ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

ABE: Effective Strategies for Improving TABE 11/12 Level M Language Skills in the ABE Classroom

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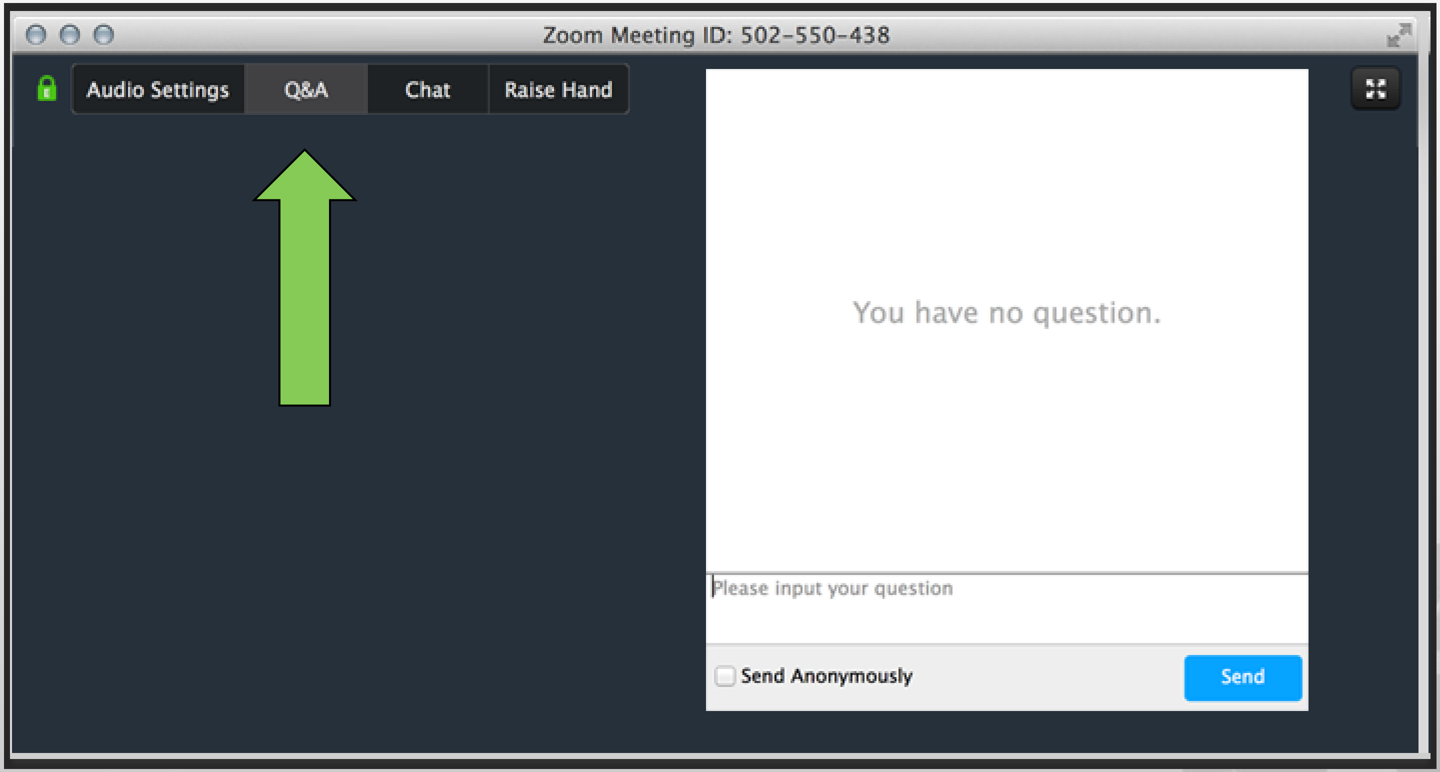
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome

Nicole
Howard-Rice

Webinar Things to Remember

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



Zoom Meeting ID: 502-550-438
Audio Settings
Q&A
Chat
Raise Hand
You have no question.
Please input your question
☐ Send Anonymously
Send

- 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.

Objectives

In this session, we will explore:

Effective strategies that support the instructor when teaching in level M language classroom

Objective
☑Strategy
☑Action
☑Success

- Conventions of Standard English
- Text types and Purposes
- Vocabulary and Acquisition

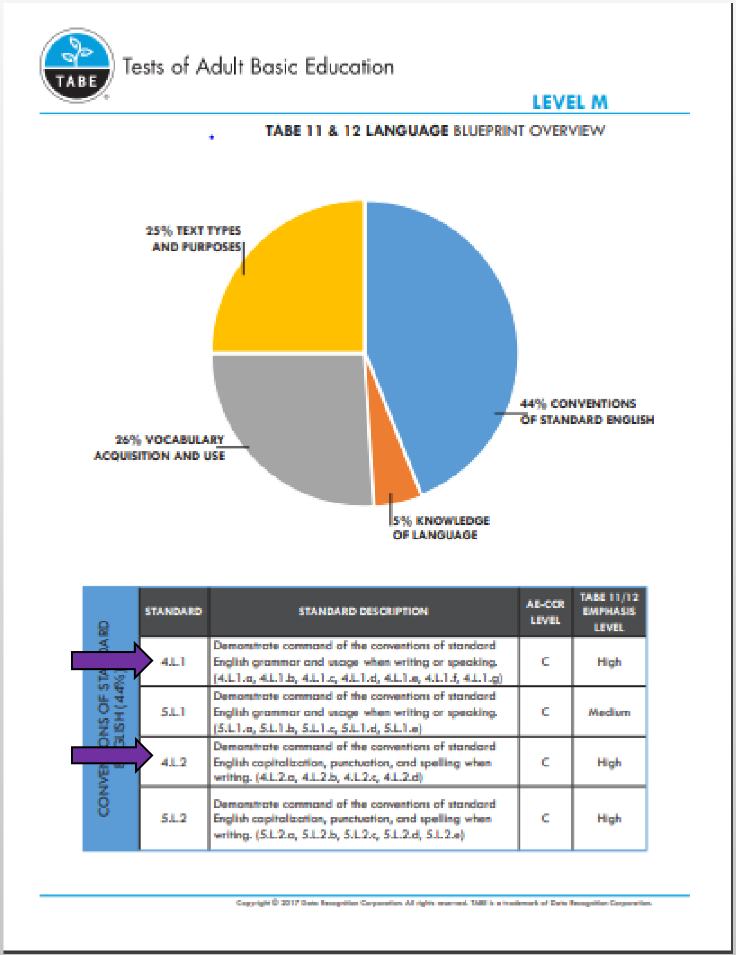
All Resources are aligned to the TABE 11/12 and Florida Curriculum Frameworks

Growth Mindset

“Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honor for me.”

-A.P.J. Abdul Kalam

TABE 11/12 Language Blueprint Level M



Tests of Adult Basic Education

LEVEL M

TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW

25% TEXT TYPES AND PURPOSES
44% CONVENTIONS OF STANDARD ENGLISH
26% VOCABULARY ACQUISITION AND USE
5% KNOWLEDGE OF LANGUAGE

CONVE[illegible]ONS OF STA[illegible]DARD [illegible]GLISH (44%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e, 4.L.1.f, 4.L.1.g)	C	High
5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d, 5.L.1.e)	C	Medium
4.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4.L.2.a, 4.L.2.b, 4.L.2.c, 4.L.2.d)	C	High
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.L.2.a, 5.L.2.b, 5.L.2.c, 5.L.2.d, 5.L.2.e)	C	High

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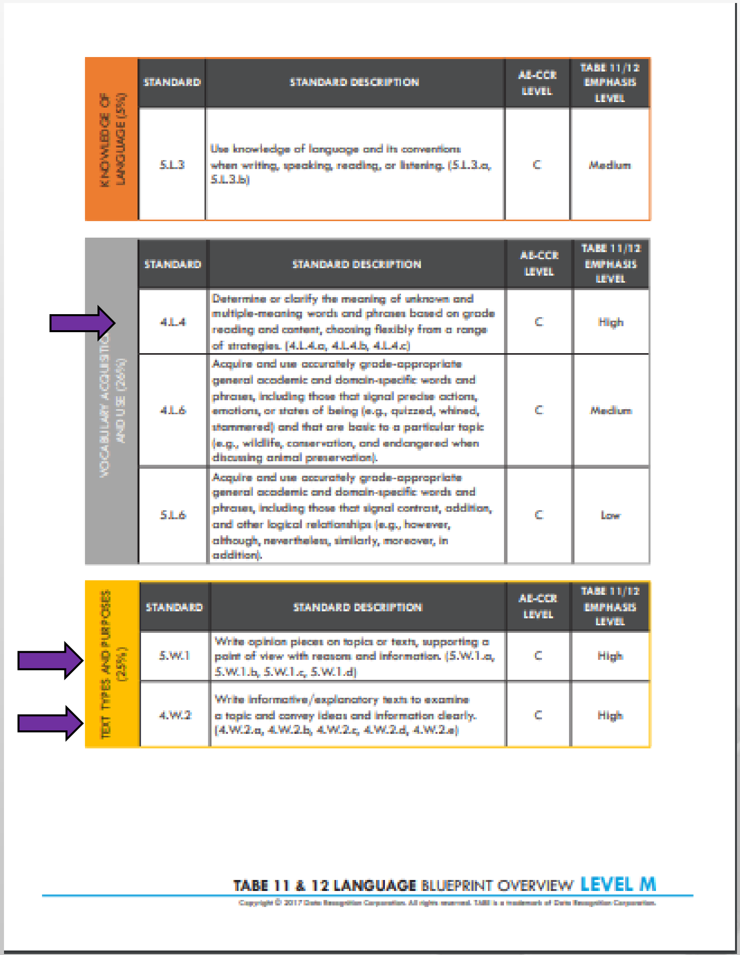

KNOWLEDGE OF LANGUAGE (5%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5.L.3.a, 5.L.3.b)	C	Medium

VOCABULARY ACQUISITIO[illegible] AND USE (26%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies. (4.L.4.a, 4.L.4.b, 4.L.4.c)	C	High
4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	C	Medium
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	C	Low

TEXT TYPES AND PURPOSES (25%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1.a, 5.W.1.b, 5.W.1.c, 5.W.1.d)	C	High
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4.W.2.a, 4.W.2.b, 4.W.2.c, 4.W.2.d, 4.W.2.e)	C	High

TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW **LEVEL M**

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Conventions of Standard English

4.L.1. Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.(4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e, 4.L.1.f, 4.L.1.g)

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4.L.2.a, 4.L.2.b, 4.L.2.c, 4.L.2.d)

CCR: A-E C

- Content emphasis on the TABE 11/12 High (44%)
- NRS Levels 1-4

Vocabulary Acquisition and Use

4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies. (4.L.4.a, 4.L.4.b, 4.L.4.c)

CCR: A-E C

- Content emphasis on the TABE 11/12 High (26%)
- NRS Levels 1-4

Text Types and Purposes

5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1.a, 5.W.1.b, 5.W.1.c, 5.W.1.d)

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4.W.2.a, 4.W.2.b, 4.W.2.c, 4.W.2.d, 4.W.2.e)

CCR: A-E C

Content emphasis on the TABE 11/12 High (25%)

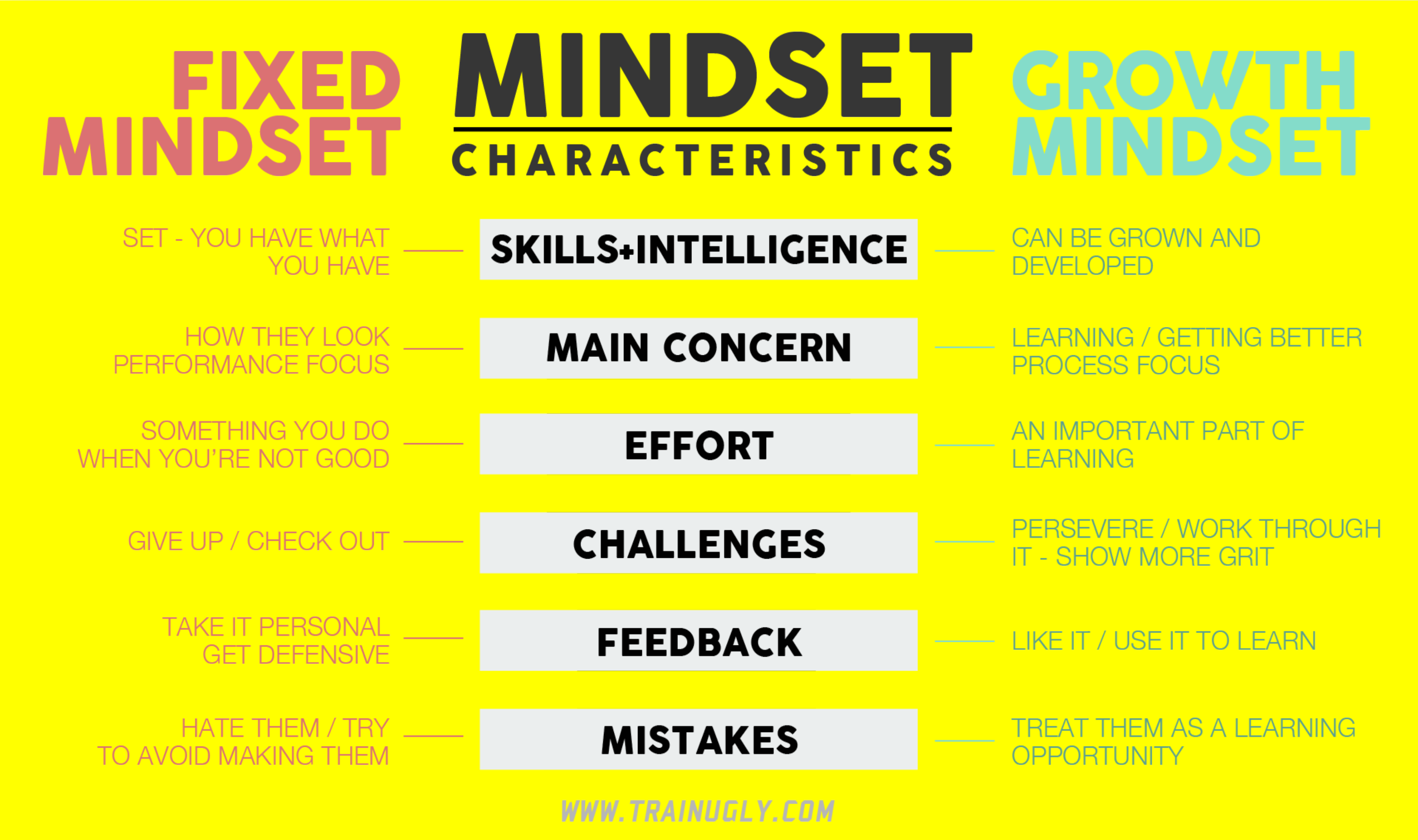
- NRS Levels 1-4

Creativity Starts with a Thought

Idea
investment
teamwork
mail
search
40%
@
$
x
y

How will I teach effective strategies in level M Language that support all adult learners in the classroom?

Growth Mindset



FIXED MINDSET	MINDSET CHARACTERISTICS	GROWTH MINDSET
SET - YOU HAVE WHAT YOU HAVE	**SKILLS+INTELLIGENCE**	CAN BE GROWN AND DEVELOPED
HOW THEY LOOK PERFORMANCE FOCUS	**MAIN CONCERN**	LEARNING / GETTING BETTER PROCESS FOCUS
SOMETHING YOU DO WHEN YOU'RE NOT GOOD	**EFFORT**	AN IMPORTANT PART OF LEARNING
GIVE UP / CHECK OUT	**CHALLENGES**	PERSEVERE / WORK THROUGH IT - SHOW MORE GRIT
TAKE IT PERSONAL GET DEFENSIVE	**FEEDBACK**	LIKE IT / USE IT TO LEARN
HATE THEM / TRY TO AVOID MAKING THEM	**MISTAKES**	TREAT THEM AS A LEARNING OPPORTUNITY

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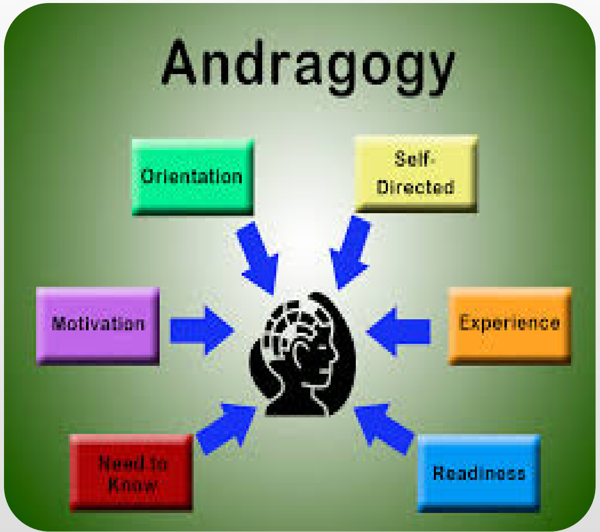
Andragogy vs. Pedagogy

Andragogy: refers to a theory of adult learning that details some of the ways in which adults learn differently than children

Pedagogy: the method and practice of teaching, especially as an academic subject or theoretical concept

Andragogy Principals


Andragogy
Orientation
Self-Directed
Motivation
Experience
Need to Know
Readiness

1. Self-Concept
2. Past Learning Experience
3. Readiness to Learn
4. Internal Motivations
5. Activating Prior knowledge

What are Effective Teaching Strategies?

Teaching Strategies: Refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.

APPLIED MATHEMATICS
ONLINE EDUCATION
HIGHER EDUCATION
PHYSICAL EDUCATION
COMPUTER SCIENCE
BACK TO SCHOOL
HIGHER EDUCATION
SPECIAL EDUCATION
TEACHING STRATEGIES
COMPUTER SCIENCE
LEARNING DISABILITY
CREATIVE WRITING
TEACHING STRATEGIES
TEACHING TECHNIQUES
HOME ECONOMICS
REMEDIAL EDUCATION
COMPUTER AIDED DESIGN
LEARNING DISABILITIES

Effective Strategies for All Classrooms

- Clear Goals and Objectives
- Compare and Contrast
- Annotating
- Summarizing content (differentiated by learner style, i.e., auditory, visual, tactile, kinestetic)
- Recognition and Reinforcement
- Application (Practice, Practice, Practice)
- Generation and Test Hypothesis
- Targeted Repetition

Effective Strategies for ELL Classrooms

- Cultivate Relationships
- Teach language across subjects
- Emphasize productive language
- Ensure that you are understood by the learner
- Incorporate Multiple Modalities
- Native language Infusions

What is the Conventions of Standard English

The use of common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

What does Vocabulary and Acquisition mean?

Is the process of learning new words through:

- Defining the new words
- Pronouncing (Sounding the new word out)
- Identifying the Part of Speech
- Reading the new words in a sentence

What are the Text Types and Purposes?

1. Narrative: To Entertain(**Compare** and **Contrast**)
2. Expository: To Inform(**Compare** and **Contrast**)
3. Argument: To Persuade(**Compare** and **Contrast**)

Compare and Contrast by Definition

To **contrast** something is to look for differences among two or more elements, but **compare** is to **do** the opposite, to look for similarities. It's easy to tell the difference if you remember that **contrast** comes from the Latin root contra, and **means** "against."

What is a Thesis Statement?

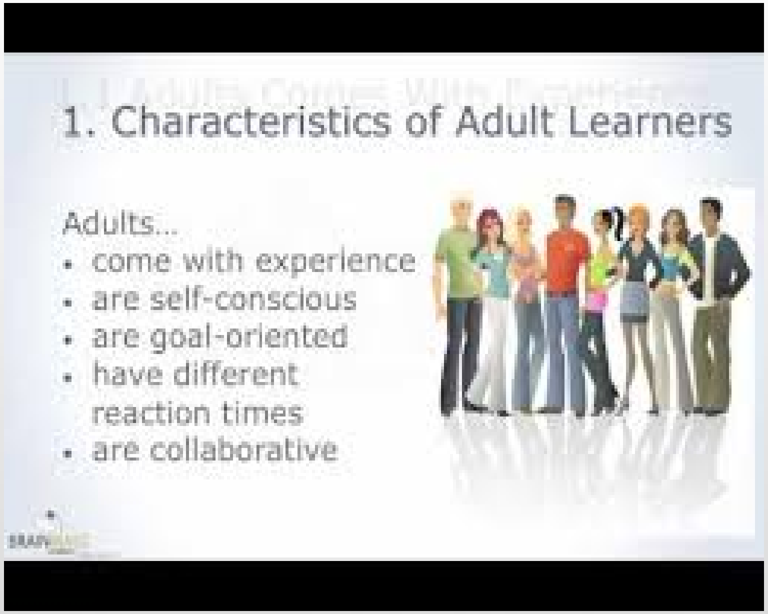
- A **thesis statement** is one **sentence** that expresses the main idea of a research paper or essay, such as an expository essay or argumentative essay. It makes a claim, directly answering a question.

Instructional Presentation Techniques

- Interactive whole-group discussion
- Self reflection
- Cooperative Learning
- Interactive Learning
- Q&A

Key Vocabulary that will Support all Strategies

- **Attributes**-regard something as being caused by (someone or something).
- **Debrief**-question (someone, typically a soldier or spy) about a completed mission or undertaking.
- **Meta-Cognition**-awareness and understanding of one's own thought processes.
- **Developing-Concepts**-refers to the basic understanding that is necessary to make sense of one's world. This includes ideas about the self and others, objects, and the environment. This foundations understanding is crucial to communication, travel, and independence.
- **Classifying-**To arrange in classes



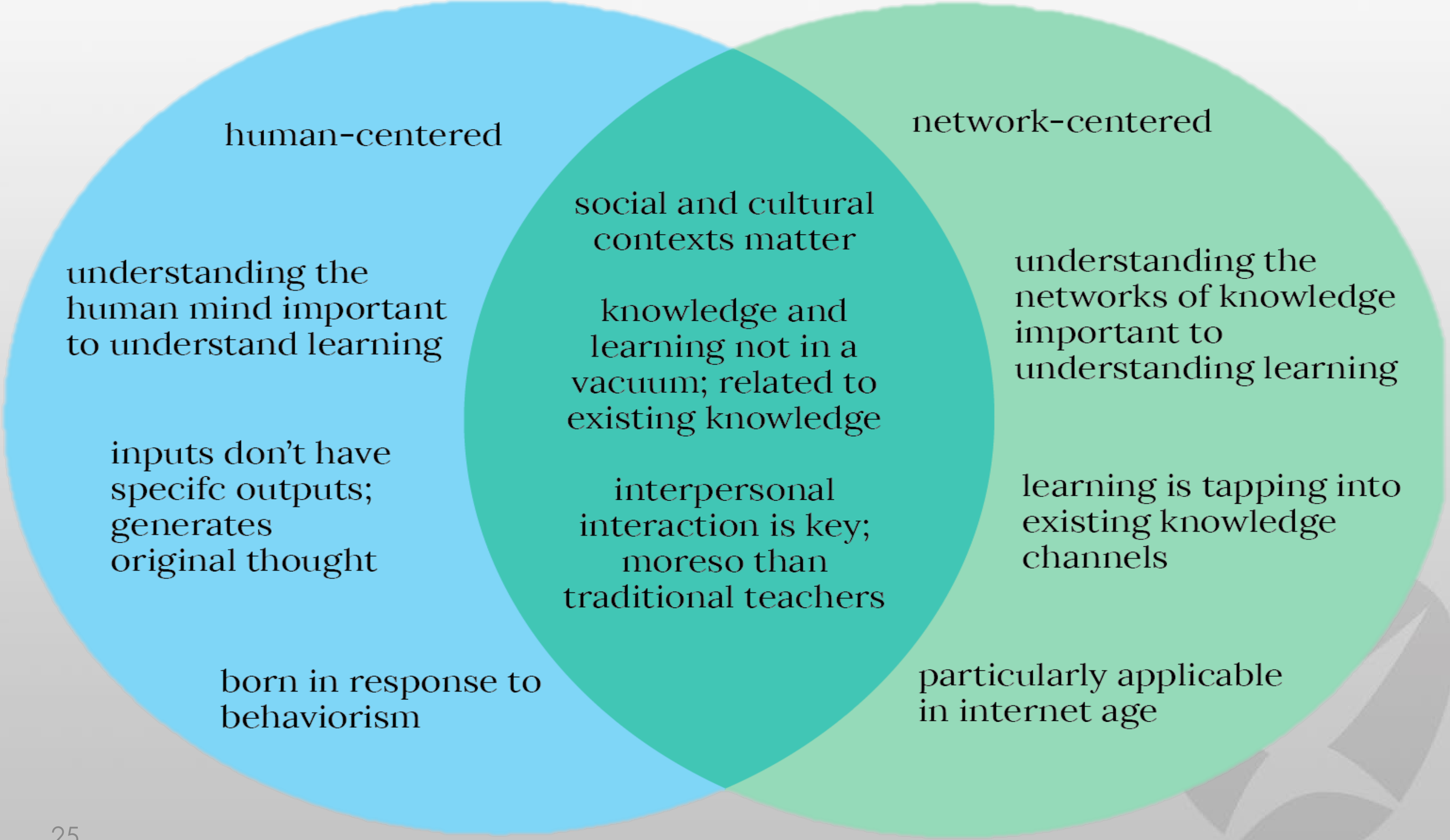
1. Characteristics of Adult Learners

Adults...
- come with experience
- are self-conscious
- are goal-oriented
- have different reaction times
- are collaborative

Effective Language Level M Strategies for Adult Learners

STRATEGIES THAT SUPPORT LEARNING GAINS

Strategy One: Identifying Similarities and Differences



human-centered

understanding the human mind important to understand learning

inputs don't have specific outputs; generates original thought

born in response to behaviorism

social and cultural contexts matter

knowledge and learning not in a vacuum; related to existing knowledge

interpersonal interaction is key; moreso than traditional teachers

network-centered

understanding the networks of knowledge important to understanding learning

learning is tapping into existing knowledge channels

particularly applicable in internet age

Strategy Two: Analysis of Student Work

Strategy Three: Cooperative Learning

ABE Language Level M Classroom

WHY THESE STRATEGIES?

Strategy One: Identifying Similarities and Differences

Compare and Contrasting benefits are:

- Great for visual learners
- Support improving high-order thinking skills
- Promote a learner friendly approach to a complex issue
- Can be used in across subjects(Language and Math)

Strategy Two: Analysis of Student Work

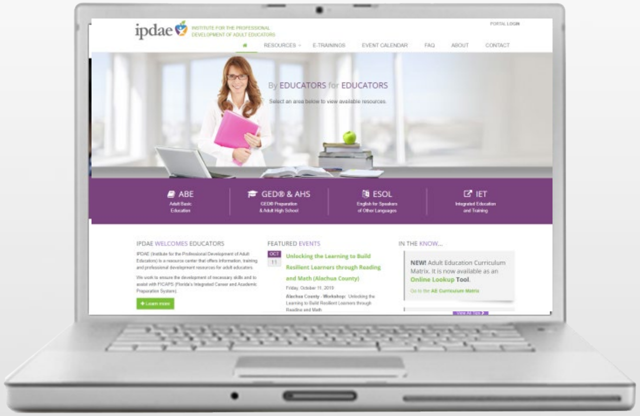
Helpful Tips that Support Learner (ASW)Success:

- Real-World Entry Points
- Small-group sorting activities
- One-on-discussions(pull-outs or Push ins) about the writing sample
- Relating to the perspective of adult learner when working to improve writing abilities

Strategy Three: Cooperative Learning

The Benefits of Cooperative Learning Increase:

- Learner Retention
- Positive Relationship Building
- Motivator of Learner Confidence
- Great Strategy for supporting student teacher relationships



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GED® Preparation & Adult High School
ESOL
English for Speakers of Other Languages
IET
Integrated Education and Training
+ Learn more
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11
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Select an area below to view available resources.

IPDAE WELCOMES EDUCATORS

IPDAE (Institute for the Professional Development of Adult Educators) is a resource center that offers information, training and professional development resources for adult educators.

We work to ensure the development of necessary skills and to assist with FICAPS (Florida's Integrated Career and Academic Preparation System).

FEATURED EVENTS

Unlocking the Learning to Build Resilient Learners through Reading and Math (Alachua County)

Friday, October 11, 2019

Alachua County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math

IN THE KNOW...

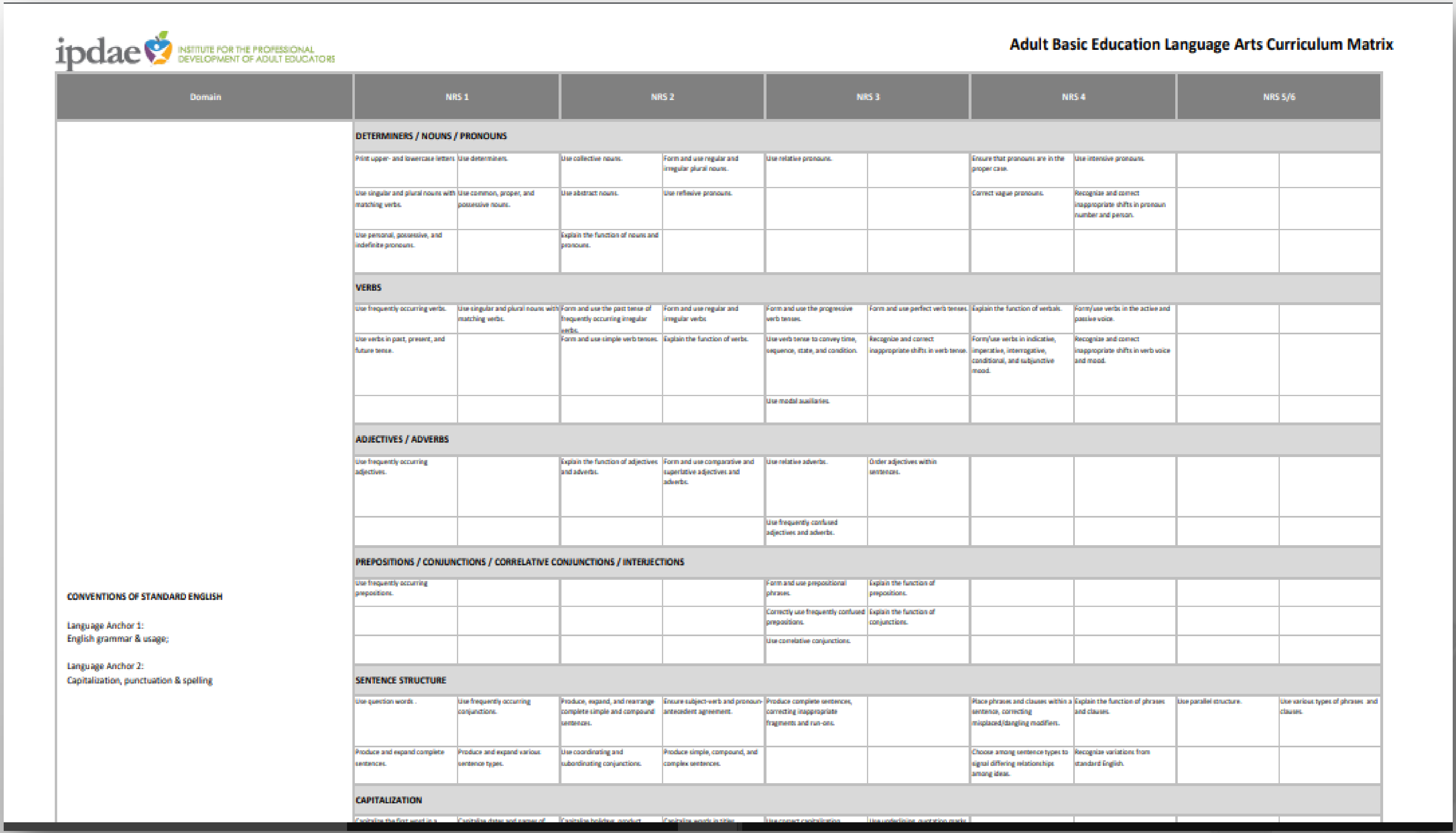
NEW! Adult Education Curriculum Matrix. It is now available as an Online Lookup Tool.

Go to the AE Curriculum Matrix

floridaipdae.org

WHAT'S NEW FROM FLORIDA IPDAE

Language Matrices



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Adult Basic Education Language Arts Curriculum Matrix

Domain	NRS 1		NRS 2		NRS 3		NRS 4		NRS 5/6	
CONVENTIONS OF STANDARD ENGLISH Language Anchor 1: English grammar & usage; Language Anchor 2: Capitalization, punctuation & spelling	**DETERMINERS / NOUNS / PRONOUNS**									
	Print upper- and lowercase letters.	Use determiners.	Use collective nouns.	Form and use regular and irregular plural nouns.	Use relative pronouns.		Ensure that pronouns are in the proper case.	Use intensive pronouns.		
	Use singular and plural nouns with matching verbs.	Use common, proper, and possessive nouns.	Use abstract nouns.	Use reflexive pronouns.			Correct vague pronouns.	Recognize and correct inappropriate shifts in pronoun number and person.		
	Use personal, possessive, and indefinite pronouns.		Explain the function of nouns and pronouns.							
	VERBS									
	Use frequently occurring verbs.	Use singular and plural nouns with matching verbs.	Form and use the past tense of frequently occurring irregular verbs.	Form and use regular and irregular verbs.	Form and use the progressive verb tenses.	Form and use perfect verb tenses.	Explain the function of verbals.	Form/use verbs in the active and passive voice.		
	Use verbs in past, present, and future tense.		Form and use simple verb tenses.	Explain the function of verbs.	Use verb tense to convey time, sequence, state, and condition.	Recognize and correct inappropriate shifts in verb tense.	Form/use verbs in indicative, imperative, interrogative, conditional, and subjunctive mood.	Recognize and correct inappropriate shifts in verb voice and mood.		
					Use modal auxiliaries.					
	ADJECTIVES / ADVERBS									
	Use frequently occurring adjectives.		Explain the function of adjectives and adverbs.	Form and use comparative and superlative adjectives and adverbs.	Use relative adverbs.	Order adjectives within sentences.				
					Use frequently confused adjectives and adverbs.					
	PREPOSITIONS / CONJUNCTIONS / CORRELATIVE CONJUNCTIONS / INTERJECTIONS									
	Use frequently occurring prepositions.				Form and use prepositional phrases.	Explain the function of prepositions.				
					Correctly use frequently confused prepositions.	Explain the function of conjunctions.				
					Use correlative conjunctions.					
	SENTENCE STRUCTURE									
	Use question words .	Use frequently occurring conjunctions.	Produce, expand, and rearrange complete simple and compound sentences.	Ensure subject-verb and pronoun-antecedent agreement.	Produce complete sentences, correcting inappropriate fragments and run-ons.		Place phrases and clauses within a sentence, correcting misplaced/dangling modifiers.	Explain the function of phrases and clauses.	Use parallel structure.	Use various types of phrases and clauses.
	Produce and expand complete sentences.	Produce and expand various sentence types.	Use coordinating and subordinating conjunctions.	Produce simple, compound, and complex sentences.			Choose among sentence types to signal differing relationships among ideas.	Recognize variations from standard English.		
	CAPITALIZATION									
	Capitalize the first word in a	Capitalize dates and names of	Capitalize holidays, product	Capitalize words in titles	Use correct capitalization	Use underlining, quotation marks				

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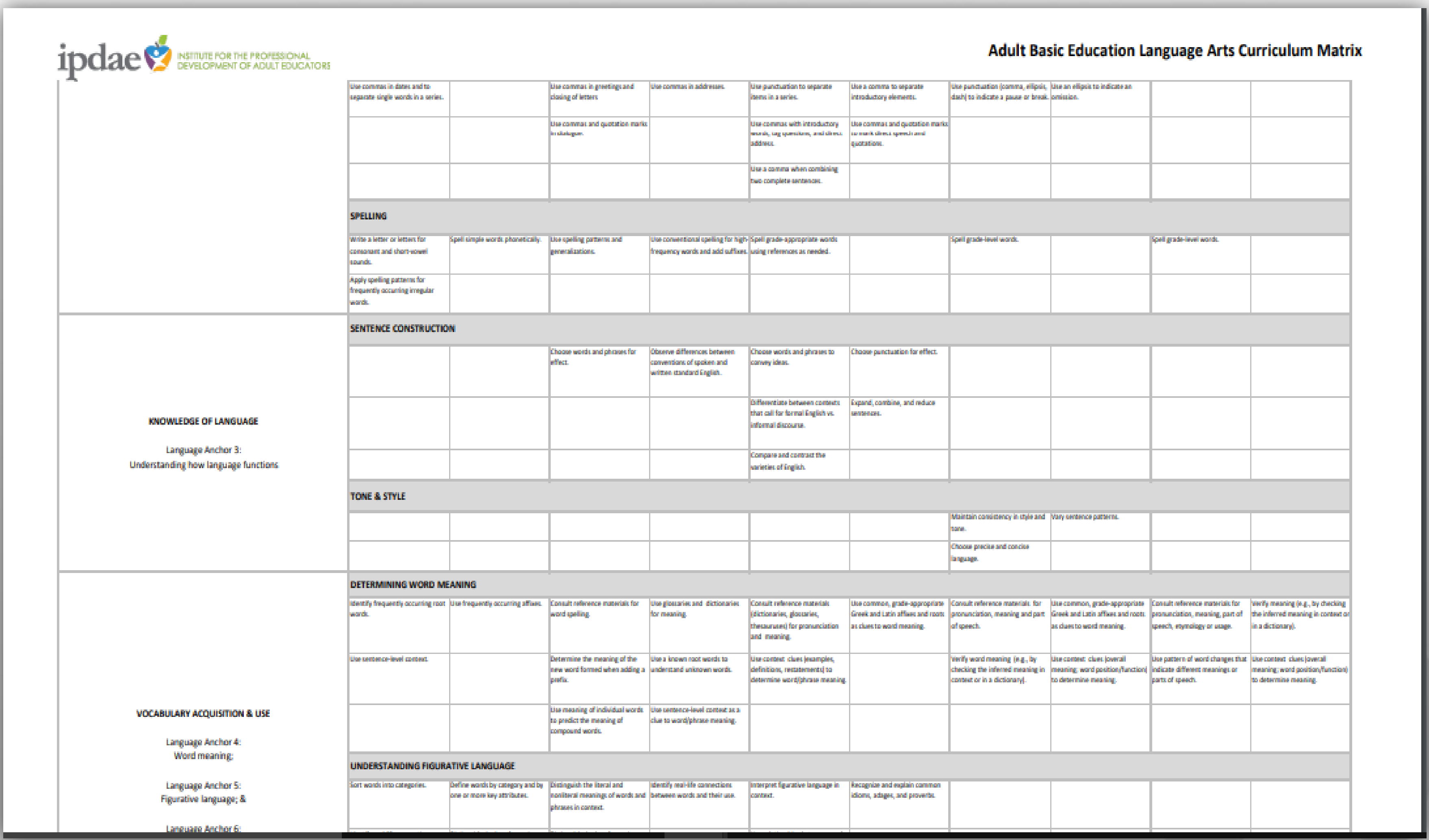
Language Matrices Continued



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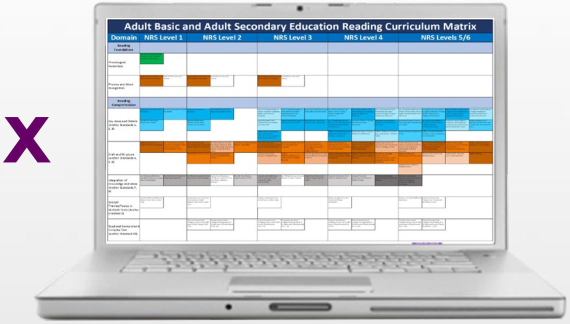
Adult Basic Education Language Arts Curriculum Matrix

	Use commas in dates and to separate single words in a series.		Use commas in greetings and closing of letters.	Use commas in addresses.	Use punctuation to separate items in a series.	Use a comma to separate introductory elements.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Use an ellipsis to indicate an omission.		
			Use commas and quotation marks in dialogue.		Use commas with introductory words, tag questions, and direct address.	Use commas and quotation marks to mark direct speech and quotations.				
					Use a comma when combining two complete sentences.					
	SPELLING									
	Write a letter or letters for consonant and short-vowel sounds.	Spell simple words phonetically.	Use spelling patterns and generalizations.	Use conventional spelling for high-frequency words and add suffixes.	Spell grade-appropriate words using references as needed.		Spell grade-level words.		Spell grade-level words.	
	Apply spelling patterns for frequently occurring irregular words.									
KNOWLEDGE OF LANGUAGE Language Anchor 3: Understanding how language functions	**SENTENCE CONSTRUCTION**									
			Choose words and phrases for effect.	Observe differences between conventions of spoken and written standard English.	Choose words and phrases to convey ideas.	Choose punctuation for effect.				
					Differentiate between contexts that call for formal English vs. informal discourse.	Expand, combine, and reduce sentences.				
					Compare and contrast the varieties of English.					
	TONE & STYLE									
							Maintain consistency in style and tone.	Vary sentence patterns.		
							Choose precise and concise language.			
VOCABULARY ACQUISITION & USE Language Anchor 4: Word meaning; Language Anchor 5: Figurative language; & Language Anchor 6:	**DETERMINING WORD MEANING**									
	Identify frequently occurring root words.	Use frequently occurring affixes.	Consult reference materials for word spelling.	Use glossaries and dictionaries for meaning.	Consult reference materials (dictionaries, glossaries, thesauruses) for pronunciation and meaning.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning.	Consult reference materials for pronunciation, meaning and part of speech.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning.	Consult reference materials for pronunciation, meaning, part of speech, etymology or usage.	Verify meaning (e.g., by checking the inferred meaning in context or in a dictionary).
	Use sentence-level context.		Determine the meaning of the new word formed when adding a prefix.	Use a known root words to understand unknown words.	Use context clues (examples, definitions, restatements) to determine word/phrase meaning.		Verify word meaning (e.g., by checking the inferred meaning in context or in a dictionary).	Use context clues (overall meaning; word position/function) to determine meaning.	Use pattern of word changes that indicate different meanings or parts of speech.	Use context clues (overall meaning; word position/function) to determine meaning.
			Use meaning of individual words to predict the meaning of compound words.	Use sentence-level context as a clue to word/phrase meaning.						
	UNDERSTANDING FIGURATIVE LANGUAGE									
	Sort words into categories.	Define words by category and by one or more key attributes.	Distinguish the literal and nonliteral meanings of words and phrases in context.	Identify real-life connections between words and their use.	Interpret figurative language in context.	Recognize and explain common idioms, adages, and proverbs.				

Electronic Curriculum Matrix



Adult Basic and Adult Secondary Education Reading Curriculum Matrix

Domain	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Levels 5/6

What is it?

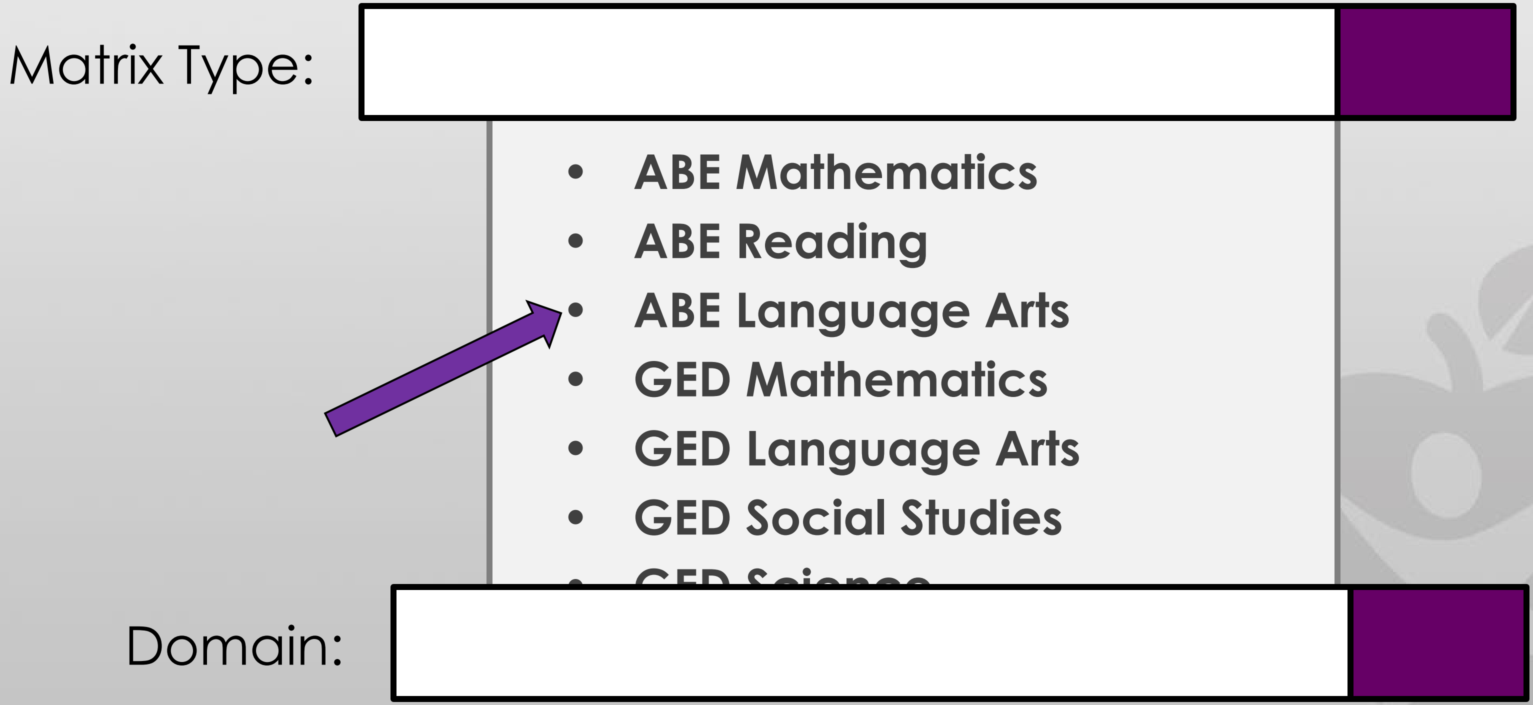
The Electronic Curriculum Matrix is an online lookup tool that dynamically returns information and resources that are correlated to adult education framework standards.

Why is it needed?

The Electronic Curriculum Matrix removes the hassle of having to figure out what aligns with what. It provides users with simple selectable criteria options that make finding results easy.

Select a Type of Matrix

The Electronic Curriculum Matrix allows the user the ability to select one of the seven (7) matrix types of interest.



Matrix Type:

- **ABE Mathematics**
- **ABE Reading**
- **ABE Language Arts**
- **GED Mathematics**
- **GED Language Arts**
- **GED Social Studies**
- **GED Science**

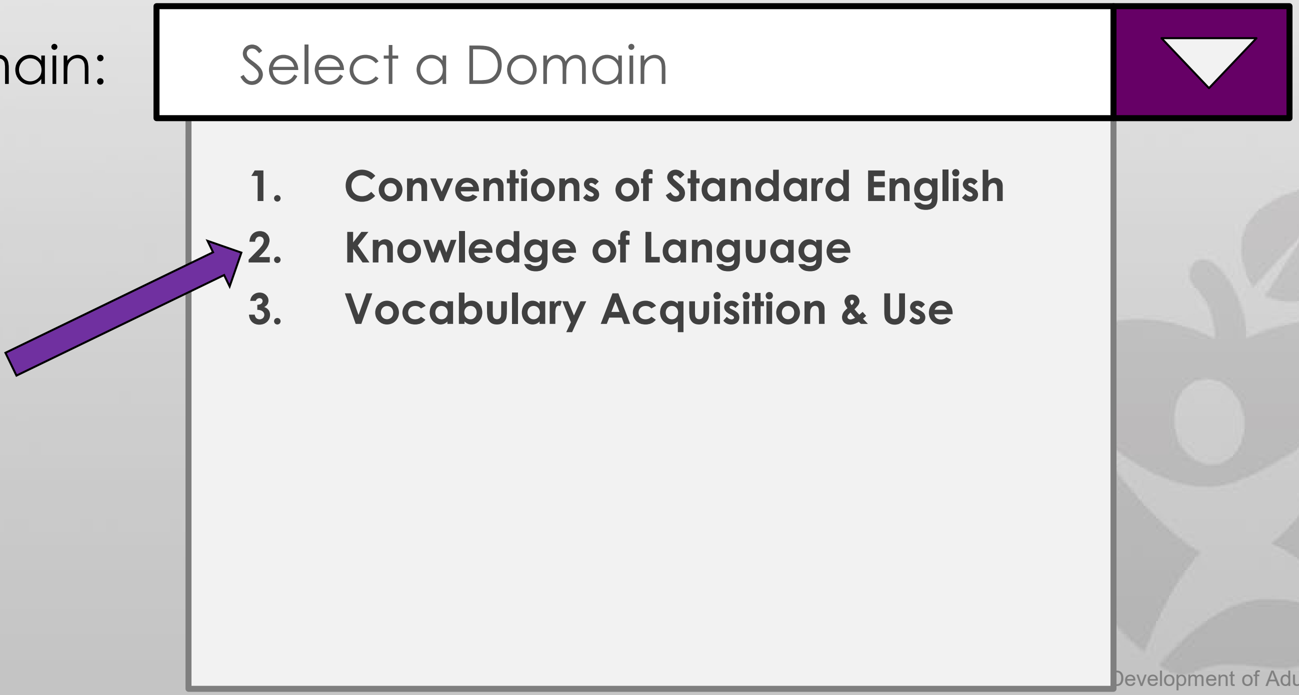
Domain:

How It Works: **STEP 2**

Matrix Type: **ABE Language**

Select a Domain

The selections will automatically adjust to filter and display valid options based on the previous selections.



Domain: Select a Domain

1. **Conventions of Standard English**
2. **Knowledge of Language**
3. **Vocabulary Acquisition & Use**

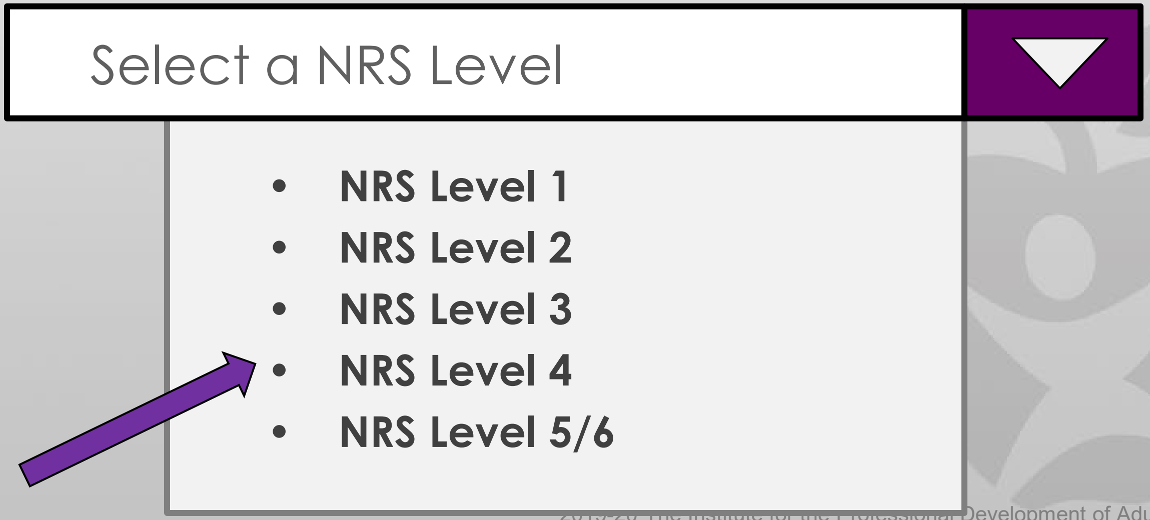
How It Works: **STEP 3**

Matrix Type: **ABE Language**

Domain: **2. Knowledge of Language**

Select a NRS Level

The selections will automatically adjust to filter and display valid options based on the previous selections.



NRS Level: Select a NRS Level

- **NRS Level 1**
- **NRS Level 2**
- **NRS Level 3**
- **NRS Level 4**
- **NRS Level 5/6**

How It Works: STEP 4

Matrix Type: **ABE Language** ▼

Domain: **2 Knowledge of Language** ▼

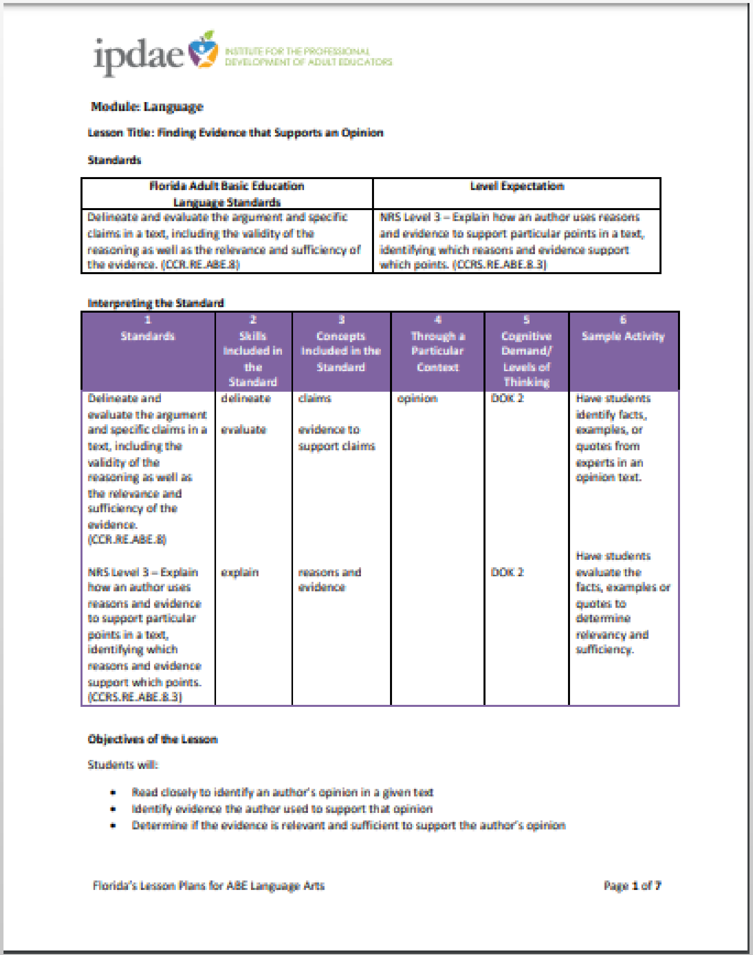
NRS Level: **NRS Level 4** ▼

Search Results:

Results of information and resources are listed for download.

Standards	Resources
• Ask/Answer 5 W and H Questions	**Resource Activity Download**
• Determine Main Idea and Supporting Details of a Text	**Resource Activity Download**

New IPDAE Resource Activity



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Module: Language

Lesson Title: Finding Evidence that Supports an Opinion

Standards

Florida Adult Basic Education Language Standards	Level Expectation
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.8)	NRS Level 3 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (CCRS.RE.ABE.8.3)

Interpreting the Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
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.8)	delineate evaluate	claims evidence to support claims	opinion	DOK 2	Have students identify facts, examples, or quotes from experts in an opinion text.
NRS Level 3 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (CCRS.RE.ABE.8.3)	explain	reasons and evidence		DOK 2	Have students evaluate the facts, examples or quotes to determine relevancy and sufficiency.

Objectives of the Lesson

Students will:

- Read closely to identify an author's opinion in a given text
- Identify evidence the author used to support that opinion
- Determine if the evidence is relevant and sufficient to support the author's opinion

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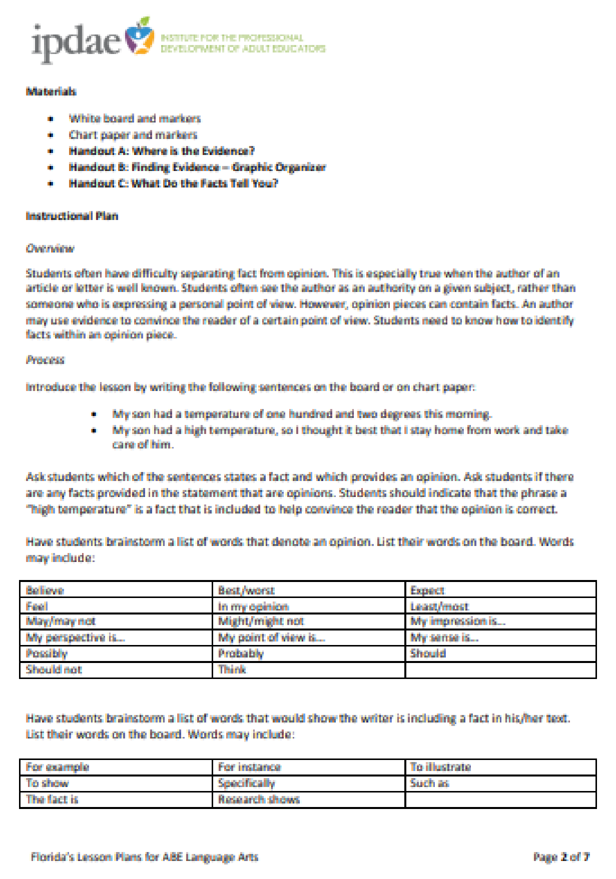

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Materials

- White board and markers
- Chart paper and markers
- **Handout A: Where is the Evidence?**
- **Handout B: Finding Evidence – Graphic Organizer**
- **Handout C: What Do the Facts Tell You?**

Instructional Plan

Overview

Students often have difficulty separating fact from opinion. This is especially true when the author of an article or letter is well known. Students often see the author as an authority on a given subject, rather than someone who is expressing a personal point of view. However, opinion pieces can contain facts. An author may use evidence to convince the reader of a certain point of view. Students need to know how to identify facts within an opinion piece.

Process

Introduce the lesson by writing the following sentences on the board or on chart paper:

- My son had a temperature of one hundred and two degrees this morning.
- My son had a high temperature, so I thought it best that I stay home from work and take care of him.

Ask students which of the sentences states a fact and which provides an opinion. Ask students if there are any facts provided in the statement that are opinions. Students should indicate that the phrase a "high temperature" is a fact that is included to help convince the reader that the opinion is correct.

Have students brainstorm a list of words that denote an opinion. List their words on the board. Words may include:

Believe	Best/worst	Expect
Feel	In my opinion	Least/most
May/may not	Might/might not	My impression is…
My perspective is…	My point of view is…	My sense is…
Possibly	Probably	Should
Should not	Think	

Have students brainstorm a list of words that would show the writer is including a fact in his/her text. List their words on the board. Words may include:

For example	For instance	To illustrate
To show	Specifically	Such as
The fact is	Research shows	

Additional Resources

IPDAE:

https://www.floridaipdae.org/

Facing History-Character Charts:

https://www.facinghistory.org/resource-library/teaching-strategies/character-charts

The Limitations of Venn Diagram

https://www.powerscore.com/lsat/help/venn_limits.cfm

The Advantages of Venn Diagram

https://www.venndiagram.net/the-advantages-of-venn-diagrams.html

Analyzing Student Work

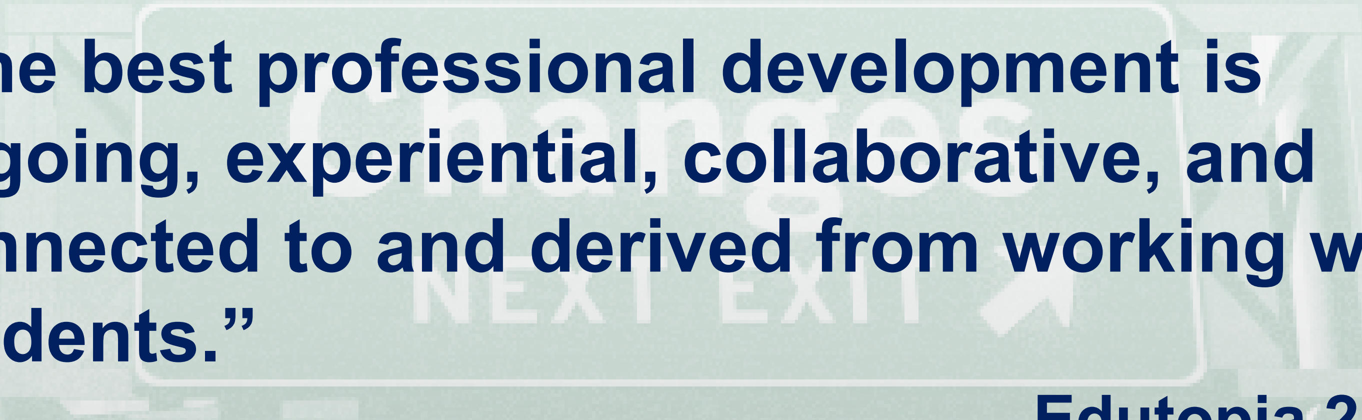
https://kb.mlc-wels.edu/_media/nti/ntc_s_asw_tips_templates_and_examples.pdf

http://www.corestandards.org/ELA-Literacy/L/1/

Q
A

YOUR
FEEDBACK
MATTERS!

Please complete this quick survey.



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The IPDAE Team