

GUIDE TO ELA CLASSROOM ACTIVITIES THAT PROMOTE LIFE SKILLS, COLLEGE, AND CAREER READINESS

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This *Guide* builds on a previous publication, *The Life Skills, College, and Career Readiness Guide for ESOL Learners (October 2011)*. In 2008, Massachusetts (MA) was selected to receive technical support from the Center for Adult English Language Acquisition (CAELA) at the Center for Applied Linguistics (CAL). A project team, composed of staff from the MA Department of Elementary and Secondary Education, Adult and Community Learning Services (ACLS), the System for Adult Basic Education Support (SABES), and CAELA, and MA ESOL practitioners, researched state

and national transitions data and next steps models. They also elicited input from MA transition-to-college and workforce development stakeholders. The team came away from these phases with a rich compilation of materials that they concluded should best be shared with practitioners in forms which could be immediately applied in classrooms. Two further findings reinforced this conclusion: 1) There were scores of lists describing the skills and knowledge students would need to acquire to succeed with next steps, but very little guidance on how to translate them into classroom activities. 2) Many teachers had made great progress incorporating next steps skills and knowledge into *Advanced* level ESOL classes, but fewer into *Beginner* levels. The final product, therefore, provides multiple sets of sample classroom tasks that can be integrated quickly and easily into ESOL classrooms, and at even the most basic levels.

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II. Introduction

This Guide provides suggested classroom tasks that combine the academic knowledge and skills described by the College and Career Readiness Standards for Adult Education (hereafter referred to as "CCRS") with behaviors and composite skills needed to succeed in college, workplace, and civic life, expressed here as **Essential Competencies**. These seven Competencies (page 5) are drivers for the suggested tasks, with the CCRS applied wherever logical and reasonable, including standards from across CCRS strands--e.g., a task requiring both reading comprehension of a text and a written summary.

The Guide is divided into two tiers of suggested tasks: **Tier One** tasks are for learners at 0-8 GLE and **Tier Two** for learners at 9-12 GLE. Tier One tasks require *that students apply several CCRS to achieve a focused, short-term outcome*, such as a set of notes or a one-paragraph summary of an at-level text. Some of these tasks might also require real-world applications, such as actually entering

work places or college campuses to observe classes, conduct interviews, or shadow jobs. In contrast to the Tier One tasks, Tier Two tasks *are project based and designed to culminate in sophisticated products*, such as argumentative essays, reports, and/or slide presentations. As such, each task is designed to cover *all* of the Essential Competencies and a full range of CCRS, much as would be required of a college research paper or a full-out job search.

Teachers will agree that there is a whole range of substrate skills that students must acquire if they are to effectively perform challenging classrooms tasks. These skills include the ability to scan a text, paraphrase a statement from text, or take effective notes. We have therefore provided a **Baseline Skills Index** (below), a collection of substrate skills that students must acquire in order to perform well on any of the suggested tasks. Teachers can use this Index to assess students' current baseline skills and plan to address gaps, either in discrete lessons or as parts of larger tasks.

III. BASELINE SKILLS INDEX

<i>Student is able to...</i>	M*	PM	NM		<i>Student is able to...</i>	M	PM	NM
1. apply a note-taking system or adapt/design one					11. follow the steps of process writing			
2. discern and paraphrase main ideas in a text					12. proofread for spelling, grammar, and mechanics			
3. identify and collect important supporting details					13. search for information on the internet			
4. infer a text's purpose by scanning and skimming					14. touch type on a keyboard			
5. consciously apply a range of comprehension strategies					15. use word-processing to write and edit drafts			
6. summarize a text in one sentence and/or one paragraph					16. organize notes and papers using folders and files			
7. describe purposes and elements of all types of texts					17. decide whether to paraphrase or quote a statement			
8. apply different roles as team members					17. cite sources within texts and in works cited pages			
9. listen to and say back what others say					19. use a paper or electronic scheduler			
10. ask for clarifications and check for understanding					20. send and receive documents by email			

*M = Mastered; PM = Partially Mastered; NM = Not Mastered

We turn now to the **Essential Competencies** (below). The Competencies devised for this Guide are based on the same research that was applied in the development of our *Life Skills, College, and Career Readiness Guide for ESOL Learners* (October 2011). Three resources in particular proved very helpful: the *Career and Employability Skills: Content Standards & Benchmarks* completed in December 2001 by the Michigan Business Leaders for Education Excellence; the *ATLAS Instructional Practices Alignment Project* completed in 2008 by the ABE Teaching and Learning

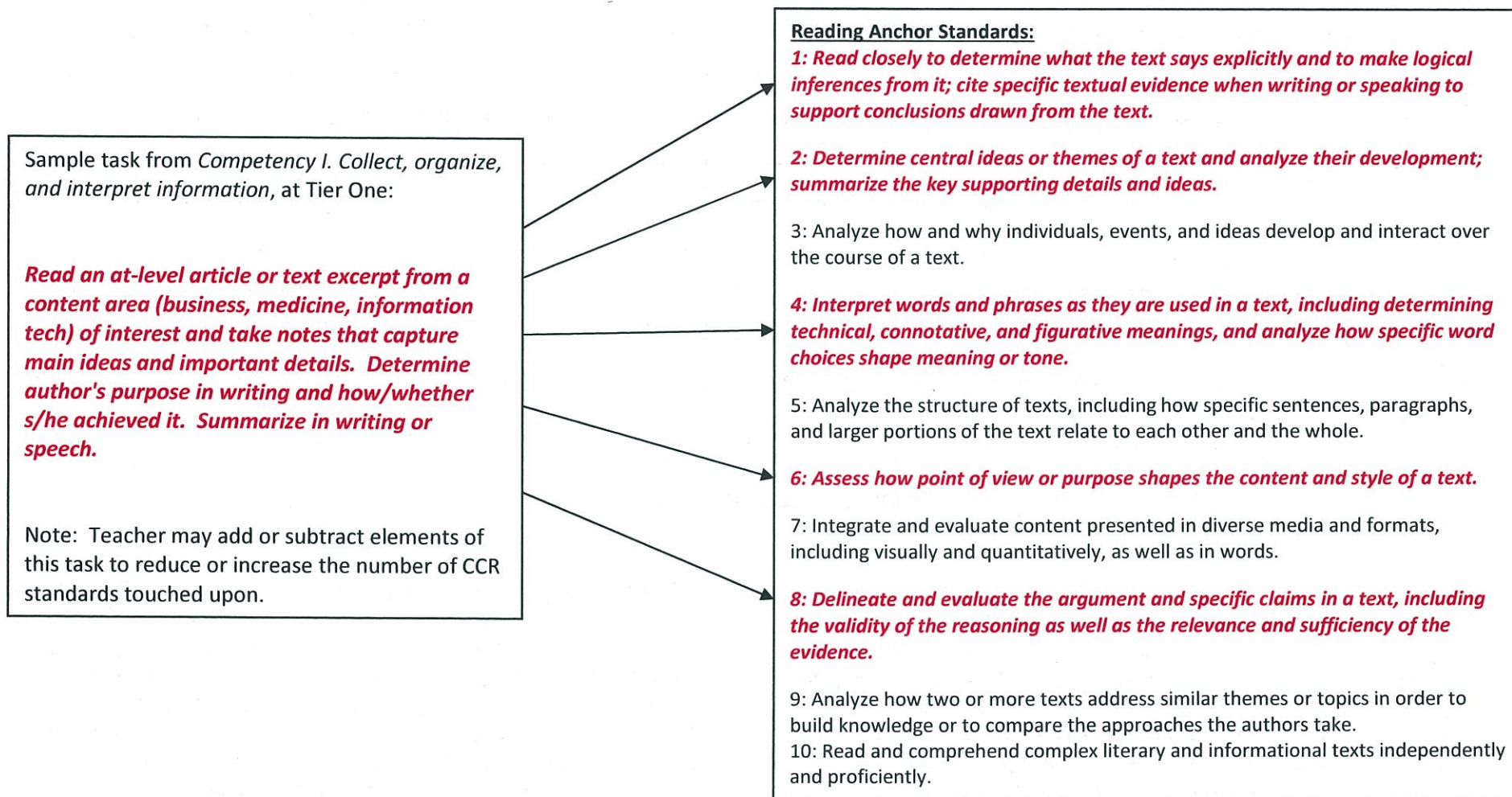
Advancement System (ATLAS) at Hamline University in Minnesota; and the *Massachusetts ESOL Curriculum Frameworks* (December 2005). These resources provided guidance on behaviors and composite skills expected of students seeking to succeed in Next Steps as well as guidance on what good performance indicators (i.e., "tasks") might look like. The ATLAS study also argues convincingly for starting work on Next Steps skills at lower class levels. Our Competencies are integrations of much of the guidance we secured from these resources.

IV. ESSENTIAL COMPETENCIES

COMPETENCY	EVIDENCE-BASED INDICATORS
I. Collect, organize, and interpret information	Comprehend/evaluate texts at level, take notes, summarize, report out
II. Share information and ideas with others	Communicate, collaborate, present, use graphics and handouts
III. Solve problems	Identify, name, and solve challenging problems
IV. Argue for points and negotiate among positions	Present logical arguments, cite evidence/reasons, respect different views
V. Conduct activities in a professional manner	Demonstrate civility and competence, be punctual, meet deadlines
VI. Plan and follow through on tasks	Develop goals, determine realistic action steps, persist
VII. Demonstrate self-efficacy, self-advocacy, and self-direction	Take responsibility for self, take initiative, secure assistance or support

To succeed with any of these Competencies, students must be proficient with several of the Baseline Skills. By the same token, for students to be successful with real-life challenges, college assignments, or workplace duties they must be able to apply a range of CCRS—not just one or two in isolation. In a college classroom, for example, it will not be

enough to read well for main ideas and supporting details; on occasion, these ideas and details must be summarized in writing or expressed in written test answers. Therefore, the suggested tasks in this Guide require that students apply *several standards* to accomplish them. This graphic illustrates how a particular Tier One task will touch upon multiple CCRS.



V. Table of Sample Tasks with Applicable CCRS

Real-life challenges, college assignments, or workplace duties also require individuals to apply skills across CCRS *strands*; for example, a task requiring both close reading and a written summary. In the table below, for each of the Essential Competencies we list those CCR Anchor Standards for Reading, Writing, Speaking, and Listening that the student could *potentially* be required to apply for a Tier One task. For each Competency, we provide

two examples taken from the Tier One table of tasks that begins on page 12. As noted earlier, tasks could be simplified or expanded to require fewer or more standards for different class levels, or to differentiate instruction among students at different levels. Lesson planning is most likely to aggregate into weekly plans or whole units; we provide a sample Lesson Plan Unit in Appendix A to illustrate how tasks can build to accommodate CCRS academic rigor and the additional skills and behaviors required to be successful with next steps.

COMPETENCY	EXAMPLES OF TIER ONE TASKS	POTENTIALLY APPLIABLE CCR ANCHOR STANDARDS
<p>I. Collect, organize, and interpret information</p> <p>CCRS* R: 1,2,4,6,8 W: 2,4,7,9</p> <p>* R=Reading, W=Writing, S/L = Speaking and Listening. Numbers refer to Anchor Standards and include those standards that are, or could be, covered by one or more of the suggested tasks</p>	<ul style="list-style-type: none"> ▪ Read an at-level article or text excerpt from a content area (business, medicine, information tech) of interest and take notes that capture main ideas and important details. Determine author's purpose in writing and how/whether s/he achieved it. Summarize in writing. ▪ Collect at least three documents from a workplace that use different formats (email, manual) and/or delivery systems (email attachment, posting). Make notes on their differences in style, format, tone, etc. Judge their effectiveness and give reasons for your answers in note form. 	<p><u>Reading Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 6: Assess how point of view or purpose shapes the content and style of a text. ▪ 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. <p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ▪ 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>II. Share information and ideas with others</p> <p><u>CCRS:</u></p> <p>R: 7,8 W: 4,6,7,8 S/L: 1-6</p>	<ul style="list-style-type: none"> ▪ For one or more of the Competency 1 activities share new information with others in class. Determine how to best present. Prepare handouts (textual or graphic) that will promote others' understanding. Field questions and check for others' understanding. ▪ For one or more of the activities above, develop a PowerPoint to share key findings with others. Prepare notes to guide your explanations for each slide. 	<p><u>Reading Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ▪ 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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<p>III. Solve problems</p> <p>CCRS:</p> <p>R: 7</p> <p>W: 2,4</p> <p>S/L: 1,2,4,5,6</p>	<p>A. With another student or group of students, brainstorm problems that you might encounter if you enrolled in college. Segregate problems for which there might be student services available. Visit the campus alone or with others and investigate possible services. Circle buildings and annotate on a campus map.</p> <p>B. Conduct, or role-play, a conversation with supervisor to request a needed adjustment at work--change in schedule, increase in benefits, promotion. Analyze the conversation and assess what further information or deliberation might be needed. Plan and follow through on next steps.</p>	<p><u>Reading Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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<p>V. Argue for points and negotiate among positions</p> <p>CCRS:</p> <p>R: 1,2,4,6,8</p> <p>W: 1,2,9</p> <p>S/L: 1,3,4,6</p>	<ul style="list-style-type: none"> ▪ In a group, read a case study describing a personal, family, or community problem. Assume a role in the group. Work together to summarize the problem(s) and to recommend a plan for resolution. Reach consensus. ▪ Read a newspaper editorial or journal article on an academic topic (science, history, social studies) and take notes on main ideas and important details. Restate in your own words the author's main points and cite evidence from the text to support your conclusions. Then, state --verbally, orally, or both--whether you agree or disagree with the author's position and explain why. 	<p><u>Reading Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 6: Assess how point of view or purpose shapes the content and style of a text. ▪ 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. <p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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<p>V. Conduct activities in a professional manner</p> <p>CCRS:</p> <p>S/L: 1,6</p>	<ul style="list-style-type: none"> ▪ Address a complaint or problem at a store or community agency in a courteous and cooperative manner. ▪ Keep a running log of your successes and contributions in your ABE classes. By same token, note instances of poor performance and determine if these are due to lapses in your personal behavior. 	<p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>VI. Plan and follow through on tasks</p> <p>CCRS:</p> <p>W: 2,4</p> <p>S/L: 1,6</p>	<ul style="list-style-type: none"> ▪ Create a study plan to achieve a target skill or specific amount of new knowledge within three-six weeks. Construct the plan with manageable steps, check-in points, and a final assessment or indicator for success. ▪ Make and keep an appointment with Career Center staff and report on the meeting via a notes page, essay, or 1-2 paragraph summary. 	<p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p>VII. Demonstrate self-efficacy, self-advocacy, and self-direction</p> <p>R: 1 W: 4,7,9 S/L: 1,4,6</p>	<ul style="list-style-type: none"> ▪ Complete a self-directed learning project involving at least 10 hours work and report via notes pages, a 3-5 paragraph essay, or 1-2 page report. ▪ Identify someone in a job that you would like to have. Contact them and request advice and guidance in reaching goals. Develop questions in advance. Summarize what you learned in a short report. 	<p><u>Reading Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ▪ 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Speaking/Listening Anchor Standards</u></p> <ul style="list-style-type: none"> ▪ 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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The table of suggested Tier One Tasks begins on the next page.

TIER ONE TASKS: GLE 0-8 / NRS LOW-HIGH ABE / CCRS LEVELS A-D

Notes to the Teacher: Tasks are assigned letters for reference purposes only. They need not be considered sequential. Tasks are sometimes similar across environments. Teachers should feel free to choose, amend, combine, shorten, or enhance tasks to fit student needs and/or differentiate among groups.

COMPETENCY	LIFE SKILLS TASKS	COLLEGE-BASED TASKS	CAREER-BASED TASKS
<p>I. Collect, organize, and interpret information</p> <p>CCRS* R: 1,2,4,6,8 W: 2,4,7,9</p> <p>* R=Reading, W=Writing, S/L = Speaking and Listening. Numbers refer to Anchor Standards and include those standards that are, or could be, covered by one or more of the suggested tasks.</p>	<p>A. Read an authentic multi-paragraph text on a topic of interest (newspapers and news magazines, websites, library reference materials, consumer guides) and take notes that capture main ideas and important details. Determine author's purpose in writing and how/whether s/he achieved it. Write a one-paragraph summary.</p> <p>B. Compare/contrast information from two sources on a similar topic of interest (local grade schools, grocery stores, health care plans) and express information in a table.</p> <p>C. Collect information on candidates running for national, state, or local office. Note important issues that the candidates are addressing. Organize information into a table or chart.</p> <p>D. Collect information on a needed family service (telephone, cable television, car insurance, health plans.) Organize materials into files or binders. Take notes and organize information in a comparative table.</p> <p>E. Gauge the quality and/or accuracy of an author's ideas or arguments and provide reasons in writing why you agree or disagree with them in a numbered list in order of importance.</p> <p>F. Attend a lecture in your community on a topic of interest and take notes while listening. Consider asking one or more questions, if there is a Q&A period. Organize information in a short summary.</p>	<p>G. Read an article or text excerpt from a content area (business, medicine, information tech) of interest and take notes that capture main ideas and important details. Determine author's purpose in writing and how/whether s/he achieved it. Summarize in one paragraph.</p> <p>H. Read a randomly-assigned text and note every reading strategy applied (re-reading, guessing ahead) as you read by making notes on the page. Write a short analysis of your most effective strategies.</p> <p>I. Outside of class, read ten or more pages per week of a textbook on a content area of your choice (history, science) and take notes in a reading journal. Determine author's purpose in writing and how/she tried to achieve it. Mark passages or sections that you do not understand.</p> <p>J. Take notes to capture areas of agreement, disagreement, or basic difference between two or more essays, articles, opinion pieces, or chapters from textbooks on the same general topic. Express them in a table. Integrate into a short written summary with in-text citations.</p> <p>K. Gauge the quality and/or accuracy of an author's ideas or arguments and provide reasons in writing why you agree or disagree with them in a numbered list in order of importance.</p> <p>L. Sit in on a class alone or with another student at a local community college.</p>	<p>M. Read adapted and authentic texts on work-related topics (announcements, employee handbook, operator's manual) and take notes that capture main ideas and important details. Determine author's purpose in writing and how/whether s/he achieved it. Write a one-paragraph summary.</p> <p>N. Collect at least four documents from a workplace that use different formats (email, manual) and/or delivery systems (email attachment, posting). Make notes on their differences in style, format, tone, etc. Judge their effectiveness and give reasons for your answers in a short written summary.</p> <p>O. Scan (for specific details) for information in authentic prose or informational text (work newsletter, operator's manual, employee handbook) within a set, short deadline--e.g., one class period. Summarize and prioritize information within the timeframe.</p> <p>P. Collect information on the differences in requirements for an associate's degree and a bachelor's degree in a field of interest (health care, information tech). Express the information in a simple table.</p> <p>Q. Interview a supervisor at a workplace that interests you to discover specific job qualifications and employer expectations. Develop a set of questions to ask in advance. Take notes and determine if a follow-up visit or call is needed. Organize your notes into a short report.</p>

		Develop an observation rubric that will guide what you look for and take note of (teacher's expectations, what "good" students are doing during the class.) Organize your notes into a short report.	R. Shadow a job that you would like to have and take careful notes of your observations. Develop an observation rubric that will guide what to look for and take note of. Organize your notes into a short report.
II. Share information and ideas with others <u>CCRS:</u> R: 7,8 W: 4,6,7,8 S/L: 1-6	<p>A. For one or more of the activities in Competency I above, share new information with others in class. Determine how to best present. Prepare handouts (textual or graphic) that will promote others' understanding. Field questions and check for others' understanding.</p> <p>B. For one or more of the activities above, develop a PowerPoint to share key findings with others. Prepare notes to guide your explanations for each slide.</p> <p>C. For one or more of the activities above, work in pairs or a small group to accomplish the task together.</p> <p>D. For one or more of that activities above, write up findings in a report or manual. Provide citations and works cited, if appropriate. Present to others and ask for critiques.</p>	<p>E. For one or more of the activities in Competency I above, share new information with others in class. Determine how to best present. Prepare handouts (textual or graphic) that will promote others' understanding. Field questions and check for others' understanding.</p> <p>F. For one or more of the activities above, develop a PowerPoint to share key findings with others. Prepare notes to guide your explanations for each slide.</p> <p>G. For one or more of the activities above, work in pairs or a small group to accomplish the task together.</p> <p>H. For one or more of that activities above, write up findings in a report or manual. Provide citations and works cited, if appropriate. Present to others and ask for critiques.</p>	<p>I. For one or more of the activities in Competency I above, share new information with others in class. Determine how to best present. Prepare handouts (textual or graphic) that will promote others' understanding. Field questions and check for others' understanding.</p> <p>J. For one or more of the activities above, develop a PowerPoint to share key findings with others. Prepare notes to guide your explanations for each slide.</p> <p>K. For one or more of the activities above, work in pairs or a small group to accomplish the task together.</p> <p>L. For one or more of that activities above, write up findings in a report or manual. Provide citations and works cited, if appropriate. Present to others and ask for critiques.</p>
III. Solve problems <u>CCRS:</u> R: 7 W: 2,4 S/L: 1,2,4,5,6	<p>A. Conduct a force-field analysis of your ability to solve a personal, family, or community problem--that is, identify all barriers to success and then address each one with possible means of overcoming it. Organize your findings in a table.</p> <p>B. Identify a responsible person from an unfamiliar environment (child's school) about a personal matter, contact him or her to resolve a problem or obtain information, and report on the experience in a notes page, essay, or 1-2 paragraph summary.</p> <p>C. Identify a neighborhood or community need and the agency or agencies that might be</p>	<p>D. Conduct a force-field analysis of your ability to enroll and persist in college--that is, identify all barriers to success and then address each one with possible means of overcoming it. Organize your findings in a table.</p> <p>E. With another student or group of students, brainstorm problems that you might encounter if you enrolled in college. Segregate problems for which there might be student services available. Visit the campus alone or with others and investigate possible services. Circle buildings and annotate on a campus map.</p>	<p>G. Conduct a force-field analysis of your ability to get a job or a promotion at work--that is, identify all barriers to success and then address each one with possible means of overcoming it. Organize your findings in a table.</p> <p>H. Read a case study describing a work-related problem. Summarize the problem in one paragraph and then, in a second paragraph, describe your solution to the problem. Include action steps.</p> <p>I. Conduct, or role-play, a conversation with supervisor to request a needed adjustment at work--change in schedule, increase in</p>

	able to meet it. Identify a contact person and initiate a discussion about the problem. Agree upon a plan of action. Summarize the plan in writing and/or report to the class.	F. Find a peer mentor or peer advisor with similar academic experiences for guidance and advice. Establish a dialogue and keep a record of your interactions. At the end of two months, write a short report of how you have benefited.	benefits, promotion. Analyze the conversation and assess what further information or deliberation might be needed. Plan and follow through on next steps.
IV. Argue for points and negotiate among positions CCRS: R: 1,4,6,8 W: 1,9 S/L: 1,3,4,6	A. Read a newspaper editorial on a community issue and take notes on main ideas and important details. Restate in your own words the author's main points and cite evidence from the text to support your conclusions. Then, state--verbally, orally or both--whether you agree or disagree with the author's position and explain why. B. In a group, read a case study describing a personal, family, or community problem. Assume a role in the group. Work together to summarize the problem(s) and to recommend a plan for resolution. Reach consensus.	C. Read a newspaper editorial or journal article on an academic topic (science, history, social studies) and take notes on main ideas and important details. Restate in your own words the author's main points and cite evidence from the text to support your conclusions. Then, state --verbally, orally, or both--whether you agree or disagree with the author's position and explain why. D. In a group, read a case study describing a student's challenge in succeeding in college. Assume a role in the group. Work together to summarize the problem(s) and to recommend a plan for resolution. Reach consensus.	E. Read a newspaper editorial or journal article on an issue dealing with a particular career choice (retail, health, startups) and take notes on main ideas and important details. Restate in your own words the author's main points and cite evidence from the text to support your conclusions. Then, state--verbally, orally, or both-- whether you agree or disagree with the author's position and explain why. F. In a group, read a case study describing a challenging work-related situation. Assume a role in the group. Work together to summarize the problem(s) and to recommend a plan for resolution. Reach consensus.
V. Conduct activities in a professional manner CCRS: S/L: 1,6	A. Address a complaint or problem at a store or community agency in a courteous and cooperative manner. B. Attend a neighborhood or apartment building meeting and express concerns or share ideas. C. Contact your child's teachers and determine how well your child is doing in his or her classes. Arrange for a meeting or telephone conversation. Develop a set of questions in advance. D. Write an effective announcement for a community board advertising a service or event (help wanted, seeking a job, garage sale).	E. Develop an organization system for all materials related to your classes and maintain it successfully for at least three months. F. Be on time for 90% of classes for a period of at least six months. G. Communicate with program when unable to arrive on time and provide justifiable reasons. H. Bring textbook, homework, and other required materials to 90% of classes for a period of at least six months. I. Keep a running log of your successes and contributions in your ABE classes. By same token, note instances of poor performance and determine if these are due to lapses in	K. Role-play your oral description of your professional qualifications, experiences, accomplishments, and goals to a potential employer. L. Ask a local employer if she or he would be willing to conduct a mock interview with you. Develop an evaluation form for the employer to use. Debrief with the employer regarding your strengths and weaknesses. M. Keep a running log of your successes and contributions at your workplace. By same token, note instances of poor performance and determine if these are due to lapses in your personal behavior. N. Alone or with another student attend a career fair wearing appropriate attire with

		<p>your personal behavior.</p> <p>J. Interview teacher and fellow students as to your professionalism. Develop an evaluation form for them to fill out in advance. Discuss their findings.</p>	<p>copies of resume. Approach one or more representatives and engage them in conversation.</p>
<p>VI. Plan and follow through on tasks</p> <p>CCRS:</p> <p>W: 2,4</p> <p>S/L: 1,6</p>	<p>A. Create a six-week timeline with a goal of increasing knowledge or skills for personal enrichment. Include specific steps with deadlines. Keep to the timeline with only a 10% deviation.</p> <p>B. Create a calendar of all of your family members' activities and appointments for the next three months. Post the calendar in your home and revisit/revise with family members each week. Track activities and appointments and assess effectiveness at the end of three months.</p> <p>C. Help a child or family member plan to achieve an important goal (improving school grades, saving money). Write up the plan with check-in points. Follow the plan successfully for six weeks. At the end, write a short assessment of the results.</p>	<p>D. Turn in assignments on time, complete and professionally done, at least 80% of the time.</p> <p>E. Schedule and complete an appropriate number of study hours per week, including work outside of class. Keep to schedule with only 10% deviation for at least six weeks.</p> <p>F. Create a study plan to achieve a target skill or specific amount of new knowledge within three-six weeks. Construct the plan with manageable steps, check-in points, and a final assessment or indicator for success.</p>	<p>G. Develop a weekly or monthly schedule that reflects both predictable and newly-scheduled tasks at your job. Consult the schedule daily and refine if needed. At the end of three months, assess the impact of the schedule on your work performance and summarize in a single paragraph.</p> <p>H. Identify available time during the work calendar to take on a special project or professional development opportunity and share with supervisor. Construct a timeframe with a final indicator that target was achieved.</p> <p>I. Make and keep an appointment with Career Center staff and report on the meeting via a notes page, essay, or 1-2 paragraph summary.</p>
<p>VII. Demonstrate self-efficacy, self-advocacy, and self-direction</p> <p>CCRS:</p> <p>R: 1</p> <p>W: 4,7,9</p> <p>S/L: 1,4,6</p>	<p>A. Read layperson reports or summaries on learner persistence. Collect notes on factors that impede and factors that support persistence. Evaluate yourself as a "persistor" based on what you've learned. Summarize in a brief report.</p> <p>B. Use a mind map or other graphic organizer to brainstorm personal needs related to family, community, health, finances, worship, social activity, or education.</p> <p>C. Use phone book or Internet to identify and contact three potential resources to meet a specific need.</p> <p>D. Prioritize three needs and talk to friends or program staff to identify resources to help</p>	<p>I. Make and keep an appointment with an educational counselor at a community college and report on the meeting via a notes page, essay, or 1-2 paragraph summary.</p> <p>J. Examine a body of your work and identify strengths and areas for improvement. Describe academic needs related to areas for improvement (tutoring, orientation to library, counseling).</p> <p>K. Share academic goals with a program alumna who has entered college and ask for advice or guidance in reaching goals.</p> <p>L. Complete a body of homework involving at least one learning task per week for at least</p>	<p>Q. Assess your performance on jobs to date, using memory or documentation, and articulate strengths and areas for improvement. Develop a self-improvement plan with action steps.</p> <p>R. Identify someone in a job that you would like to have. Contact them and request advice and guidance in reaching goals. Develop questions in advance. Summarize what you learned in a short report.</p> <p>S. Develop a Career Plan covering at least three years with clearly stated, realistic goals and action steps and a budget reflecting income and/or financial aid against costs.</p>

	<p>you meet those needs.</p> <p>E. Tell classmates, write a story, or make a poster about a problem encountered in adjusting to life in the U.S.</p> <p>F. Survey classmates or community members on their use of and satisfaction with available community resources.</p> <p>G. Find a book, movie, website, workshop, continuing education class, or community project to help reach a personal goal.</p> <p>H. Identify desired characteristics in a community resource (school, recreation center, place of worship, library) and find the place that best meets identified needs.</p>	<p>a six month period.</p> <p>M. Complete a self-directed learning project involving at least 10 hours work and report via notes pages, a 3-5 paragraph essay, or 1-2 page report.</p> <p>N. Commit to learning 10 new academic vocabulary words per week with help of a dictionary, flashcards, online pronunciation dictionary, songs, etc.</p> <p>O. Meet with classmates or other students to share experiences in navigating the academic system and make suggestions for improvements. Collect group's input in a short report or list.</p> <p>P. Give a presentation on one aspect of the community college system that helps peers navigate successfully.</p>	<p>T. Find a book, movie, website, workshop, continuing education class, or community project to improve one aspect of job performance. Record your learning gains in a bulleted list or short report.</p> <p>U. Arrange a job shadow for one day with someone in a company or position of interest. Assess effectiveness of above experiences in meeting workplace needs.</p> <p>V. Identify and meet with local union members (if applicable) or work associations to address concerns.</p>
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The table of suggested Tier Two Tasks begins on the next page.

TIER TWO TASKS: GLE 9-12 / NRS ASE / CCRS LEVELS D-E

How Tier Two tasks differ from those in Tier One: As noted earlier, Tier Two tasks are project based, and as such the suggested tasks below all contribute to products or outcomes that are as sophisticated and challenging as those students might encounter in college classrooms or quality work places. Specific CCRS are not noted because in a well-designed Tier One project nearly all the standards will come into play. In Appendix B, we provide all materials associated with a successful research paper project conducted at an adult literacy center, including samples of students' final work.

COMPETENCY	LIFE SKILLS PROJECT	COLLEGE-BASED PROJECT	CAREER-BASED PROJECT
I. Collect, organize, and interpret information	<p>I. Conduct research on a topic of personal interest or need from newspapers and magazines, websites, consumer guides etc. and collect at least three at-level texts. Take notes that capture main ideas and important details. Identify one key informant to use as a resource and five reasons for your choice. Distinguish between primary and secondary sources. Judge the quality and validity of source information and the effectiveness of how each presents information, ideas, or opinions. Organize the information in notes pages, tables, or outline. Keep track of sources for use in text citations and/or works cited pages.</p> <p style="text-align: center;">~ AND ~</p>	<p>I. Conduct research on an academic topic of personal interest or need (history, science, social studies) from books, journals, websites, etc. and collect at least three at-level texts. Take notes that capture main ideas and important details. Identify one college teacher or administrator as a resource and give reasons for your choice. Distinguish between primary and secondary sources. Judge the quality and validity of source information and the effectiveness of how each presents information, ideas, or opinions. Organize the information in notes pages, tables, or outline. Keep track of sources for use in text citations and/or works cited pages.</p> <p style="text-align: center;">~ AND ~</p>	<p>I. Conduct research on a job or employment area of personal interest/aptitude from books, journals, websites, etc. and collect at least three at-level texts. Take notes that capture main ideas and important details. Distinguish between primary and secondary sources. Identify one key informant to use as a resource and give reasons for your choice. Judge the quality and validity of source information and the effectiveness of how each presents information, ideas, or opinions. Organize the information in notes pages, tables, or outline. Keep track of sources for use in text citations and/or works cited pages.</p> <p style="text-align: center;">~ AND ~</p>
II. Share information and ideas with others	<p>II. On the macro level, determine how to share information and ideas with others: essay, report, presentation, etc. Quote or paraphrase accurately from resources. On the micro level, include graphs, charts, pictures, or other visual aids or stimuli to reinforce your sharing method.</p> <p style="text-align: center;">~ AND ~</p>	<p>II. On the macro level, determine how to share information and ideas with others: essay, report, presentation, etc. Quote or paraphrase accurately from resources. On the micro level, include graphs, charts, pictures, or other visual aids or stimuli to reinforce your sharing method.</p> <p style="text-align: center;">~ AND ~</p>	<p>II. On the macro level, determine how to share information and ideas with others: essay, report, presentation, etc. Quote or paraphrase accurately from resources. On the micro level, include graphs, charts, pictures, or other visual aids or stimuli to reinforce your sharing method.</p> <p style="text-align: center;">~ AND ~</p>

<p>III. Solve problems</p>	<p>III. On the macro level, isolate a key challenge, polarity of opinion, or difference among positions in relation to the topic. On the micro level, keep a log of problems encountered and how you or others resolved them.</p> <p style="text-align: center;">~ AND ~</p>	<p>III. On the macro level, isolate a key challenge, polarity of opinion, or difference among positions in relation to the topic. On the micro level, keep a log of problems encountered and how you or others resolved them.</p> <p style="text-align: center;">~ AND ~</p>	<p>III. On the macro level, isolate a key challenge, polarity of opinion, or difference among positions in relation to the position. On the micro level, keep a log of problems encountered and how you or others resolved them.</p> <p style="text-align: center;">~ AND ~</p>
<p>IV. Argue for points and negotiate among positions</p>	<p>IV. Determine a conclusion, opinion or position among the macro-level challenge, opinion, or position you have discovered. Gauge the quality and/or accuracy of a source's ideas or arguments and note reasons why you agree or disagree with them. Develop arguments supported by evidence to persuade others to the correctness of your conclusion, opinion, or position. If you are working with a partner or group, negotiate, mediate, compromise to reach consensus. Keep notes on your meetings to track negotiations.</p> <p style="text-align: center;">~ AND ~</p>	<p>IV. Determine a conclusion, opinion or position among the macro-level challenge, opinion, or position you have discovered. Gauge the quality and/or accuracy of a source's ideas or arguments and note reasons why you agree or disagree with them. Develop arguments supported by evidence to persuade others to the correctness of your conclusion, opinion, or position. If you are working with a partner or group, negotiate, mediate, compromise to reach consensus. Keep notes on your meetings to track negotiations.</p> <p style="text-align: center;">~ AND ~</p>	<p>IV. Determine a conclusion, opinion or position among the macro-level problems you have discovered. Gauge the quality and/or accuracy of a source's ideas or arguments and note reasons why you agree or disagree with them. Develop arguments supported by evidence to persuade others to the correctness of your conclusion, opinion, or position. If you are working with a partner or group, negotiate, mediate, compromise to reach consensus. Keep notes on your meetings to track negotiations.</p> <p style="text-align: center;">~ AND ~</p>
<p>V. Conduct activities in a professional manner</p>	<p>V. At set intervals--each class, once a week--reflect on the level of professionalism in which you are conducting project work, collaboration with others, communications, and comportment. Capture your reflections in note form, and then seek feedback from others. Use feedback to validate strengths and articulate areas that need improvement.</p> <p style="text-align: center;">~ AND ~</p>	<p>V. At set intervals--each class, once a week--reflect on the level of professionalism in which you are conducting project work, collaboration with others, communications, and comportment. Capture your reflections in note form, and then seek feedback from others. Use feedback to validate strengths and articulate areas that need improvement.</p> <p style="text-align: center;">~ AND ~</p>	<p>V. At set intervals--each class, once a week--reflect on the level of professionalism in which you are conducting project work, collaboration with others, communications, and comportment. Capture your reflections in note form, and then seek feedback from others. Use feedback to validate strengths and articulate areas that need improvement.</p> <p style="text-align: center;">~ AND ~</p>

<p>VI. Plan and follow through on tasks</p>	<p>VI. Construct a project development plan with action steps and deadlines. If you are working with a partner or group, assign tasks to specific persons. Develop checklists or other at-a-glance tools if constructive. Set in check-in intervals to determine if tasks are on track and/or steps or deadlines must be revised. Choose or develop rubric(s) to gauge quality of products or presentations.</p> <p style="text-align: center;">~ AND ~</p>	<p>VI. Construct a project development plan with action steps and deadlines. If you are working with a partner or group, assign tasks to specific persons. Develop checklists or other at-a-glance tools if constructive. Set in check-in intervals to determine if tasks are on track and/or steps or deadlines must be revised. Choose or develop rubric(s) to gauge quality of products or presentations.</p> <p style="text-align: center;">~ AND ~</p>	<p>VI. Construct a project development plan with action steps and deadlines. If you are working with a partner or group, assign tasks to specific persons. Develop checklists or other at-a-glance tools if constructive. Set in check-in intervals to determine if tasks are on track and/or steps or deadlines must be revised. Choose or develop rubric(s) to gauge quality of products or presentations.</p> <p style="text-align: center;">~ AND ~</p>
<p>VII. Demonstrate self-efficacy, self-advocacy, and self-direction</p>	<p>VII. At set intervals--each class, once a week--reflect on the strength of your self-efficacy (belief that you can accomplish the work undertaken), instances of self-advocacy (voiced a need for clarification, sought assistance), and self-direction (took the lead on an aspect of the project, noted and addressed a project need). Note successes and areas for improvement in a single written paragraph.</p>	<p>VII. At set intervals--each class, once a week--reflect on the strength of your self-efficacy (belief that you can accomplish the work undertaken), instances of self-advocacy (voiced a need for clarification, sought assistance), and self-direction (took the lead on an aspect of the project, noted and addressed a project need). Note successes and areas for improvement in a single written paragraph.</p>	<p>VII. At set intervals--each class, once a week--reflect on the strength of your self-efficacy (belief that you can accomplish the work undertaken), instances of self-advocacy (voiced a need for clarification, sought assistance), and self-direction (took the lead on an aspect of the project, noted and addressed a project need). Note successes and areas for improvement in a single written paragraph.</p>

CCRS AE ELA ANCHOR STANDARDS

<p>Reading CCR Anchor Standards:</p> <p>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.</p> <p>2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>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.</p> <p>6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Writing CCR Anchor Standards:</p> <p>1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Speaking & Listening CCR Anchor Standards:</p> <p>1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Language CCR Anchor Standards:</p> <p>1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>

APPENDIX A

SAMPLE LESSON PLAN UNIT

These materials were provided by the Charlestown Adult Learning Center in Charlestown (Boston), Massachusetts. In pre-ASE classes, students engage in Tier One tasks, as illustrated by the lesson plan unit provided in here. Staff decided to have all ABE classes focus on a particular theme, in this case the US Constitution and Its Amendments.

Staff planned this Tier One unit to cover as many of the Essential Competencies as possible. Each lesson plan covers one week of three classes. This unit was piloted, very successfully, with a Student Achievement in Reading (STAR) class, so readers will note that some of the activities are STAR recommended instructional approaches.

The Charlestown Staff invite questions and comments:

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**UNIT: THE U.S. CONSTITUTION AND BILL OF RIGHTS
WEEK ONE**

Learning Objectives: *Students will be able to...*

- *write a 3-5 sentence paragraph with accurate beginning/ending punctuation*
- *read the Bill of Rights written at grade-level with 75% accurate prosody (small groups)*
- *learn to decode five new multisyllabic vocabulary words for accuracy (whole class)*

Unit Key Vocabulary	Unit Materials
Constitution amend/Amendment independence democracy veto	<ul style="list-style-type: none"> • Level-appropriate, teacher-controlled/provided text at GLEs 4/5 and 7 from websites "Teachology" and "Enchanted Learning" • Materials to create visual aids--glue, poster board, newsprint, folders...
Week One Sequence	
Day 1	<p>Warm-up: Students will produce one free-write paragraph describing the "Constitution" from their countries. If no "Constitution" exists, they will write how that effects their civilization and culture. Academic focus is primarily beginning and ending punctuation and secondarily development and organization.</p> <p><i>Essential Competencies I and III</i></p>
Day 1-2	<p>Activity #1:</p> <ul style="list-style-type: none"> • Student will work in groups using leveled material (taken from websites appropriate for GLE 4-7) to do a "cold" reading on the Bill of Rights using popcorn reading method. • Students will fill out a self-evaluation on all strategies used to read the text provided and rate proficiency on a scale of 1-5 <p><i>Competencies I and II; STAR comprehension strategies</i></p>
Day 2	<p>Activity #2:</p> <ul style="list-style-type: none"> • Student will engage in echo reading with the teacher, choosing the most difficult Amendment and allowing the teacher to read it at a normal rate of speed while the group repeats after the teacher. <p><i>STAR fluency instruction</i></p>
Day 2-3	<p>Activity #3:</p> <ul style="list-style-type: none"> • Students will learn the correct syllabic breakdown and phonetic pronunciation of each new vocabulary word. • Once words are accurately pronounced, students will learn the explicit meaning of the 5 words and practice using them in original questions about the Bill of Rights. <p><i>STAR alphabetics and vocabulary instruction</i></p>
Day 3	<p>Activity #4:</p> <ul style="list-style-type: none"> • Students will read their written paragraph and share information with a partner. • Partners will report information acquired from their partners to the class. • Students will pose questions can be posed and fielded. <p><i>Competencies II and III</i></p>
<p>Baseline Skills: 5, 9, 10, 12 CCRS: R1, 2; W2; S/L4, 6</p>	

UNIT: THE U.S. CONSTITUTION AND BILL OF RIGHTS
WEEK TWO

Learning Objectives: *Students will be able to...*

- *read at least 3 of the 10 amendments with acceptable accuracy, rate, and prosody*
- *summarize three amendments in own words*
- *identify at least one pro/con issue of each amendment*

Week Two Sequence	
Day 1	<p>Warm-up Students will reread level-appropriate texts of amendments and succeed in reading at least three with acceptable rate, accuracy, and prosody.</p>
Day 1	<p>Activity #1:</p> <ul style="list-style-type: none"> • Teacher explains how Good Readers are able to discover topics, main ideas, and key details to fully understand a text. The class will use a graphic organizer to build this set of skills • Teacher models her use of a T-chart to note topics and main ideas of 2-3 paragraphs of a low-level text. • Students work in groups for guided practice to identify the topics and main ideas of 3 of the 10 amendments using the T chart in preparation for the development of a summary of each. <p><i>Competency I; STAR comprehension strategies</i></p>
Day 1-2	<p>Activity #2:</p> <ul style="list-style-type: none"> • Teacher explains that notes on T-chart can be used to construct paraphrases and summaries, which college students and professionals use continually to share information and ideas. • Teacher models her writing of a single summary from T-chart notes. • Students work together in their groups for guided practice to write draft summaries of at least one of the amendments they worked on earlier. • One member of each group shares the group's summary orally and checks for understanding and fields questions. <p><i>Competencies I through V</i></p>
Day 2	<p>Activity #3:</p> <ul style="list-style-type: none"> • Teacher explains that authors always write for a purpose. To inform, persuade, set policies...and this is true of the Constitution and Amendments. • Teacher models the reasons for the 14th Amendment--slaves, freed after the Civil War, were not been free to vote under the original Constitution... • Students work in pairs to brainstorm answers to draw conclusions and make inferences on what they think prompted the creation of each Amendment and keep written notes of their discussion. <p><i>Competencies I, II, IV, V</i></p>
Day 2-3	<p>Activity #4:</p> <ul style="list-style-type: none"> • Ask any student to construct a yes/no/why question using the new unit vocabulary words--e.g., "Does the First Amendment protect the independence of newspapers?" Students answer yes/no and explain why. <p><i>STAR vocabulary instruction</i></p>

Day 3	<p>Activity #5:</p> <ul style="list-style-type: none"> • Students work in groups to brainstorm ways that their three Amendments have affected their lives personally. • Continuing, discuss what they think would be the consequences of not having each one in place. • Keep notes for sharing with whole class. <p><i>Competencies I, II, IV, V</i></p>
Day 3	<p>Assessment:</p> <ul style="list-style-type: none"> • Multiple-choice or T/F quiz based on main intent of each amendment. • Cloze worksheet using the five newly acquired vocabulary words. • Students will write a sentence for each of the five vocab words making reference to the amendments.
	<p>Baseline Skills: 2, 3, 5, 6, 8, 9, 10 CCRS: R1, 2, 3, 7: W2, 4; S/L1, 4, 6.</p>

**UNIT: THE U.S. CONSTITUTION AND BILL OF RIGHTS
WEEK THREE**

Learning Objectives: *Students will be able to...*

- *write a brief summary of three Amendments with 80% factual and grammatical accuracy, particularly focusing on capitalization of proper nouns and use of commas and periods.*
- *accurately present information in a short presentation; more advanced students add one area of agreement or disagreement that they or others hold re a specific Amendment*

Week Three Sequence	
Day 1	<p>Warm-up:</p> <ul style="list-style-type: none"> • In preparation for their presentations, students will begin research on the computer when each of the Amendments was ratified, collecting important dates and developments. • They will search for images that pertain to their amendment and print them out.
Day 1-2	<p>Activity #1:</p> <ul style="list-style-type: none"> • Students work across groups to orally summarize each of their three Amendments in sequential order and allow students from other groups to ask for questions of clarification. • Students will sketch timelines using a model and template. • Based on questions and needed clarification, students will take notes to guide improvements in their summaries. <p><i>Competencies I-V</i></p>
Day 2	<p>Activity #2:</p> <ul style="list-style-type: none"> • Students will return to their original groups and prepare for a 5-7 minute presentation for the class. They will write out summaries on poster board or newsprint, include at least one visual aid--e.g., a timeline with important dates, pictures, illustrations--and create notes to share an illustration of how that Amendment has impacted one of their lives or could impact. • Group members will determine how to divide up work into their separate presentations. • (Following presentations, students will produce final draft summaries with attention to conventions of written English, with focus on spelling, ending punctuation, capitalization of proper nouns, and beginning use of commas.) <p><i>Competencies I-VI</i></p>
Day 3	<p>Activity #3:</p> <ul style="list-style-type: none"> • Each student will conduct a 5-7 minute presentation of their Amendments with use of the summaries, visual aids, and noted impacts. • They will use timelines and/or other visual aids to convey important basic information such as dates. Visual aids could include list of pros and cons regarding important issues, timelines, and any appropriate pictures and illustrations that pertain to their amendments. • They will refer to notes but not read directly from them. • Following the presentation, all group members will take Qs and As for 5 minutes. Other students will listen and take notes on presentations for discussion during wrap up <p><i>Competencies ALL</i></p>

	Assessment: Group composite scores based on presentation rubric.
	Unit Wrap-up: Collect feedback on what went well with this unit and what could be done better in the future. Ask for one student volunteer to take notes and type them up for all class members.
	Baseline Skills: 1, 8, 9, 10, 11, 12, 13, 14, 16 CCRS: R1, 2, 3, 7; W2, 4-9, S/L1-6

APPENDIX B

MATERIALS ASSOCIATED WITH A 9-12 GLE RESEARCH PAPER PROJECT

These materials were provided by the Charlestown Adult Learning Center in Charlestown (Boston), Massachusetts. In pre-ASE classes, students engage in Tier One tasks, as illustrated by the lesson plan unit provided in Appendix B. Staff decided to have all ABE classes focus on a particular theme, in this case the US Constitution and Its Amendments.

Staff planned the Tier Two project, in this case an argumentative research paper dealing with the Constitutional Amendments, with student input. Roughly, these were the agreed-upon stages for the project.

- collect relevant vocabulary that is likely to be unfamiliar to students
- determine students' prior knowledge (KWL chart)
- develop lists of steps and expectations where needed
- establish essay-writing guidelines for the project
- engage in practice activities where needed
- form working groups
- practice essay-writing using familiar content
- design checklists so that no required elements are missed
- practice using graphic organizers, creating in-text and bibliographic citations
- secure technical support for word-processing, slide presentation, etc.
- establish check-in points to make sure that work is on track
- develop or secure rubrics for evaluating group presentations
- collect student feedback about "lessons learned" that could positively impact current or future projects

The Charlestown Staff invite questions and comments:

BHA/Charlestown Adult Education
76 Monument St.
Charlestown, MA 02129
617-635-5221
Lori D'Alleva or Kim Kerrigan c/o ccae@comcast.net

Vocabulary for the Bill of Rights Project

Directions: Research the following terms and define them in your own words. Provide a personal description of how they've affected your life. Be prepared to share your interpretation of the terms below.

Constitution

Amendment

Poll tax

Prohibition

Suffragette

Articles of Confederation

Declaration of Independence

Bill of Rights

Checks and balances

Branches of government

Habeas Corpus

petition

Name: _____ Date: _____ Period: _____

KWL

Topic:

K
(What I know)

W
(What I want to know)

L
(What I have learned)

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Charlestown Adult Education Project-Based Research

The US Constitution and Its Amendments

- Each group must present detailed information about its chosen amendments during the week of January 27 through 31. (Specific date and time for each group's presentation will be assigned later.)
- Each member of your group must participate in the group's oral presentation.
- Each presentation must be at least 15 minutes in length and no longer than 30 minutes in length.
- All groups must provide the source material for information acquired from specific historians, books, Internet sources, and artwork.
 - You must provide specific information your sources, including authors' names, copyright dates of books, and publishers of your information.
- It is imperative that you and your fellow group members paraphrase any information that you acquire from various sources, including books, films, documentaries, maps, and Internet sources.
 - *Remember, it is an act of plagiarism to use someone else's work and not give credit to that person for his or her contributions.*
- Each group must incorporate at least one visual aid (PowerPoint presentations, drawings, photographs, maps, diagrams, models, and so forth) in its presentation. The visual aid must be large enough to be seen by all students in the class, neatly designed, colorful, visually appealing, and relevant to the content of your presentation.
 - If you and your group wish to have a PowerPoint presentation to illustrate your information about your particular amendment, you will have the opportunity to create such a presentation with the help of an experienced and professional PowerPoint presentation designer. However, you must notify your instructor of your intention to have a PowerPoint presentation so he can arrange a date for you to meet with our volunteer designer.
 - *Keep in mind that any visual aid exists to support and reinforce your message—not to replace the presenter. Remember, you are your own best visual aid!*
- Each group is expected to provide class members with a summary sheet of the major points the group will cover in its description of a particular amendment.
 - This sheet must be neatly typewritten and well organized.
 - Distribute this sheet only at the conclusion of your presentation—do not hand this sheet out to students during your presentation. Doing so only distracts your classmates from listening to you.
- Keep your presentations simple, organized, interesting—and free of complex concepts, details, and statistics.
 - Round all numbers and percentages
 - Use language that your classmates will understand
 - Provide a list of vocabulary words with accompanying definitions for any terms that might be unfamiliar to your classmates
 - Employ examples, analogies, and anecdotes that CLEARLY illustrate the point or concept you are trying to convey to your audience

Guidelines for an Essay Based on Your Chosen Amendment to the United States Constitution

NAME: _____

You must write a five-paragraph essay (at least) related to your particular amendment. Whether you are working alone or in a group, you are expected to write your *own* essay about your chosen amendment. By writing this essay, you will increase both your essay writing skills and knowledge of US history. Don't forget to list the sources of any information you have taken from another person, book, website, and so forth. Keep the following questions in mind as you plan the outline and content of your essay. Your essay *must* be typed and double-spaced on white paper.

Consider these questions and cite evidence from texts when writing an essay about your particular amendment:

- What information is contained in this amendment?
- When was this amendment passed by Congress and ratified by the states?
- Who supported and who opposed having this amendment passed by Congress and ratified by the states?
 - Take notes about the arguments raised by both sides.
 - Cite sources you quote from or paraphrase.
- In what way(s) does this amendment to the US Constitution benefit US citizens? Give your reasons or cite evidence from others.
- In what way(s) does this amendment to the US Constitution create problems for US citizens? Give your reasons or cite evidence from others.
- What do you like about this amendment? Give reasons for your opinion.
- What do you dislike about this amendment? Give reasons for your opinion.
- Would you change anything in this amendment and, if so, why?

Optional:

- What are some clear and practical examples of the effect(s) this amendment has on different groups of people within the United States? *Be as specific as possible in giving these examples.*
- What have you learned about the United States government and the US Constitution as a result of your research dealing with this amendment and the information related to it?

Charlestown Adult Education

Project-Based Research

The US Constitution and Amendments

(including the Bill of Rights)

Group 1: Fourth Amendment

- Mellisa L
- Charles R
- Astrid T
- James H
- John H

Group 2: First Amendment

- Renalda E
- Lizette V
- Monica V

Group 3: Thirteenth Amendment

- Carmine P
- Aldwin P
- Amalia E
- Carwine P

Group 4:

- Geraldine C
- Johnny R
- Lindsay C
- Jouseph M

Group 5:

- Audrey K
- Lewis M
- Johnathan R

Guidelines for Research-Based Projects

1. Team members, in order to remain in good standing with their team, must not be more than 15 minutes late for any class.
 - a. If team members expect to arrive after the class begins, they must call a team member to notify the person about their lateness—with a reason why they will be late.
2. Team members who are absent (with or without an excuse from CAEP) two or more times must work alone in completing research and materials for a particular presentation.
3. Team members, when absent, are responsible for contacting others on their team about the team's progress, specific information still needed to complete the project, and activities that took place in class while they were absent.
4. Team members who have completed their research, information related to a specific area of study, visual aid, and so forth are expected to give assistance and support needed by other team members.
5. Team members are expected to remain enthusiastic, cooperative, helpful, and respectful throughout a project from preparation to presentation.

The Bill of Rights Checklist

Review this checklist as you and your group completes your project on a particular amendment. By paying attention to all the points in this list, your project will be thorough, interesting, and successful!

Research and Information

We have:

- Detailed research about our Amendment
- Paraphrased all researched information
- Cited all of our sources of research (author's name, copyright date, name of publisher, website, and so forth)

Visual Aids

We have:

- At least one drawing, PowerPoint presentation, map, photo, diagram, and so forth
- Made our visual aid(s) appealing, relevant, and colorful

Summary Sheet

We have:

- Developed a summary sheet of all major points that will be covered in our presentation
- A typed and well-organized summary sheet
- Enough copies of our summary sheet to give to class members at the end of our presentation

Presentations

We have:

- Written out our major ideas with bullet points on note cards to help us when we deliver our presentation
- Planned time for everyone on our team to speak during our presentation
- Made certain that our presentation will be at least 15 minutes in length and no longer than 30 minutes in length
- Created a list of important and unfamiliar vocabulary words (with definitions) to share with classmates
- Rounded all numbers and percentages used in our presentation
- Clear examples and analogies to explain unfamiliar concepts covered in our presentation
- Become very familiar with information about our Amendment so we can "talk" to our classmates about it during our-and not just "read" the information listed on our note cards
- The confidence to present information about our Amendment in a lively, energetic, and interesting way

Follow-up Check List for Groups Involved in Project-Based Research About the US Constitution and Bill of Rights

Directions: Please complete the following questions with the members of your group who worked with you in researching and preparing a presentation about one of the 27 Amendments to the US Constitution. Please be as specific, clear, and neat as possible in completing this questionnaire.

1. Which Amendment was the focus of your research and study?

2. What were the challenges in working as a group on this project? Name the specific areas that caused problems for you as a team.

3. What were the benefits of working as a team on your particular Amendment? Name the specific reasons that helped you work well as a team.

4. What would you do differently as a team if you were working on another similar presentation?

5. What are the skills you learned or developed as a result of working on this team project? (Skills could include organizing, interpreting, analyzing, developing, listening, writing, and so forth.)

6. In what way (or ways) has your team developed skills that have better prepared you for further study in college or for participation in the workplace? Please separate the skills that you have developed for college study and for the workplace.

For College

For the Workplace

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Charlestown Adult Education Project-Based Research

The US Constitution and Its Amendments

Evaluation Form for Group Presentations

GROUP: _____ Amendment _____

All group members participated in the oral presentation	Yes	No
Group presentation adhered to time guidelines	Yes	No
Each member of the group noted the source of his or her presentation material	Yes	No
Group incorporated a visual aid	Yes	No
Visual Aid was:		
Easily seen by all students in the class	Yes	No
Neatly designed	Yes	No
Visually Appealing	Yes	No
Clearly relevant to group presentation (without replacing any presenter and his or her message)	Yes	No
Group provided class members with a typed and well-organized summary sheet of the major points covered in its presentation	Yes	No

Group presentation, overall, was		
Easy to understand	Yes	No
Organized in structure	Yes	No
Interesting to observe	Yes	No
Instructor's overall impression		
Outstanding	Yes	No
Solid	Yes	No
Needs some improvement	Yes	No
Needs much improvement	Yes	No

Field Trip



add your photos

vote down

vote up

□

Commonwealth Museum - The Commonwealth Museum uses state of the art technology to trace the development of rights in Massachusetts from the 1600s until today. Climate controlled cases display the Declaration of Independence and Bill of Rights, "John Adams" Massachusetts Constitution of 1780, and unique royal charters. The copper plate used by Paul Revere to engrave his image of the Boston Massacre is a featured piece. Interactive exhibits, personal stories, and a high tech theater bring history alive. Cambridge Seven Associates, designers of the New England Patriots museum and Boston's Liberty Hotel, created the exhibit.

Comments

Commonwealth Museum
 220 William T Morrissey Blvd
 Dorchester, MA 02125 US

Comments

617727268
 Visit Website

- Local History
- Museums
- Family

Writing skills

Journal writing/ free writing

Learn traits of effective writing

Learn the components of writing a good paragraph

Developing a topic sentence that explains what your paragraph/ essay will be about and a conclusion that sums up the essay and restates the topic sentence

Learn about the different genres of essay writing as well as their formats and structures:

Persuasive essays- an essay style in which you give your opinion on a topic and use language that is designed to convince or persuade people to agree with you

Expository essays- an essay that provides information about a topic

Descriptive essays- an essay style designed to describe something through vivid imagery and use of adjectives and nouns that bring the story to life.

Narrative essays- an essay style that can be fiction or non-fiction and is designed to tell a story.

Compare and contrast- an essay style designed to tell how two things are the same and how they are different.

Responding to literature- writing designed to give your opinion about a story or to summarize it.

Response to the prompt- learning to read a prompt thoroughly while carefully deciphering all questions being asked and putting this into essay format. Skills that are necessary and vital when preparing to take the GED test.

Worksheet for a Five-Paragraph Essay

THE INTRODUCTION: THESIS STATEMENT: A single sentence explains the purpose and approach of the essay.

MAIN POINTS: The essay's main points are introduced, often with one sentence for each. This often outlines the paper.

POINT 1:

POINT 2:

POINT 3:

THE FIRST MAIN POINT: TOPIC SENTENCE: This paragraph addresses the first point listed in the thesis statement.

POINT 1:

SUPPORT 1:

POINT 2:

SUPPORT 2:

POINT 3:

SUPPORT 3:

THE SECOND MAIN POINT: TOPIC SENTENCE: The paragraph covers the second point in the thesis statement.

POINT 1:

SUPPORT 1:

POINT 2:

SUPPORT 2:

POINT 3:

SUPPORT 3:

THE THIRD MAIN POINT: TOPIC SENTENCE: The paragraph refers to the third point listed in the thesis statement.

POINT 1:

SUPPORT 1:

POINT 2:

SUPPORT 2:

POINT 3:

SUPPORT 3:

THE CONCLUSION: The final paragraph summarizes the essay, often using wording similar to the introduction.

POINT 1:

POINT 2:

POINT 3:

CONCLUDING STATEMENT:

Five Paragraph Format Essay Practice

Free write a five paragraph essay using one or more of the prompts.

Prompt #1

Do you believe in love at first sight? Tell why or why not. Give personal experiences if applicable.

Prompt #2

How would your friends describe you as a person? Choose three descriptive words and explain in separate paragraphs, why you chose these adjectives.

Prompt #3

What are three things you would like to achieve? Be sure to include why you chose these and how it would impact your life if you were to achieve them.

Prompt #4

Describe three ways in which coming to an adult education program has changed your life. Remember to include the kind of changes it has made for you personally as well as those in your life.

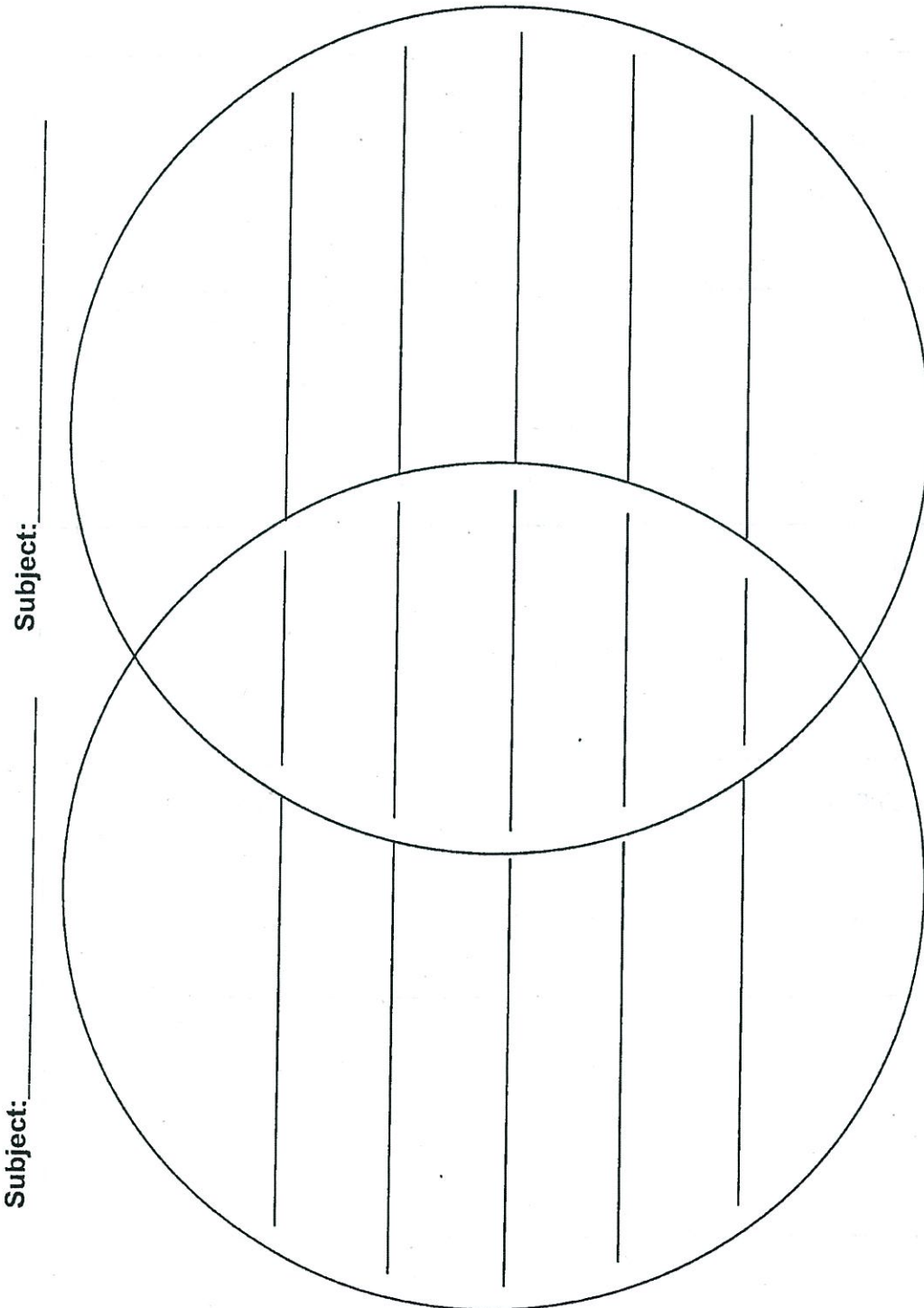
Practice Essay Questions for Bill of Rights

1. Technology has changed the degree in which an individual's personal information can be obtained. Where would you draw the line between the privacy afforded to individuals vs. the government's right to know? Cite references to the Constitution and or specific Constitutional Amendments and what you believe the Founding Fathers intended.
2. How does the Amendment you are learning about affect our daily lives? Consider how our lives would be different if your Amendment wasn't passed.
3. As you are researching your Amendments, what did you learn? Cite the sources for each new thing you learned.

Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



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Name _____ Date _____

Five W's Chart

Fill in each row with details that answer the question. Keep notes of your sources.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

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Persuasive Essay Practice

Parts of a persuasive essay:

1. Your topic sentence and first paragraph, which is called the **introductory paragraph**, should state your side of the debate and your opinions of the topic.
2. Each paragraph to follow should represent one idea from your introductory paragraph. Three ideas or opinions will result in three separate paragraphs; these are called **the body** of the essay. You should present evidence from your research that supports your opinions or ideas.
3. Either your first or last paragraph should voice your strongest ideas or opinions.
4. The last paragraph, which is called **the conclusion**, should restate your strongest opinion in a slightly different way. You might want to restate your strongest evidence here as well in a slightly different way.

Practice topics to choose from:

- Cigarette smoking should be banned in all public places.
- Children under 16 should have a 10:00 PM curfew.
- Everybody should be allowed to own a handgun.
- All schools including public schools should have a ten-minute period each day for prayer.
- The death penalty should be legalized in all states for severe crimes.
- Athletes who are caught taking steroids should not be allowed to continue to play and Hall of Famers should have their status taken away.
- President Obama should pull the troops out of Iraq as soon as possible.

Compare and Contrast essay writing

Rules: Format 1

1. Introductory paragraph introduces the two things that you will compare and contrast. This must be at least two sentences long.
2. Paragraph two introduces the first topic and gives a description and example of it.
3. Paragraph three introduces the second topic and gives a description and examples of it.
4. The next paragraph mentions the comparisons and contrast between both.
- 5 The last paragraph is your conclusion the restates the introduction.

Rules: Format 2

1. Introductory paragraph is a short summary of what you will compare and contrast.
2. Paragraph 2 compares the two topics.
3. Paragraph 3 contrasts the two topics.
4. The conclusion is a summary similar to the introductory.

Topics to choose from: (you may choose your own topic)

1. Your life in America and your life in you country
2. Being married and being single
3. Winter and summer
4. Your educational experience as a child and your educational experience as an adult.
5. Watching a movie at home on your t.v. and watching a movie at the theater.
6. Pop/rock music and rap music
7. Reading a fiction novel or reading a non-fiction book