




INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

PLANNING WITH A PURPOSE FOR ESOL INSTRUCTION: *Forward Thinking with Backward Design*

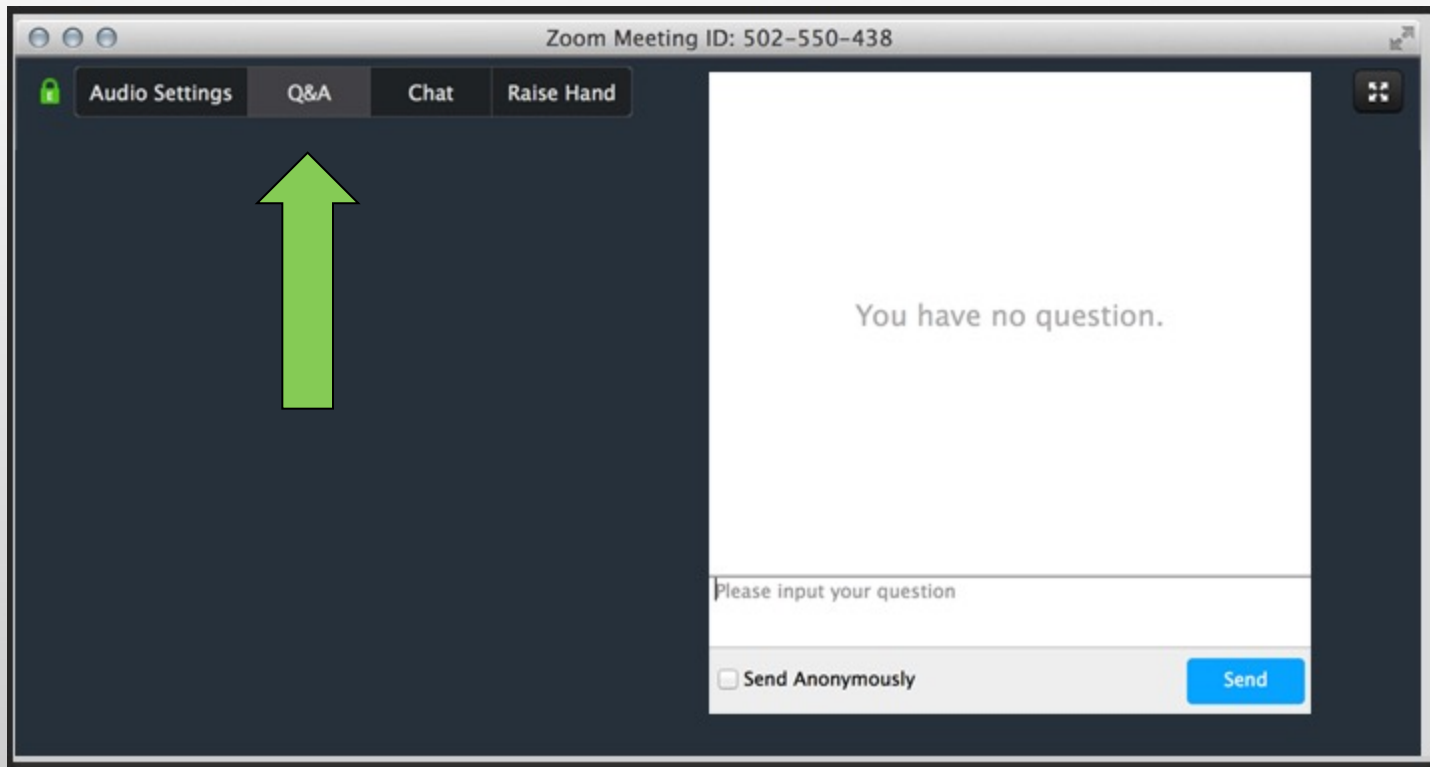
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Jayme Adelson-Goldstein

Lighthearted Learning 



- If you have a question, please type it into the **Q&A** option.



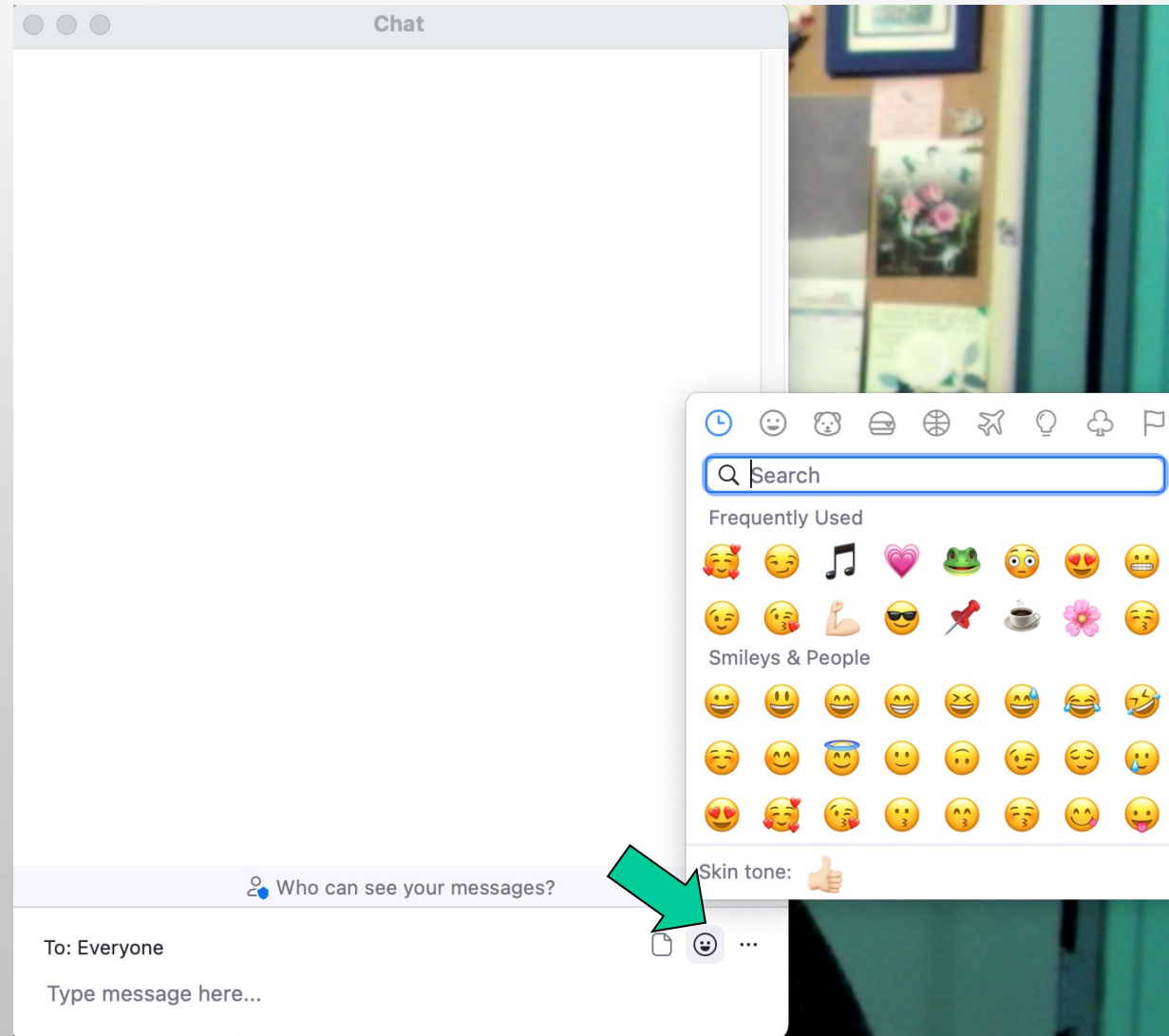
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Who are we?

- **Role**
- **Learners**
- **Context**

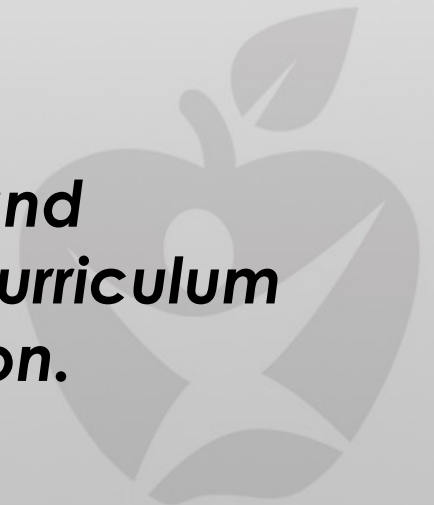


Which
emoji best
represents
you at the
moment?



By the end of our time together, you should be able to:

- ***Define backward design and consider how it could support your ESOL lesson planning;***
- ***Use a set of questions to help design and/or refine your lesson plans; and***
- ***Locate those Adult Education Standards and Competencies in the Florida Adult ESOL Curriculum Framework that correlate to your instruction.***



After spending time with the session workbook & the ideas from our session, you should also be able to...

- *Use a variety of assessments to help your learners demonstrate their achievement of lesson or unit objectives.*
- *Analyze a textbook lesson in order to determine what stages need to be adapted or added.*
- *Select from a variety of lesson staging templates to plan instruction.*
- *Integrate a gradual release of responsibility into your instruction.*



What is Today's *Essential Question?*

- *What makes an English Language lesson effective?*
- *How can we plan effective lessons when our time and resources are limited?*
- *How can we plan for optimal learning and teaching?*



According to Wiggins and McTigue (2013) an Essential or Driving Question is...

- ***open-ended***
- ***thought-provoking*** and ***intellectually engaging***
- calls for ***higher-order thinking***
- points toward ***important, transferable ideas***
- raises ***additional questions***
- requires ***support*** and ***justification***
- ***recurs***



Analyze the Questions:

- *What makes an English Language lesson effective?*
- *How can we plan effective lessons when our time and resources are limited?*
- *How can we plan for optimal learning and teaching?*

Transferrable?

Recurs?

Engaging?

Worth
Asking?

Requires
Justifying?

Open-ended?

HOTS?

Raises more
questions?



**What do you
notice?**

**What do you
wonder?**



Instructions:

1. **Listen and look** at the slides or pages 4 & 5 in your workbook.

Example of a WIPPEA Lesson Plan Outline (Template)

LEVEL:		TOPIC OR THEME	
Guiding or Essential question(s) for the theme and/or unit of study:			
Objective: (What will learners be able to do at the end of the lesson?)			
Proof of Learning: (How will you know they can do it?)			
Focus Skills and Strategies:		Key Vocabulary	Grammar in Context
Correlations (What standards, and competencies are learners working towards?)			
Lesson Materials			
Stage	Goal/Routine/Task	Timing	Materials
- Open:			
- Warm-Up/Review:			
- Introduction			
- Presentation			
- Comprehension check:			
- Guided Practice			
- Communicative Practice			
- Evaluation			
- Application			
- Closing: (Affirm & adjourn)			

Example of a WIPPEA Lesson Plan Outline

LEVEL: High Beginning		TOPIC OR THEME Work	
Guiding or Essential question(s) for the theme and/or unit of study: <i>What is a "good job"?</i>			
Objective: (What will learners be able to do at the end of the lesson?) <i>Ss will be able to list and their skills & abilities in order to speak about themselves in a job interview or other situation.</i>			
Proof of Learning: (How will you know they can do it?) <i>Team brainstorm of skills & abilities lists, Roleplay with rubric</i>			
Focus Skills and Strategies: <i>R: Scan for details, Use text features S/L: Listen for details, Clarify, Monitor & self-correct</i>	Key Vocabulary <i>Skills & Abilities (OPD p. 178) "willing to learn"</i> <i>"not yet"</i>	Grammar in Context <i>Can/Can't for ability Be for characteristics: i.e., patient, honest</i>	
Correlations (What standards, and competencies are learners working towards?) <i>CCRS - R 4, S/L 4 & 6, L 6; ELPS 1, 8, & 9; Obtaining employment competencies 2.2, 2.5, 2.6 and Workplace Communication. 2.27</i>			
Lesson Materials: OPD p. 178, skills checklist, roleplay rubric & images from Job Search & The Workplace Units			
Stage	(GOAL) Routine/Task	Timing	Materials/Tools/Set up
- Open:	Check in w/class. Then "Who can whistle? Can you?"	5 min	Whiteboard to write ?
- Warm-Up/Review:	(ID actions v. skills that support the actions) Q&A w/ whole class- What do teachers do? What skills do they need?	10 min	Images from OPD Whiteboard to take down Ss responses
- Introduction	(ID lesson obj. connect to non-work settings) T talk, Y/N/Not Sure check	5 min	Slide or whiteboard with objectives
- Presentation	(Introduce and work with vocabulary) Teams brainstorm skills & share out Teach new vocab w/Early production questions	15 min	Ss' paper/chat window P. 178 project/share PDF
- Comp check:	(Confirm understanding of vocabulary) T/F statements with p. 178 and other images	5 min	Answer cards /reaction buttons
- Guided Practice	(Practice using key vocab to state skills.) Pair work using p. 178- Tell me about his/her skills and abilities. Tell me about your... (Speak about themselves in an interview)	15 min	A/B pairs, then switch and form new A/B pairs
- Communicative Practice	Teams write & rehearse a role play, then perform for each other. Teammates use rubric to evaluate performance.	30 min	Script with sentence frames 4 Ss in a team
- Evaluation	Brainstorm other situations where one talks about one's skills and abilities (e.g., dating, volunteering)	5 min	
- Application	Exit tickets with one skill Ss have, one they're willing to learn. Affirm Ss work and preview next lesson.	5 min	
- Closing:			



2. **Ask yourself:** What you notice and what you wonder about what you see and hear?

LEVEL: *High Beginning*

TOPIC OR THEME: *Work*

Guiding or Essential question(s) for the theme and/or unit of study:

What is a “good job”?

Objective: *(What will Ss be able to do at the end of the lesson?)*

Ss will be able to list, state and clarify their skills and abilities in order to speak about themselves in a job interview or other situation.

Proof of Learning: *(How will you know they can do it?)*

Team brainstorm of skills & abilities lists, Roleplay with rubric

Focus Skills and Strategies:

R: Scan for details, text features

S/L: Listen for details, Clarify,

Monitor & self correct

Key Vocabulary

Skills & Abilities

(OPD p. 178) willing to learn, not yet

Grammar in Context

Can/Can't

Be (be patient, be honest)

Correlations *(What standards & competencies are Ss working*

towards?)CCRS – R 4, S/L 4 & 6, L 6; ELPS 1, 8, & 9; Obtaining employ-

ment competencies 2.2, 2.5, 2.6 and Workplace Comm. 2.27

Stage	(Goal) Routine/Task	Timing	Materials
- Open:	<i>Check ins. Q: Who can whistle?</i>	5 min	Board/Slide
- Warm-Up/Review:	<i>(ID actions v. skills) Q&A What do <u>teachers</u> do? What skills do they need?</i>	10 min	Board for Ss' responses OPD Images
- Introduction	<i>(ID lesson obs, connect to non-work settings) T talk, Survey Ss for interest</i>	5 min	Board/Slide
- Presentation:	<i>(Intro & work w/vocab.) Teams brainstorm skills & share out Teach new vocab w/Early production questions</i>	15 min	Ss' paper/chat & breakouts Project/Share OPD 178

Stage	(Goal) Routine/Task	Timing	Materials
- Comprehension Check	<i>(Confirm understanding of vocab) T/F statements w/pics.</i>	5 min	Answer Cards/ Reactions
- Guided Practice:	<i>(Use key vocab to state skills.) Pairs w/p. 178 A: Tell me about ___skills & abilities. B:[can/be]</i>	15 min	OPD 178
- Communicative Practice:	<i>(Speak about themselves in an interview) Team role play; Teams & T use rubric</i>	30 min	Script w/ sentence frames Rubric
- Evaluation:			
- Application	<i>(ID situations where skills & abilities are shared) Brainstorm</i>	5 min	--
- Closing:	<i>(Affirm, Preview & Adjourn) Exit tickets, preview next lesson</i>	5 min	Sticky notes/ Jamboard



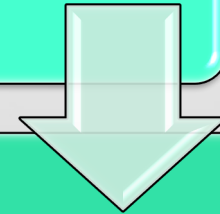
“Planning with the End in Mind”



BACKWARD DESIGN

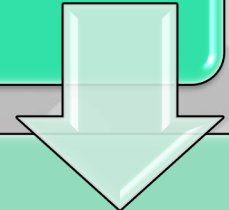
Stage 1:

**Planning for desired results
(essential questions and objectives)**



Stage 2:

**Determine evidence of learning
(proof of learning and assessments)**



**Stage 3: Building a learning plan (tasks
and materials)**

As you plan, ask yourself...

1. *What do I know about my learners? What do they need to/want to be able to do? (Do I know their goals, needs, interests, etc.?)*
2. *Based on my answers to question 1, what will my learners be able to do by the end of my lesson?*
3. *What evidence of learning will show me and my learners that they've met the objective(s) from #2?*



As you plan, ask yourself...

4. *What language will my learners need in order to accomplish the objective(s)?*
5. *What standards does my lesson seek to address?*
6. *What instructional routines & materials will support my learners as they work toward the lesson objective(s)?*

Skills, Strategies
Vocabulary &
Grammar



Florida ESOL Curriculum Framework

CCR Reading Anchor Standards

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.
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 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.
7	Integrate and evaluate content presented in diverse media and formats, 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.
10	Read and comprehend complex literary and informational texts independently and proficiently.

Florida ESOL Curriculum Framework

ENGLISH LANGUAGE PROFICIENCY STANDARDS

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
ELP Anchor Standard 2	An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Florida ESOL Curriculum Framework

LIFE AND WORK COMPETENCIES

	Subject Areas
1	Communication
2	Employment
3	Community
4	Consumer Economics
5	Health
6	Civics
7	Environment
8	Mathematics
9	Learning and Thinking

And then, ask yourself...

What lesson staging best suits the content and instructional routines in this lesson?

- **WIPPEA**
- **Task-based**
- **Pre-, While-, Post-**
(Reading, Listening)
- **Writing Process**





Photo Credit: Deniz Altindas on Unsplash

*How do we
know they
can do it?
How do they?*



Rubrics to the Rescue!

One Point Rubric for Teamwork and Presentation

Criteria	✓	THIS WAS GREAT	WORK ON THIS
All team members...			
participate in the task			
manage time well			
follow task instructions			
make eye contact (or look into the camera) while presenting			
respond to audience questions accurately enough to be understood			

Does the assessment ask learners to...

- explain what they've learned in their own words?
- teach what they've learned to others?
- justify their responses to questions and/or their reasoning?
- demonstrate
 - critical thinking?
 - problem solving skills?
 - metacognition?
 - self-awareness?
 - empathy?






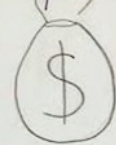

Team
poster from
R. Lee's
Level 4
class.
(2019)

Problem: Which City Should Tony Move To?

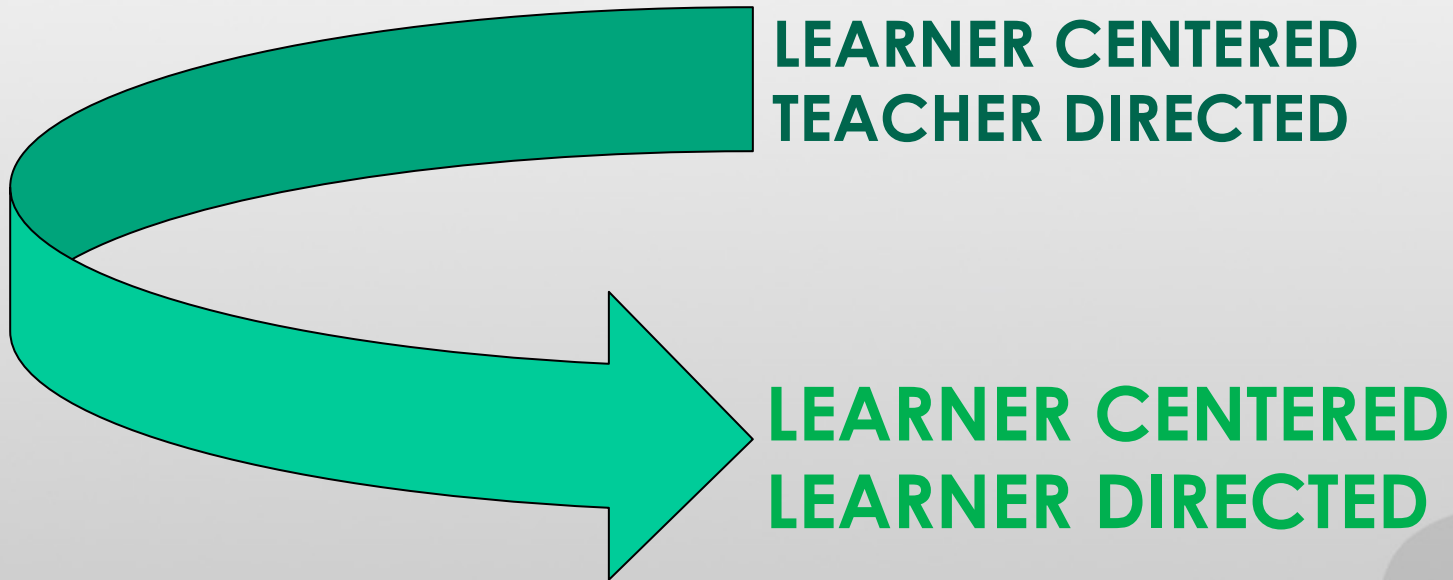
Solution: Durham

Compare to Philly and Durham
Jersey city

Consequence:

- 1) Low price for buying a house.  
(\$202.60 per square in city centre)
(\$332.03 for Philly, \$701.85 for Jersey)
- 2) The highest health care index and lowest Childcare fees. 
- 3) High ^{rank} of school grades.  
- 4) Lowest salary in Durham compared to the other two cities.  

The 21st century ESOL Class



Gradual Release of Responsibility

I DO – Teacher presents/demonstrates



WE DO – Teacher & Ss work together



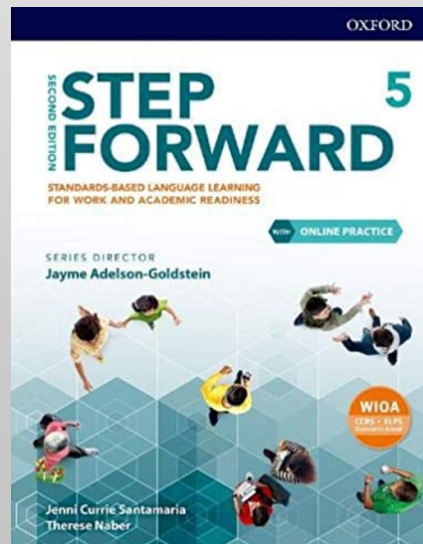
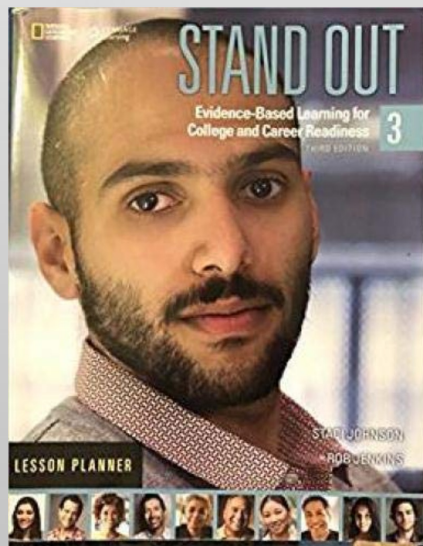
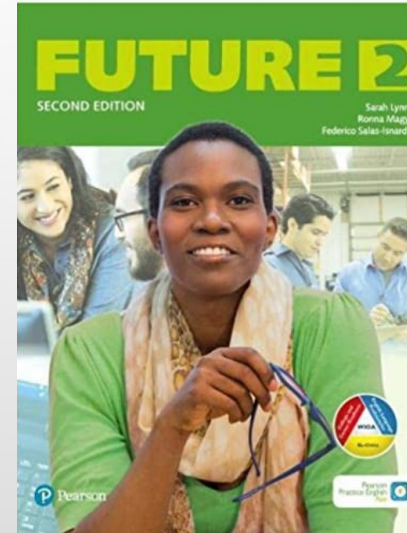
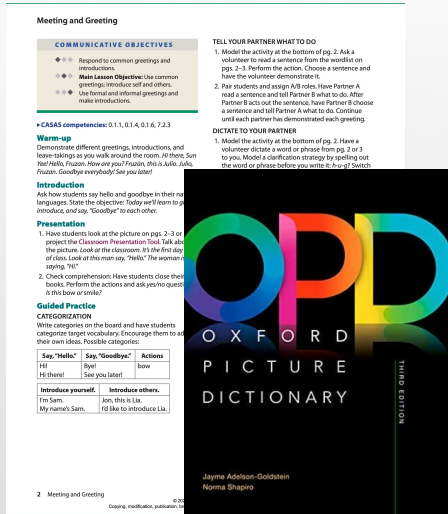
Y'ALL DO – Ss work in pairs, teams



YOU DO – Ss work independently

Stage	(Goal) Routine/Task
- Open:	<i>Check ins. Q: Who can whistle?</i>
- Warm-Up/Review:	<i>(ID actions v. skills)</i> <i>Q&A What do <u>teachers</u> do?</i> <i>What skills do they need?</i>
- Introduction	<i>(ID lesson obs, connect to non-work settings)</i> <i>T talk, Survey Ss for interest</i>
- Presentation:	<i>(Intro & work w/vocab.)</i> <i>Teams brainstorm skills & share out</i> <i>Teach new vocab w/Early production questions</i>


Stage	(Goal) Routine/Task
- Comprehension Check	<i>(Confirm understanding of vocab) T/F statements w/pics.</i>
- Guided Practice:	<i>(Use key vocab to state skills.) Pairs w/p. 178 A: Tell me about ___skills & abilities. B: ___[can/be]___</i>
- Communicative Practice:	<i>(Speak about themselves in an interview) Team role play;</i>
- Evaluation:	<i>Teams & T use rubric</i>
- Application	<i>(ID situations where skills & abilities are shared) Brainstorm</i>
- Closing:	<i>(Affirm, Preview & Adjourn) Exit tickets, preview next lesson</i>




LESSON 2 WRITING

1 Prepare to write

A Look at the job ads and listen to the email. What job is Sergei applying for?





Driver
Evenings, weekends
part-time (18 hours a week)
Driver's License
Contact: Shane Avila
SAvila@PizzaKing.com

Manager
2 years restaurant
experience
Full-time
Days, weekends
Contact: Ann Paul
AnnPaul@PizzaKing.com

Cook
1 year experience
FT (40 hours a week)
Evenings, weekends
Contact: Shane Avila
SAvila@PizzaKing.com

Server
High school diploma
No experience needed!
PT (15-20 hours a week)
Days, weekends
Contact: Shane Avila
SAvila@PizzaKing.com

B Listen again. Read the email.

Subject: Pizza King driver
From: Sergei Petrov sgpetrov34@mymail.com
To: SAvila@PizzaKing.com

Dear Mr. Avila,

I'm writing about your ad for a driver at Pizza King. I don't have experience, but I'm a good driver. I have a New York driver's license. I was an auto mechanic in Russia. Now I'm studying English in the mornings, so an evening job is perfect for me. I can also work on weekends. I can work part-time or full-time. Please send me an application, or I can come to the restaurant any afternoon or evening.

Thank you,
Sergei Petrov
(201) 555-5498
sgpetrov34@mymail.com

WRITER'S NOTE

When you send an email about a job, put your contact information at the end.

C Check your understanding. Mark the sentences *T* (true) or *F* (false).

- | | |
|------------------------------------|---------------------------------|
| 1. Sergei wants the driver job. | 4. He can work in the mornings. |
| 2. He lives in Russia now. | 5. He can work on Saturday. |
| 3. He is a pharmacist in New York. | 6. He has the job application. |

D Listen and complete the sentences.

3-23

- | | |
|---|---------------------------|
| 1. She is writing about the ad for a _____. | 3. She can work _____. |
| 2. She has a _____. | 4. Please send her _____. |

E Compare sentences with a partner. Listen again and check your work.

3-23

2 Plan

A Get ready to write. Complete the chart. Choose a job from 1A or your own idea.

Job title:	Days you can work:	Times you can work:	Full-time or part-time:

B Share your chart with a partner. Talk about the jobs you want and when you can work.

3 Write

A Write an email to an employer.

Dear _____,

I'm writing about your ad for a _____. I can work _____. I can also work _____. Please send me _____.
Thank you,

B Edit your email. Check your contact information. Then read your email to a partner.

TEST YOURSELF

Complete the following sentences. Share your response with your teacher.

- After this writing lesson, I can...
- I need more help with...

Lesson Overview	Lesson Notes
MULTILEVEL OBJECTIVES	
On-, Pre-, and Higher-level: Read and write about looking for a job	
LANGUAGE FOCUS	
Grammar: Sentences with <i>can</i> (<i>I can work on weekends.</i>) Vocabulary: <i>Sign, applies, wanted, part-time, full-time</i> For vocabulary support, see this Oxford Picture Dictionary topic: Job Search, pages 168–169	
STRATEGY FOCUS	
Include contact information at the end of an email.	
READINESS CONNECTION	
In this lesson, students use information from job ads to write an application email.	
PACING	
To compress this lesson: Conduct 1D as a whole-class activity. To extend this lesson: Look up average salaries. (See end of lesson.) And/or have students complete Workbook 1 page 66 and Multilevel Activities 1 Unit 10 page 109 .	
CORRELATIONS	
CCRS: R.1.A Ask and answer questions about key details in the text. R.7.A Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). SL.1.A Participate in collaborative conversations with diverse partners in small and larger groups. SL.2.A Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	ELPS: 1. An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 9. An ELL can create clear and coherent level-appropriate speech and text.

Do the objectives, assessments and routines match?

If not, make adjustments as needed

Warm-up and Review 10–15 minutes (books closed)

Review job titles and job skills. Say the skill and give students a moment to write the occupation.
 1. *He cleans buildings.* 2. *He fixes sinks.* 3. *She serves food.* 4. *He fixes cars.* 5. *She sells medicine.* Put the numbers on the board and call on individuals to write the job title on the board. Point to each word and challenge volunteers to remember the skill associated with that job.

Question 1: What are the 3 stages of Backward Design?

- A. Do a needs assessment. Write a plan. Teach a lesson.
- B. Prime learners. Prepare the materials. Learners do the task.
- C. Identify desired results. Determine evidence of learning.
Create a learning plan.
- D. Open the textbook. Find a relevant activity. Teach until
learners demonstrate understanding.

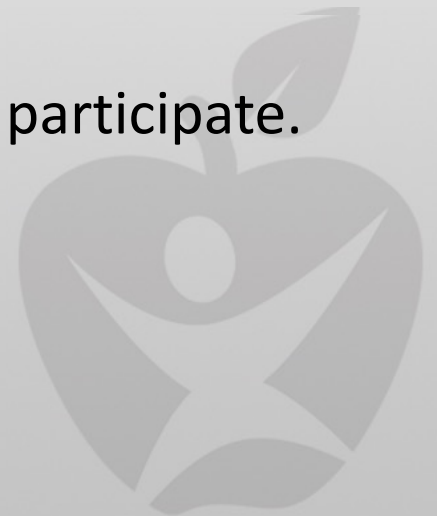
You Can Do It!



Question 2: *When should the teacher plan the assessment that will provide evidence of learning transfer?*

1. Once all learners are in class, but before the break.
2. Once the learning goals or desired results have been identified.
3. Once the activities and tasks have been planned.
4. After the break, and while all students are able to participate.

You Can Do It!



Question 3: What is NOT true about an essential or driving question?

- A. It focuses the learning.
- B. It is thought-provoking and intellectually engaging.
- C. It requires ongoing inquiry.
- D. It always starts with “How...?”

You Can Do It!



Question 4: Which of the acronyms below best correlates to the CHANGING ROLE OF THE INSTRUCTOR in 21st century, standards-aligned instruction?

- A. CCRS
- B. WIPPEA
- C. GRR
- D. WIOA

You Can Do It!



ANSWERS

1. **C.** Identify desired results.
Determine evidence of learning.
Create a learning plan.
2. **B.** Once the learning goals or desired results have been identified.
3. **D.** It always starts with “How...?”
4. **C.** GRR

You Can Do It!



5. According to what you've seen and heard today, in what sequence would you pose these questions as you plan a lesson?

- A. What standards does my lesson seek to address?
- B. What language skills and/or strategies, vocabulary, and grammar will Ss need in order to accomplish the objective(s)?
- C. What instructional routines (activities, tasks) and materials best support learners as they move toward the lesson objective(s)?
- D. What are my Ss' goals, needs and interests?
- E. What will Ss accomplish by the end of the lesson?
- F. How will I know that Ss' have accomplished the objective(s)?

5. According to what you've seen and heard today, in what sequence would you pose these questions as you plan a lesson?

DEFBAC

- D.** What are my Ss' goals, needs and interests?
- E.** What will Ss accomplish by the end of the lesson?
- F.** How will I know that Ss' have accomplished the objective(s)?
- B.** What language skills and/or strategies, vocabulary, and grammar will Ss need in order to accomplish the objective(s)?
- A.** What standards does my lesson seek to address?
- C.** What instructional routines (activities, tasks) and materials best support learners as they move toward the lesson objective(s)?

Thank you for listening,
noticing, wondering and
participating!



Additional Resources:
[Planning with a Purpose folder](#)



Give IPDAE Your
Feedback!

