Tools for the Classroom

Bonnie Goonen – bv73008@aol.com

**From Theory to Practice**

**Setting the Stage for Implementing the Florida College and Career Readiness Standards into the ABE Curriculum (Pt. 2)**



Institute for the Professional Development of Adult Educators

Tools for the Classroom

**From Theory to Practice**

Rod Duckworth, Chancellor

Career and Adult Education, Department of Education

Zelda Rogers, Senior Educational Program Director

Adult Education, Career and Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

**Resources Developed and Designed By**

Bonnie Goonen

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Institute for the Professional Development of Adult Educators

3209 Virginia Avenue - Fort Pierce, FL 34981

Phone 772-462-7409 • E-mail info@floridaipdae.org

**Table of Contents**

[K W HL 1](#_Toc419821472)

[Guiding Questions 2](#_Toc419821473)

[Key Advances (Shifts) for ELA/Literacy 3](#_Toc419821474)

[Online Readability Calculators 4](#_Toc419821475)

[Twin astronauts to help scientists study brain health in outer space 6](#_Toc419821476)

[Developing Text-Dependent Questions 9](#_Toc419821477)

[Progression of Text-Dependent Questions 10](#_Toc419821478)

[Beginning Frames for Developing Text-Based Questions 11](#_Toc419821479)

[Checklist for Evaluating Question Quality 17](#_Toc419821480)

[Reading Websites – Fiction and Non-Fiction 19](#_Toc419821481)

[Chart for Interpreting the Components of a Standard 22](#_Toc419821482)

[Sample Reading Standard – Level Standard and Benchmark Approach 23](#_Toc419821483)

[Chart for Interpreting the Components of a Standard 24](#_Toc419821484)

[Interpreting the Standard 29](#_Toc419821485)

[Sample Template for Unit Plan 31](#_Toc419821486)

[Interpreting the Standards 31](#_Toc419821487)

[Syllabus Overview 33](#_Toc419821488)

[Reasoning through Language Arts 34](#_Toc419821489)

[Interpreting the Standard 34](#_Toc419821490)

[Handout A: What-Why-How Chart 39](#_Toc419821491)

[Handout B: What-Why-How Chart for Reading Complex Text 40](#_Toc419821492)

[Activity 41](#_Toc419821493)

[Evaluating Lesson Effectiveness 42](#_Toc419821494)

# **K W HL**

|  |
| --- |
| **CCRS for AE** |
| What do I Know? | What do I Want to Know | How will I find out? | What Have I Learned |
|  |  |  |  |

# **Guiding Questions**

* Do you believe your students are academically/workplace ready upon completing your ABE Program?
	+ Are they able to communicate effectively both orally and in writing?
	+ Are they marketable?
* What has worked? What has not worked?
* How does your program create a shared vision for academic success?
* Is your vision learner oriented?
* How could you use this activity to create a shared vision of what you want to achieve as a campus/department?

# **Key Advances (Shifts) for ELA/Literacy**

|  |  |
| --- | --- |
| 1. Regular practice with complex text and its academic language
 | Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than at the end of the ASE level. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). |
| 1. Reading, writing and speaking grounded in evidence from text, both literary and informational
 | The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts closely. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text. |
| 1. Building knowledge through content-rich nonfiction
 | Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In ABE 1 and 2, fulfilling the standards requires a 50-50 balance between informational and literary reading.  Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the ABE 1 and 2 Standards strongly recommend that students build coherent general knowledge.  In ABE 3 and 4 and ASE, ELA classes should place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In ABE 3 and 4 and ASE, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.  |

# **Online Readability Calculators**

|  |  |  |
| --- | --- | --- |
| **Name of Readability Calculator** | **Overview** | **URL** |
| Coh-Metrix Text Easability Assessor | Provides percentile scores on five characteristics of text, including Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion, and Deep Cohesion. The Text Easability Assessor allows educators to enter a short passage (of fewer than 1000 words) and view a profile of the passage.  | <http://tea.cohmetrix.com/> |
| Okapi Readability Calculator  | Calculates grade levels of passages with the Spache for grades 1-3 and the Dale-Chall for grades 4 and up. Also marks words not in the Dale Familiar Word List. Copy and paste text and run the readability calculator.  | <http://www.lefthandlogic.com/htmdocs/tools/okapi/okapi.php> |
| Reading Maturity Metric (RMM) | Traditional readability measures only compute superficial aspects of text such as sentence length and word frequency. RMM goes beyond to measure semantic, structural, and vocabulary aspects of text with 30% greater accuracy compared to traditional measures and instantly returns text complexity scores in grade levels.  | <http://www.readingmaturity.com/rmm-web/#/>  |
| The Lexile Framework for Reading | The idea behind The Lexile Framework for Reading is simple: if we know how well a student can read and how hard a text is to comprehend, we can predict how well that student will likely understand the text. Lexile measures help a reader find books and articles at an appropriate level of difficulty and determine how well that reader will likely comprehend a text. | <https://www.lexile.com/> |
| ATOS Analyzer | ATOS for Text is used to calculate the readability level for shorter text passages such as magazine and newspaper articles, test items, and other classroom materials. The resulting ATOS level does not include any adjustment for overall length (word count) and is expressed as *ATOS Level*. Results that you will receive from this analysis include: *ATOS Level, Word Count, Average Word Length, and Average Sentence Length.* | <http://www.renaissance.com/products/accelerated-reader/atos-> |
| Degrees of Reading Power Analyzer  | Free online tool that evaluates instructional text resources using the DRP scale. | <http://drp.questarai.com/home/> |
| Text Evaluator (formerly Sourcerater) | TextEvaluator℠ is a fully-automated technology for obtaining valid and reliable feedback about the complexity characteristics of reading passages selected for use in instruction and assessment. There is some wait time for the results. | <https://texteval-pilot.ets.org/TextEvaluator/> |

# **Twin astronauts to help scientists study brain health in outer space**

By Philadelphia Inquirer, adapted by Newsela staff



NASA astronaut Scott Kelly (left) and his twin, former astronaut Mark Kelly, are pictured in the check-out facility at Ellington Field near NASA's Johnson Space Center in Houston on May 6, 2008. Photo: NASA

PHILADELPHIA — Astronaut Scott Kelly is about to take off for the International Space Station. If he is like some space travelers, he may feel a bit foggy, confused or out of place when he first gets there.

Scientists have not had much luck learning about this problem with their usual tests. Now researchers from the University of Pennsylvania are trying something new.

**Scott's Test: A Good Mark?**

Kelly will spend a year in space. While he's there, researchers will give him tests to see how his brain is working. They will compare his test results to scores from someone whose brain is as much like Kelly's as possible. They will be studying his twin brother, Mark.

Mark is a retired astronaut. He will take all the same tests, but he will stay behind on Earth the whole time.

Comparing twins is a popular way for scientists to learn more about how test subjects' surroundings affect them. Twin astronauts like the Kellys are a very rare find. That's why the U.S. space agency NASA will allow nine other research groups to study the twins at the same time.

One group will explore the way space changes Scott Kelly's ability to fight illness. Another group will examine bacteria in his intestines. All of the information collected about Scott Kelly during his year in space will be compared with test results from his brother's year on Earth.

**Small Sample, Lots Of Clues**

The Kelly brothers' DNA is almost exactly the same. Your DNA holds the information that tells your body how to grow and function. DNA is passed on from parents to children. That means that, if Basner's team notices any differences in their health, it probably has something to do with whether they are in space or on the ground.

Of course, the Kelly twins are just one example. Basner's team can't really prove anything new just by looking at one set of twins, but their study could still help scientists find important clues. It will give them information to compare with test results from future missions.

Basner thinks the 10 research teams will wind up discovering things that can help each other. The University of Pennsylvania team plans to share their work with the other scientists studying the Kelly twins.

**One Year, Zero Gravity**

All of the Kelly twin studies are trying to get a better idea of what happens to the human body during long trips to space. NASA is the U.S. space agency. It has lots of information about astronauts who have spent six months in space. Information about a one-year trip like Scott Kelly's is much harder to find. Only a few astronauts have ever stayed in space that long.

NASA wants to use the all of the new study information to help get astronauts ready for missions to Mars. Those missions are expected to last between 2 1/2 and three years.

Astronauts can suffer from all sorts of health issues while they are in space. They often have trouble sleeping and breathing air that contains high levels of carbon dioxide.

Weightlessness can also become a problem for astronauts. It weakens the bones and causes fluids to pool in unusual parts of the body.

**Keeping Astronauts Healthy**

“It’s all about getting the astronaut there and back, healthy,” says Mathias Basner of the University of Pennsylvania research team.

Basner says the astronauts' health is not just important for their own sake. It also has to do with protecting the robotic arms and other high-tech equipment that they operate. On a spaceship, even a tiny mistake can create big problems.

Of the 10 studies, measuring the "foggy" feeling astronauts have at the beginning of their missions seems to be one of the most challenging.

Basner said most of the brain tests that have been used on astronauts in the past were really made to study serious brain injuries. They were too easy for astronauts, who are very healthy and intelligent.

**Someday, A Thank-You From Mars?**

That's why Basner's team decided to make a new version of the test. They added more difficult questions in order to make the test a more useful tool. Now, when an astronaut can't pass the test, they won't be able to try anything that might be dangerous -- they will have to get more rest first.

Basner thinks the tests might be able to help other people with risky jobs, like pilots.

The 51-year-old Kelly twins have taken the new tests several times here on Earth. They will take them 11 times during the mission and three more times after Scott Kelly lands.

A Mars trip is still many years away. It will be too far in the future for the Kelly twins to take part, but they will contribute to the Mars mission just the same. Their test results will help keep the Mars astronauts safe and make sure their mission is a success.

# **Developing Text-Dependent Questions**

Read and develop two text dependent questions for Newsela article on astronauts using the CCRS frames. Identify which standard is being assessed and why you selected the standard.

Be prepared to share your questions with the rest of the group and discuss how the skills of developing text-dependent questions will be useful to ABE instructors.

|  |  |
| --- | --- |
| Question | Standard Assessed |
| 1. |  |
| 2. |  |

# **Progression of Text-Dependent Questions**

Whole

Part

*Across texts*

*Entire texts*

*Segments*

*Paragraph*

*Sentence*

*Word*

Source: Frey, N. & Fisher, D. Common core language arts in a PLC at work. Bloomington, IN: Solution Tree.

# **Beginning Frames for Developing Text-Based Questions**

|  |
| --- |
| **Key Ideas and Details** |
| CCR.RE.ABE.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. | CCR.RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| * What are the key ideas in this text/story?
* What can you infer from the title, headings, and anecdotes in this text?
* Who was the most important character in the story?
* What makes that apparent?
* What key details and/or examples support the main idea of \_\_\_\_\_?
* What have you learned from this \_\_\_\_\_\_?
* Who, what, where, when, how questions.
* What conclusions can be drawn from the text? Cite specific evidence to support claims(s).
* Which evidence is most relevant to support claim(s)?
* Cite evidence to prove what is indirectly stated in the text.
* Cite evidence to show how . . .
 | * Retell the \_\_\_\_\_\_\_\_\_.
* What is the story or article about?
* What is the theme or central idea of the text? Cite evidence from the text to support the theme/central idea.
* How is the theme developed over the course of the text?
* What is the author’s purpose?
* What message is the author trying to

share?* What could the main character have learned that I could also learn?
* What was a moral or lesson in the story?
* Summarize the text.
* Explain how the author shows the central idea. Cite evidence.
 | * What can be inferred about the plot based on the setting? Cite specific evidence to support claim.
* What can be inferred about the character based on the setting? Cite specific evidence to support claim.
* Identify characters, setting, & major events.
* Explain key details that support the author’s message.
* Compare and contrast (characters, setting, events, etc.).
* Explain how \_\_\_\_\_ and \_\_\_\_ interact.
* Describe how \_\_\_\_\_responds to \_\_\_\_\_\_.
* Explain how (name of character) changed in the story.
* Why does \_\_\_\_\_\_ think about \_\_\_\_\_\_\_?
* How does \_\_\_\_\_\_\_feel about \_\_\_\_\_\_\_?
* How does \_\_\_\_\_\_\_show persistence (or

other character trait) in \_\_\_\_\_\_\_?* How does this help the reader learn more about \_\_\_\_\_\_\_’s character?
* What can we infer about the characters

\_\_\_\_\_\_\_and \_\_\_\_\_\_\_?* What do readers learn about the family’s

relationship from this section?* What does \_\_\_\_\_\_\_’s conversation with

\_\_\_\_\_\_\_reveal?* What event did the author include to show the reader \_\_\_\_\_\_\_?
* Describe connections between \_\_\_\_\_.
* Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
* Explain the procedures described in this

article. |

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| **Craft and Structure** |
| CCR.R.ABE.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. | CCR.RE.ABE.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. | CCR.RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text. |
| * What does (word or phrase from the text, figurative language, sensory word,) mean in this selection?
* Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
* Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
* How does the author’s use of repetition of sounds impact the tone of the text?
* What can be inferred from the use of \_\_\_\_\_ (word/phrase)? Consider connotative meanings.
* What kind of text is this? (poem, drama,

prose, expository, etc.) What words tell you that?* Explain the meaning of (general academic vocabulary word).
* Explain what (domain/content specific word) means.
* Which words really call our attention here?
* What do we notice as we reread them?
* How does the author’s choice of words, the tone of the language, illuminate the author’s point of view on the topic?
 | * What was the (problem, solution)?
* How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
* What text structure did the author use in this text?
* What kind of text is this? (story, article, etc.)
* Look back at the text and see if you can

divide it into parts. What parts does the author include?* Describe the story structure, including

beginning, middle, and ending.* Describe the (action, setting) in the story.
* Explain the (structure elements: verse,

rhythm, meter) of this poem.* Explain the (structure elements: cast of

characters, settings, descriptions, dialogue, stage directions) of this drama/play.* What might have happened if \_\_\_\_\_ hadn’t happened first?
* How did the author organize the ideas in the (article, book, etc.)?
* What text structure did the author use?
* Explain how you know that the author used a \_\_\_\_\_ text structure.
 | * From what point of view is this story told?
* Who is narrating the story? How do we

know?* Through whose eyes did you see this story?
* Cite relevant evidence that demonstrates the narrator’s point of view as reliable/unreliable.
* What is the author’s stand on the topic of the text? Cite evidence to support the claim.
* Read (two or more accounts of the same

event/topic). Analyze the information that the authors present.* What similarities and/or differences are there in (titles of two texts on similar topics)?
* How does the author feel about (topic)?
* How did the graphics help you understand the section about \_\_\_\_\_?
* Distinguish between information provided by pictures and words in the text.
* How does your own point of view compare to the author of \_\_\_\_\_?
* Locate a sentence, phrase, or paragraph that \_\_\_\_\_ (persuades, informs, entertains, or describes/explains) something. Cite evidence to explain how.
 |

|  |
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| **Integration of Knowledge and Ideas** |
| CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | CCR.RE.ABE.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. | CCR.RE.ABE.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. |
| * Describe (character, setting, event). Use

specific examples from the illustrations and/or words.* Describe the relationship of the graphics and the text.
* How does the meaning of the text change with the graphics?
* Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot.
* How did the author use illustrations to engage the reader in the events of the story?
* How do the (visual/multimedia elements) help the reader understand the author’s message?
* Use illustrations and details in a text to describe key ideas.
* What text features (headings, table of

contents, glossaries, electronic menus, icons) did the author include to help the reader?* How did search tools (key words, side bars, hyperlinks) help the reader?
* How do the pictures, etc. help convey the mood of the story?
 | * Identify the reasons an author gives to

support his key point(s).* Explain how the author uses evidence to

support the main idea of \_\_\_\_\_\_\_\_\_\_. Cite evidence to support claim.* Identify which evidence supports which

points.* What is the author’s point of view on the

topic? What in the text makes you say this?* Describe logical connections between specific sentences and paragraphs.
* Explain cause and effect relationships in the text.
* What was the tone of the text? Did the author exhibit bias?
* Prove with evidence if the text was relevant to the intended message.
* Does the evidence support the intended message with adequate information?
* What evidence does the author give that relates to the argument?
* Does the author support the intended message with adequate information? Cite evidence to support your opinion.
 | * Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.).
* Identify similarities and differences between two texts on the same topic.
* Describe the differences of evidence on how two different authors communicate information on the same topic. Cite evidence to support claim.
* Read several texts on the same topic. Write a speech using information from each of source.
* Compare the text to: a movie, webpage,

video game, piece of art or music, or other media. How does this selection connect to the theme of \_\_\_\_\_?* Integrate information from the texts to explain the key points and/or message.
* How does this selection connect to (other text we have read, content area, etc.)?
* How is \_\_\_\_\_\_\_\_ in paragraphs \_\_ and \_\_ like that same idea in paragraphs \_\_ through \_\_?
* How is \_\_\_\_\_\_\_\_ shown in paragraphs \_\_ - \_\_\_?
* How do the texts address similar topics? Cite evidence that supports the similarities of the texts.
* What mood does the author create?
 |

Adapted from A Close Look at Close Reading, Beth Burke; Text Dependent Stems and Frames, Teacher 247, Teachers Pay Teachers; and Achieve the Core.

# **Checklist for Evaluating Question Quality**

**Text Under Review (include page #s**):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **✓if yes** | **Criteria:** | **Comments/Questions/Fixes (refer to specific questions!):** |
| **A. Text Dependent: These things must be true of every question in the set. When evaluating questions, discard all questions that get a “no” in Section A.** |
|  | Does the student have to read the text to answer each question?  |  |
|  | Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims?  |  |
| **B. Important Considerations: These are design factors to keep in mind for the entire question and task set.** |
|  | Do students have an opportunity to practice speaking and listening while they work with these questions and tasks? |  |
|  | Do questions include appropriate scaffolding so all students can understand what is being asked? (Are the questions worded in such a way that all students can access them?) |  |
|  | At tricky or key points in the text are there check-in questions for students to answer so that teachers can check on students’ understanding and use these sections to enhance reading proficiency?  |  |
|  | Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? When possible, do some of these questions explore some aspect of the text as well as important vocabulary? |  |
|  | Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text? |  |
| **C. Text Specific:** |
|  | Are the questions specific enough so they can only be answered by reference to this text? |  |
|  | Are the inferences students are asked to make grounded logically in the text? (Can they be answered with careful reading rather than background knowledge?)  |  |
| **D. Organization of the Questions:** |
|  | Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?  |  |
|  | Are the questions coherently sequenced? Do they build toward gradual understanding of the text’s meaning?  |  |
|  | Do the questions stay focused on the text and only go beyond it to make other connections in extension activities *after* the text has been explored?  |  |
|  | If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections among texts?  |  |
| **E. Culminating Activity or Writing Prompt:** |
|  | Does the culminating task call on the knowledge and understanding acquired through the questions? |  |
|  | Does the writing prompt in the culminating task demand that students write to the text and use evidence? |  |
|  | Are the instructions to teacher and student clear about what must be performed to achieve proficiency? |  |
|  | Is this a task worthy of the student and classroom time it will consume?   |  |

# **Reading Websites – Fiction and Non-Fiction**

The following are reading sites – both fiction and non-fiction. The sites are listed in alphabetical order. Although not inclusive, this list provides a beginning source for obtaining both fiction and non-fiction texts.

**Adult Learning Activities**. A California Distance Learning Project. Articles are written at an ABE readability level about different life skills. Some of the articles are about California or may be dated based on the type of news story used. <http://www.cdlponline.org/>

**An Online Library of Literature.** Reading books online that can be downloaded free from this online library. <http://www.literature.org/>

**Awesome Stories.**This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. The background materials come from the Library of Congress, National Archives, the British Museum and universities, libraries historical societies and museums from around the world. Each story has "chapters" and links to the source material. <http://www.awesomestories.com/>

**Detroit News.** Part of the Newspapers in the Classroom project, this site provides online articles, worksheets, editorial cartoons, and lessons already developed. <http://nieonline.com/detroit/>

**eReading.** This site provides reading worksheets, activities, and resources aligned with the Common Core States Standards. This website uses a skill-focused approach where each activity targets a specific set of skills. Assignments are appropriate for approximately GE levels 6-12, but with modifications could be adapted for lower levels as well. <http://www.ereadingworksheets.com/>

**Izzit.org.** This site provides a variety of articles from various sources. Articles are based on current topics of interest. The site also includes videos for use in the classroom. <http://www.izzit.org/>

**The Internet Public Library.** This is a free online public library with references, books, stories, and newspapers from all over the world. <http://www.ipl.org/>

**Learn About the United States.** U.S. Citizenship. Although written for individuals who wish to study for the citizenship test, this pdf file provides short excerpts on various areas of government and U.S. history. http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-638\_red.pdf

**The Learning Edge**. An interactive, on-line newspaper for adult learners. It’s interesting, topical stories are plainly written for a range of learners. Each story is read out loud slowly by a pleasant voice, and is accompanied by learning activities such as games, puzzles, interactive quizzes and writing contests. [www.thewclc.ca/edge](http://www.thewclc.ca/edge)

**The Learning Resources**. Western Pacific LINCS/Cable News Network, Inc. provides web-delivered instruction with full text of newspaper story and activities to test comprehension and assist teachers in using authentic texts with different levels of learners. Each module includes the text of the story, activities, and a short video clip. <http://literacynet.org/cnnsf/home.html>

**Library of Congress.** Searchable database of primary source documents with references to CCSS and lesson ideas from lowest grade levels through high school.

<http://www.loc.gov/teachers/>

**Newsela**. This site provides an innovative way to guild reading comprehension with nonfiction text that’s always relevant. Each article is available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

**Newspaper Map.** Provides access to the front page of hundreds of newspapers, worldwide.<http://www.newspapermap.com>

**ProCon.org.** This site provides articles/documents/visual texts that provide both the pro and con side of the issue. Context on an issue is provided with plenty of sources on each side. Provides great resources to support critical thinking skills, as well as videos. <http://www.procon.org/>

**ReadWorks.org.**Although written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. Each article is between 3/4th of a page to about 2 pages in length. Common Core aligned skills units are also provided on the site, including paired text units**.** <http://www.readworks.org/>

**ReadWriteThink**. This is a terrific resource for teachers for many activities, lessons and games. <http://www.readwritethink.org/>

**The Reading Matrix.** The website includes 50 reading passage. Students can pull their results which provide not only the percent correct and incorrect, but also an explanation for why a selection was incorrect. <http://www.wadsworth.com/devenglish_d/templates/stripped_features/devreadingquizzes.html>

**Reading Skills for Today’s Adults.** This site provides original texts written by instructors for Marshall Adult Education. Each article can be used as a timed reading, as well as a source for reading comprehension. Articles are written at a 0.7 to 8.9 GE. <http://resources.marshalladulteducation.org/reading_skills_home.htm>

**StoryBytes**. Short, original stories about life’s experiences. Please note that the stories should be assessed prior to using in the classroom. Although many of the stories are very appropriate for use in the adult education classroom, such as the short story. <http://www.storybytes.com/>

**ThinkCERCA.** Similar to Newsela, this site has a mix of nonfiction articles that include an audio feature that reads each article aloud to students, an option of inputting Extended Response/Short Answer questions, and an embedded dictionary within each article. <http://www.thinkcerca.com/>

**TV 411.** The Adult Literacy Media Alliance. Audio clips and slide shows on assorted topics, including reading. This site is also available in Spanish. <http://www.tv411.org/>

**Tween Tribune.** Daily news sites, including text, photos, graphics, and audio and/or video materials prepared by the Smithsonian about current events, history, art, culture, and science. <http://tweentribune.com/>

**Understanding Science**. Science articles for reading at different levels.

<http://undsci.berkeley.edu/article/intro_01>

**US History.org**. This site provides access to numerous types of historic documents and nonfiction articles on U.S. history, ancient civilizations, and American Government. <http://www.ushistory.org/>

**Wonderopolis.** Articles, videos and other resources searchable by topic and grade level are provided by the National Center for families Learning (NCFL). The articles are appropriate for adult education classrooms.

<http://wonderopolis.org/>

# **Chart for Interpreting the Components of a Standard**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| List the standards here – one per row. | Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts. | Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to *know*. These generally are the nouns or noun phrases in the standard. | Indicate in which context students are required to use the standard’s skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills. | Using the selected taxonomy, consider the information in Columns 2-4 to determine the “level of thinking” or cognitive demand of the standard. | Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand. |

*Template adapted from Standards-in-Action: Innovations for Standards-Based Education*

# **Sample Reading Standard – Level Standard and Benchmark Approach**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2) |
|

|  |
| --- |
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2)**a.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCR.RE.ABE.2.4.a)  |

 |

|  |
| --- |
| determine analyzesummarizedetermine summarize make distinctions  |

 |

|  |
| --- |
| theme/central idea of a text developmentdetailshow theme is conveyed through details text text and personal opinions/judgments  |

 | Argumentative writing piece |

|  |
| --- |
| DOK 1 DOK 1 DOK 2 DOK 2  |

 |

|  |
| --- |
| Using a text describing the pros and cons of various cell phones, students will create a graphic organizer showing the main ideas and supporting details and discuss how the details support the main idea. Students will write summaries of the text based on the facts. Students will use a rubric to check each other’s summaries for the inclusion of opinion or judgment.  |

 |

*Template adapted from Standards-in-Action: Innovations for Standards-Based Education*

# **Chart for Interpreting the Components of a Standard**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| Anchor Standard: |
|  |  |  |  |  |  |

*Template adapted from Standards-in-Action: Innovations for Standards-Based Education*

|  |
| --- |
| **A Comparison of Descriptors: Bloom’s Original Taxonomy and the Revised Bloom’s Taxonomy Cognitive Process Dimensions** |
| **Bloom’s Taxonomy (1945)** | **Revised Bloom Process Dimensions****(Anderson and Krathwohl - 2001)** |
| **Knowledge**Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state | **Remembering**Retrieve knowledge from long-term memory, recognize, recall, locate, identify |
| **Comprehension**Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate | **Understanding**Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (e.g., from examples given), predict, compare/contrast, match like ideas explain, construct models (e.g., cause-effect) |
| **Application**Apply, choose, demonstrate dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write | **Applying**Carry out or use a procedure in a given situation;’ carry out (apply to a familiar task), or use (apply) to an unfamiliar task |
| **Analysis**Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment, explain | **Analyzing**Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view) |
| **Synthesis**Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write | **Evaluating**Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique |
| **Evaluate**Appraise, argue, assess, choose, compare, defend, estimate, explain, judge, predict, rate, core, select, support, value, evaluate | **Creating** Put elements together to form a coherent whole, reorganize elements into new patterns/structures, generate, hypothesize, design, plan construct, produce for a specific purpose |

**Webb’s Depth of Knowledge**

**Think About It!**

|  |  |
| --- | --- |
| **Questions on Lesson Plan Template** | **My Thoughts** |
| Does the template include the information that you need to teach an effective lesson? |  |
| What would add/delete? Why? |  |
| Could the lesson be replicated by others? |  |

**Think About It!**

|  |  |
| --- | --- |
| **Questions on Lesson Unit Template** | **My Thoughts** |
| Does the template include the information that you need to teach an effective unit? |  |
| What would add/delete? Why? |  |
| Could the unit be replicated by others? |  |

**Sample Template for Lesson Plan**

**Module: (Insert the area, e.g., Reading, Writing, Math, Speaking and Listening)**

**Lesson Title: (Insert title of the lesson and headers in bold.)**

**Standards (insert both the anchor standard and the level expectation standard and benchmark that will be used for the lesson.)**

|  |  |
| --- | --- |
| **Florida Adult Basic Education Standards** | **Level Expectation** |
| This is the anchor standard. Make sure to label the standard according to Florida’s Curriculum Framework numbering system. | This is the level expectation and appropriate benchmark. Make sure to label both according to Florida’s Curriculum Framework numbering system. |

# **Interpreting the Standard** (Complete the chart to show instructors how you have unpacked the standard in order to develop the lesson. Lessons should be based on a level expectation standard and/or benchmark.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| List the standards here – one per row. | Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply.  | Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to *know*. These generally are the nouns or noun phrases in the standard. | Indicate in which context students are required to use the standard’s skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills. | Using the selected taxonomy, consider the information in columns 2-4 to determine the “level of thinking” or cognitive demand/rigor of the standard. | Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand. |

**Objectives of the Lesson**

Students will:

* Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

**Materials**

* Insert bulleted listing of materials needed to conduct the lesson (It is recommended that commercially printed materials from vendors not be used.)
* Include any websites, videos, etc. that will be used.

**Instructional Plan**

*Overview*

In this lesson, students will (complete the overview of the lesson).

*Process*

Provide a step-by-step narrative of how to implement the lesson.

*Sample Debriefing Questions*

Provide debriefing questions for instructors to use with students.

**Modifications for Different Levels**

Include information on how instructors could teach this lesson for lower and/or higher levels of ABE.

**Assessments/Extensions**

Provide appropriate activities to assess student learning, as well as extension activities to take the lesson into different areas or to “dig deeper.”

**Worksheets/Activities for Use in the Classroom** (Attach copies of the worksheets, homework, activities)

# **Sample Template for Unit Plan**

**Content Areas:**

**Unit Title:**

**Overarching Standards for the Unit**

|  |  |
| --- | --- |
| **Florida Adult Basic Education Standards** | **Level Expectation** |
|  |   |

# **Interpreting the Standards**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/ Levels of Thinking | 6Sample Activity |
|  |  |  |  |  |  |

**Objectives/Overview of the Unit**

Students will:

* Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

**Number of Days/Time Period of the Unit** (Identify the number of days/hours required to complete the unit of study.)

**Upon completion of the unit, include:**

**Methods for Connecting Learning** (Activity to connect the different segments of the unit. This can be the summative assessment.)

**Summative Assessment** (How will you assess that students have mastered the skills required throughout the unit? Include the assessment tool as part of the unit.)

**Next Steps** (What is the next unit of study or skills within the curriculum?)

**Daily Plan for Lesson Phases** (include as many days as necessary)

**Day 1:**

**Objectives of the Daily Lesson**

Students will:

* Insert bulleted SMART objectives based on the skills/concepts interpreted from the standards

**Materials**

* Insert bulleted listing of materials needed to conduct the lesson (It is recommended that commercially printed materials from vendors not be used.)
* Include any websites, videos, etc. that will be used.

**Instructional Plan**

*Overview*

In this lesson, students will (complete the overview of the lesson).

*Process*

Provide a step-by-step narrative of how to implement the lesson.

*Sample Debriefing Questions*

Provide debriefing questions for instructors to use with students.

**Modifications for Different Levels**

Include information on how instructors could teach this lesson for lower and/or higher levels of ABE.

**Assessment/Extensions**

Provide appropriate activities to assess (formally or informally) student learning, as well as extension activities to take the lesson into different areas or to “dig deeper.” This section should also include homework assignments that should be completed prior to the next class.

**Worksheets/Activities for Use in the Classroom** (Attach copies of the worksheets, homework, activities)

**Day 2:**

Insert the same areas included on Day 1 and continue for the number of days to complete the unit.

# **Syllabus Overview**

|  |  |
| --- | --- |
| Name of Course |  |
| Course Description and Objectives |  |
| Number of Hours/Course Times |  |
| Materials |  |
| Course Requirements |  |
| [Evaluation](http://www.cmu.edu/teaching/designteach/design/syllabus/samples-gradingpolicies/index.html) |  |
| Course Policies |  |
| Course Calendar |  |
| Weekly Overview by Class (Objectives, Activities, Assignments, Materials Used with Page Numbers, etc.) |  |

# **Reasoning through Language Arts**

**Module: Writing**

**Lesson Title: Using Evidence to Support Point of View or Opinions**

**Standards for the Lesson**

|  |  |
| --- | --- |
| **Florida Adult Basic Education Writing Standards** | **Level Expectation** |
| Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR.WR.ABE.1) | NRS Level 3 – Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3)a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  |

# **Interpreting the Standard**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/ Levels of Thinking | 6Sample Activity |
| Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3)a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  | writesupport introducestatecreategroup | opinion piecepoint of view with evidencetopicopinionorganizational structureideas logically | Real-world opinion documents | DOK 2DOK 2DOK 1DOK 1DOK 2DOK 2 | Have students determine their favorite store, food, television show/movie, etc. and use a graphic organizer to support their opinion.Have students transfer ideas from a completed graphic organizer into a paragraph structure.Have students write a letter to someone expressing their opinion on a topic. |

**Objectives of the Lesson**

Students will:

* State an opinion and support it with evidence
* Use a What-Why-How organizational structure to express to state an opinion and organize ideas logically to support point of view
* Understand that effective writing must include evidence that support an opinion or point of view

**Materials**

* Handout A: What-Why-How Chart
* Handout B: What-Why-How Chart for Reading Complex Text
* Sample nonfiction text in the area of social studies or science

**Instructional Plan**

*Overview*

Most Adult Basic Education students have difficulty in writing irrespective of whether they are writing an argument or an opinion piece. These students often give opinions and reasons for what they think, but fail to go to the next step which is to provide evidence that explains how they know their reasoning is correct.

This lesson is designed to provide students with a strategy that they can use to develop effective opinion pieces based on given topics or on texts that they have read.

*Process*

Prior to the lesson, you may wish to draw a What-Why-How chart on the board. Identify a few topics with which students would be familiar to open the lesson, such as:

* My favorite grocery store
* My favorite movie or television show
* My favorite place to shop for clothes

As you open the lesson, provide a topic with which students can immediately connect. In this case, learning how to support their opinion about a topic that is well known to them is the first step toward evidence-based writing.

Ask students if they have ever tried to explain something to someone and that person just didn’t seem to understand what you were trying to say. For example, have you ever tried to explain why you like a particular actor in a television show or movie? Discuss with students how they would go about explaining why that actor is so special to them. Students might include reasons such as:

* He has a great voice.
* She looks great.
* She wears the most amazing clothes.
* He makes me laugh.

Explain that while all of these might be reasons, they don’t tell the entire story. When you say he has a great voice, what do you mean? Is it a deep bass or a more subdued tenor? Does he have a great rolling laugh or a shy smile? What makes her clothes so amazing? Does she wear bold colors or black and white? Explain that each of these questions can be answered with evidence.

Explain that students are going to learn how to use a What-Why-How strategy to help them remember to include evidence when they write. Distribute a copy of **Handout A: What-Why-How Chart** to each student. Discuss the key elements of the What-Why-How strategy, by using the following information.

* What do you think? This is your opinion. If you are writing an argument, this would be your thesis statement.
* Why do you think it? There are always reasons for your opinions even though you may not think so. If you are going to convince anyone of your opinion you have to have strong reasons for that opinion.
* How do you know? You can have an opinion, but that needs to be backed up with evidence if you are going to convince anyone that your opinion is correct. For every reason, you should have at least one example or other kind of evidence.

Ask students to identify their favorite grocery store. Write their responses on the board. If more than one grocery store is given, take a vote and select just one for the purposes of this activity. Have students tell you why they picked that particular grocery store. Write their reasons on the board, but not in the chart at this point. Have students review their reasons and pick the top four and write those in the chart. Your chart may look similar to the following:

|  |  |  |
| --- | --- | --- |
| **What?** | **Why?** | **How?** |
| Publix, Walmart, Fresh Market,Whole Foods, Winn Dixie(Select one) | It’s clean. |  |
| It has great prices. |  |
| There is a good selection of produce. |  |
| They provide free samples of new products. |  |

Take each of the “why” responses and have students brainstorm evidence that would explain “how” they know it is clean or has great prices. Include all of the students’ responses in the chart, as shown below.

|  |  |  |
| --- | --- | --- |
| **What?** | **Why?** | **How?** |
| Publix, Walmart, Fresh Market,Whole Foods, Winn Dixie (Select one) | It’s clean. | Floors are shiny.Smells great.Someone is always mopping or dusting shelves.There are no crumbs or sticky stuff on the floor |
| It has great prices. | Special sales each week2 for 1 prices on store brandsDouble coupons on ThursdayLess expensive than store x. |
| There is a good selection of produce. | They have lots of different types of lettuce.They have great fresh produce from local farms.They have nine different varieties of apples. |
| They provide free samples of new products. | Weekend samples at the end of each aisle.Tried the samples myself. |

When students have exhausted their lists of evidence for each reason, have them take a look at the entire chart. Ask if there are any additional pieces of evidence that they want to include. If not, ask students if there is anything that is not clear in the evidence or could be stated in a different way. Working as a class, make any necessary adjustments to the evidence.

Start with the first reason the store was selected – It’s clean. Look at the evidence that is included in the “How” column. As a group, construct a few sentences or paragraph that explains the first reason you selected the grocery store.

Response may look similar to the following.

*Publix is a very clean grocery store. It always smells nice and the floors are shiny and clean. When I walk in the store, I always see someone mopping the floor or dusting and straightening the shelves. There are never crumbs or sticky soda on the floor like you see in other grocery stores.*

Continue guided practice by having students write their own paragraphs for the next three reasons. Emphasize the importance of providing evidence for their reasons and explaining “how” the evidence supports their claim (reason). Have students share their responses with the rest of the class.

Explain that a What-Why-How chart can be used for writing or to help you better understand what you are reading. The key is to look for evidence – the “how” part of the chart.

*Sample Debriefing Questions*

* Did the What-Why-How chart make you think more closely about your opinion?
* How could you use this chart when reading?
* How can you use this strategy to help you become a more effective writer?

**Modifications for Different Levels**

This strategy for using evidence to support opinions works well with students at all levels. For lower level students, you may need to write their paragraphs using their thoughts rather than having them write their paragraphs independently. However, students should have no problem in working with the chart as long as the topic selected is something to which they can easily relate.

At a more complex level, have students use the chart as a tool for reading, such as the one provided on **Handout B: What-Why-How Chart for Reading Complex Text**. Provide students with a nonfiction text, and have them complete the chart based on what they read. In this case, students must give the author’s point of view or opinion, the reasons for the author’s opinion, and the evidence found within the text to support that opinion.

Two websites that provide nonfiction articles of interest to adult education students and at multiple levels of readability are:

* **Newsela**. <https://newsela.com/>
* **Reading Skills for Today’s Adults.** <http://resources.marshalladulteducation.org/reading_skills_home.htm>

**Assessments/Extensions**

Ask students if they have ever had to produce a resume or a letter of application for a job. Ask them if they found that to be a challenging task. If yes, solicit the reasons why they found it difficult. Their reasons may include that they didn’t know what to write or they were afraid that what they wrote would sound “dumb” or even wrong.

Explain that the assessment for this lesson is going to provide them with a resource they can use when faced with filling out a job application or submitting a resume.

Distribute copies of Handout A to all students. Have them write the following statement in the “What” column: I am the best person for this position with your company. Have students complete the chart by including at least three reasons and two to three examples/evidence that supports each reason. Review the students’ charts when completed. Address any issues or concerns, especially if there are areas where the student has included little if any evidence to support one or more of the reasons stated.

At this point, the student should be able to take the information and create a cover letter or a short summary for inclusion on a job application.

## **Handout A: What-Why-How Chart**

|  |  |  |
| --- | --- | --- |
| **What** | **Why** | **How** |
| What do you think?(This is your opinion.) | Why do you think it?(These are your reasons.) | How do you know?(This is your evidence.) |
|  |  |  |
|  |  |
|  |  |
|  |  |

A What-Why-How Chart developed by Steve Peha, Teaching that Makes Sense. Retrieved from [www.ttms.org](http://www.ttms.org)

## **Handout B: What-Why-How Chart for Reading Complex Text**

|  |  |  |
| --- | --- | --- |
| **What** | **Why** | **How** |
| What does the author think? | Why does the author think this way? | What evidence did the author provide? |
|  |  |  |
|  |  |
|  |  |
|  |  |

Adapted from Teaching that Makes Sense by Steve Peha. Retrieved from [www.ttms.org](http://www.ttms.org)

# **Activity**

With your team, develop a lesson plan/unit of study using the lesson plan/unit plan template. Copies of the templates are available in Word format so that you can copy them onto your hard drive.

Your final document will need to be keyboarded into the template, along with sample activities/worksheets, etc.

Your team’s plan should include

* An interpreted standard(s)
* Research-based strategies
* A complete instructional plan
* All materials necessary to be implemented/replicated (worksheets/assessments/ resources, etc.)

Be prepared to share your completed plan with the group.

# **Evaluating Lesson Effectiveness**

As you listen to your cohorts discuss their lesson plan/unit, think about the following ideas that relate to the implementation of a standards-based lesson:

* Lesson is connected to standard(s)
* A high quality text (or multiple texts) is at the center of the lesson.
* Questions and tasks are text dependent and text specific.
* Text(s) provide necessary knowledge.
* Activities will productively engage students in the work of the lesson.
* Assignments have a real purpose.
* Strategies are research based.
* Assessment is connected to the objectives of the lesson.
* Lesson can be easily replicated.

***Notes to Share***