. Where does she teach her class?
  - a) inside
  - b) outside

## WH QUESTIONS

### WRITE THE SENTENCE NUMBERS

<sup>1</sup>Brenda loves to do **yoga**.<sup>2</sup> She likes to run too.<sup>3</sup> Brenda likes to teach yoga after she runs.

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1. Who is the story mainly about?  
a) Julie  
☒ b) Brenda |  
c) Tara
2. What does she like to do?  
☒ a) run ↻  
b) go to work  
c) teach school
3. What type of class does she teach?  
☒ a) yoga 3  
b) running  
c) singing
4. Where does she teach her class?  
a) inside  
☒ b) outside 5

## HIGHLIGHT TARGET INFORMATION

### WRITE THE QUESTION

1. Brenda teaches her yoga class **in Tara's backyard**.

Where does Brenda teach her yoga class?

2. **After class**, they lie under the blankets.

When do they lie under the blankets?

3. Yoga class is **on Wednesdays**.

When is yoga class?



4.

The bank is **over there**.

5.

He is listening to **the radio**.

7.

The party is **on Sunday**.

8.

**That woman** is his sister.

10.

Jose plays football **at the park**.

11.

He is here **to talk to the teacher**.

## DEVELOPING HIGHER-ORDER THINKING

- Start with the basics
  - Who, what when, where, why, how
- Adjust the task for the learners' level
  - Adapt higher-order thinking skills to the learners' level
  - Scaffold – explicitly model the steps to complete
    - Scaffolding higher-order thinking skills in Reading
- Practice recurring test questions and listening exercises
- Repeat often and in new contexts

## PRACTICE TEST ITEMS

### Reading

- Recurring questions
- Inference

### Listening

- Format

## RECURRING QUESTIONS

- Level C
  - What information is not included?
  - Which statement is most likely true?
  - What phrase could best replace the underlined phrase...
  - What information goes on line 3?

## RECURRING QUESTIONS

Brenda loves to do **yoga**. She likes to run too. Brenda likes to teach yoga after she runs.

Brenda's friend Tara has a big **backyard**. Brenda teaches her yoga class in Tara's backyard. The yoga class is on Wednesdays.

Brenda's friends bring yoga **mats** and **blankets** to class. After class, they lie under the blankets and listen to the **birds**. This is Julie's favorite part.

Ellii

### Level C

- What information is not included?
  - Brenda likes to run.
  - Brenda's friends bring mats.
  - Brenda's friends like to run.
- Which statement is most likely true?
  - Yoga class is at night.
  - Julie attends Brenda's yoga class.
  - Brenda teaches running.

## RECURRING QUESTIONS

Brenda loves to do **yoga**. She likes to run too. Brenda likes to teach yoga after she runs.

Brenda's friend Tara has a big **backyard**. Brenda teaches her yoga class in Tara's backyard. The yoga class is on 3.

Brenda's friends bring yoga **mats** and **blankets** to class. After class, they lie under the blankets and listen to the **birds**. This is Julie's favorite part.

Ellii

### Level C

- What phrase could best replace the underlined phrase teaches?
  - instructs
  - attends
  - forgets
- What information goes on line 3?
  - blankets
  - time
  - Wednesdays



## RECURRING QUESTIONS

- Level D
  - What is the meaning of \_\_\_\_\_?
  - Which word has the same meaning as the underlined word...?
  - Which word best matches (most likely matches) the meaning of the underlined word...?
  - The main purpose of this is to \_\_\_\_\_.
  - Based on ... which statement is true?

## RECURRING QUESTIONS

- Level E
  - Which word best matches the meaning of the underlined word...?
  - What is the main purpose?
  - What is the most important detail?
  - Based on ... which statement is (most likely) true?
  - Which statement is an opinion?

## INFERENCE (LEVELS C-E)

Recurring language to elicit inference

- imply, suggest, infer, assume, conclude
- the writer would most likely agree with
- most likely reason
- most likely true

## INFERENCE PRACTICE

- Yes/No Statements
- Multiple Choice (pictures, single statements, paragraphs)
  - Kahoot
  - Google easy multiple-choice inference worksheet
- Describe pictures – keep asking why. What do you see that makes you think that?

## YES/NO QUESTIONS

<sup>1</sup>Brenda loves to do **yoga**.<sup>2</sup> She likes to run too.<sup>3</sup> Brenda likes to teach yoga after she runs.

<sup>4</sup>Brenda's friend Tara has a big **backyard**.<sup>5</sup> Brenda teaches her yoga class in Tara's backyard.<sup>6</sup> The yoga class is on Wednesdays.

<sup>7</sup>Brenda's friends bring yoga **mats** and **blankets** to class.<sup>8</sup> After class, they lie under the blankets and listen to the **birds**.<sup>9</sup> This is Julie's favorite part.

1. Brenda loves football. Yes No \_\_\_\_
2. Brenda does yoga after she runs. Yes No \_\_\_\_
3. Brenda has a big yard. Yes No \_\_\_\_
4. Yoga class is in Tara's backyard. Yes No \_\_\_\_
5. The yoga class is on the weekend. Yes No \_\_\_\_
6. Julie likes to listen to the birds. Yes No \_\_\_\_

## Why is this man on the floor?



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42-17880188 [RF] © www.visualphotos.com

▲ He tripped on a shoelace

◆ He slipped on a wet floor

● His papers are on the floor

■ He is a businessman



What do you infer the man will say next?



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▲ "Would you like some popcorn?"

◆ "Who are you talking to?"

● "My beard needs a trim."

■ "Please turn off your phone"

What conclusion can you draw about the family dog?

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*CRAACK!!!* The thunder boomed and lightning flashed through the sky. The family dog is under the bed with his head under his paws.

▲ The dog is a German Shepard.

◆ The dog does not like to go outside.

● The dog is afraid of storms.

■ The dog's name is Spot.

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1. The car windows are wet.

- ☐ It is raining.
- ☐ It is windy.
- ☐ It is cold.
- ☐ It is sunny.

Why do you think so? \_\_\_\_\_

2. Timothy took a second piece of apple pie.

- ☐ Timothy doesn't like pumpkin pie
- ☐ Timothy likes ice cream with his pie.
- ☐ Timothy likes the apple pie
- ☐ Timothy does not eat enough.

Why do you think so? \_\_\_\_\_

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**Everett held his father's hand as he crossed the busy parking lot. They walked into a grocery store. Everett's dad lifted him into the seat of the shopping cart. "Here," said dad, "You can hold my shopping list."**

You can infer that...

- a.** Everett had never been to a grocery store.
- b.** Everett's dad does not shop often.
- c.** Everett's dad needs help with the shopping.
- d.** Everett is very young.



A zebra is walking in the street. **Observation**

Maybe the zebra escaped from a zoo. **Inference**

The men are calling to tell someone the zebra is in the street. **Observation**

Those two men can't catch the zebra. **Inference**

What is happening? What do you see that makes you think that?





The crocodile is very big and heavy. **Inference**

Nine men are working hard to lift it. **Observation**

The crocodile is tied with a rope. **Observation**

The crocodile's tail has spikes that can cut someone. **Observation**

Maybe they are removing it from a certain area because it's dangerous. **Inference**

What is happening? What do you see that makes you think that?

## LISTENING FORMAT

- Level A
  - Match photo to a single word or phrase  
occupations, body parts, common actions, places in the community,  
food, clothing



**Module 5:** Shopping • **Lesson 2:** Shopping for Clothes

**Listen & Speak, Activity 7**

Listen and choose the correct pictures.

1.



2.



## LISTENING FORMAT

- Levels A - D (listen 2 times), Level E (listen 1 time)
- Question, Short Conversation or Announcement, Repeat Question

**When will Roy help the woman?**

CASAS

**F:** Roy, can you help me with the new printer?

**M:** Sure, when is a good time?

**F:** Maybe in an hour?

**M:** I have a meeting then. How about after lunch?

**F:** OK. Thanks.

**When will Roy help the woman?**

**A.** at the meeting

**B.** after lunch

**C.** in an hour

Question Word?

All oral!

## LISTENING FORMAT

- Levels A - B (listen 2 times)
  - **Question or** Short Conversation → Choose the appropriate response
- Levels C - D (listen 2 times), Level E (listen 1 time)
  - Short Conversation → Choose the appropriate response

**M:** I'm moving to a new house.

**F:** That's great! How many bedrooms does it have?

- A.** It has two.
- B.** It is small.
- C.** It is new.

CASAS

**Stop and  
give choices**

# AGENDA

## 1. CASAS STEPS Expectations

## 2. How can we help our students rise to the higher demands?

- Start with the basics – VWh question words
- Adjust the task for the learners' level
- Practice recurring test questions and listening format
- Repeat often and in new contexts

**Higher-order thinking  
can occur at any level!**

**Break harder tasks  
into smaller steps.**

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# THANK YOU!

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LITERACY KC

