Adult Education New Teacher Training
Module 7
The Adult Education Classroom

Curriculum and Textbooks

Adult learners who want to improve their basic literacy skills in the subject areas of reading, writing, math, science and/or social studies are provided with instruction. This instruction is self-paced, and is tailored to each learner's tested skill level. Instruction can take several forms: self-directed learning using online and or paper-based materials, one-on-one instruction with either a private tutor or an instructor, in virtual/hybrid classrooms or in a managed classroom environment. Instruction can also take the form of a blended classroom where components of online learning are used in conjunction with face-to-face instruction. The concept of a flipped classroom is also the preferred method of instruction by some AE teachers. This concept expects students to begin the instructional process utilizing one of our approved online learning technologies; then follow up with face-to-face instruction.

The program of study for HSE candidates is individualized to each learner's needs. In addition, all learners can be set up with access to approved distance learning platforms for self-study purposes and are given appropriate homework assignments whenever possible..

All learners are pre-tested at in-take and post-tested at exit or after 30-60 hours of continuous instruction. The Test of Adult Basic Education (TABE) 11 assessment is used when learners first commence a course of instruction and the TABE 12 assessment is used when a learner completes a program of study or after 50 hours of instruction. TABE CLAS-E is used for all non-native speakers of English.

All learner scores are recorded for pre and post test purposes. Scores are maintained in the LACES database.

Instructors are encouraged to contextualize materials around a student's identified career track whenever possible. There is a wealth of materials available on various internet sites and the State has compiled some contextualized units as well. These may be found at: https://communitycolleges.wy.edu/instructional-videos-links-curricula/.

Use of Standards in the Classroom

The Office of Career, Technical & Adult Education (OCTAE) has established federal level content standards for Adult Basic Education in Mathematics, Reading/Writing, and for ESL. These standards provide a series of objectives, which if attained, will prepare students for work, school, and life in the United States. These standards should be used by instructors as benchmarks to evaluate a student's achievement/non achievement of goals.

College and Career Readiness Standards for Adult Education can be found at: https://2ky701279qlou23p6256zftv-wpengine.netdna-ssl.com/wp-content/uploads/2018/03/ccrstandardsadulted.pdf

and the ELP standards for use in ESL programs of study are available at: https://2ky701279qlou23p6256zftv-wpengine.netdna-ssl.com/wp-content/uploads/2021/01/elp-standards-adult-ed.pdf

Employability and Social Capital Standards in use by the Wyoming Adult Education programs are shown below and need to be addressed by instructors when designing effective lesson plans.

EMPLOYABILITY SKILLS

The employable adult should be able to:

E.1.   Effectively contribute to a team as demonstrated through cooperation, leadership, giving, and accepting critical feedback to work toward a common goal.

E.2.   Utilize workplace tools and technologies to communicate effectively (e.g., memos/e-mails, basic computer programs, phone systems).

E.3.   Model compliance of workplace policies and procedures.

E.4.   Utilize and support workplace organizational structures (e.g., company departments, corporate goals, chain of command).

E.5.   Utilize resources responsibly.

E.6.   Identify and effectively use skills and materials needed for a particular task.

E.7.   Accurately analyze information and respond appropriately.

E.8.   Interact with others in a professional manner.

E.9.   Analyze self-performance to better understand strengths and areas for improvement.

E.10.   Seek out opportunities for advancement and improvement of personal skills.

SOCIAL CAPTIAL SKILLS

The adult should be able to:

SCS.1.   Speak in front of others and speak with intention.

SCS.2.   Take turns to speak; know when to pass.

SCS.3.   Listen with attention, talk from the heart, hold judgement, and offer support to peers.

SCS.4.   Look for the positive; manage negative situations; look at life, people, and daily situations from a positive vantage point.

SCS.5.   Approach challenges or problems from a strengths-based, positive view; build on what is known.

SCS.6.   Work in a team; listen and discuss diverse ideas or opinions; build a collective diagram or model; self-advocate; put abstract ideas into a visual representation and symbol; active listening; peer learning, and coaching, etc.

SCS.7.   Manage time.

SCS.8.   Take a leadership role.

SCS.9.   Ask questions.

SCS.10.   Offer something of interest to others; actively listens; asks for help and offers to help; write about and/or summarize a conversation.

While addressing academic skills at the appropriate level is vital, it is also critical for instructors to select instructional materials and methods that will not simply provide rote drill of learning skills, but also offer the depth of knowledge needed to prepare students for work and/or post-secondary education.

Webb's Depth of Knowledge (DOK) model (See module 6) is a framework based on the research of Norman Webb, University of Wisconsin Center for Education Research and the National Institute for Science Education. It is used to analyze the cognitive expectation demanded by academic standards, curricular activities, and assessment tasks (such as those found on the HiSET test).

DOK is not about the difficulty of a task, but rather about the complexity of mental processing that is involved in answering a question, performing a task, or creating a product. In the past, most textbooks and standardized assessments focused on learning activities and test items at DOK level 1 or 2. New assessments that measure college and career readiness (including HiSET and all the other major high school equivalency assessments) are beginning to raise the DOK level of their test items. HiSET will gradually increase the DOK level of items over time allowing states to gradually move from the essential concepts of the College & Career Readiness Standards (CCRS) to deeper understanding.
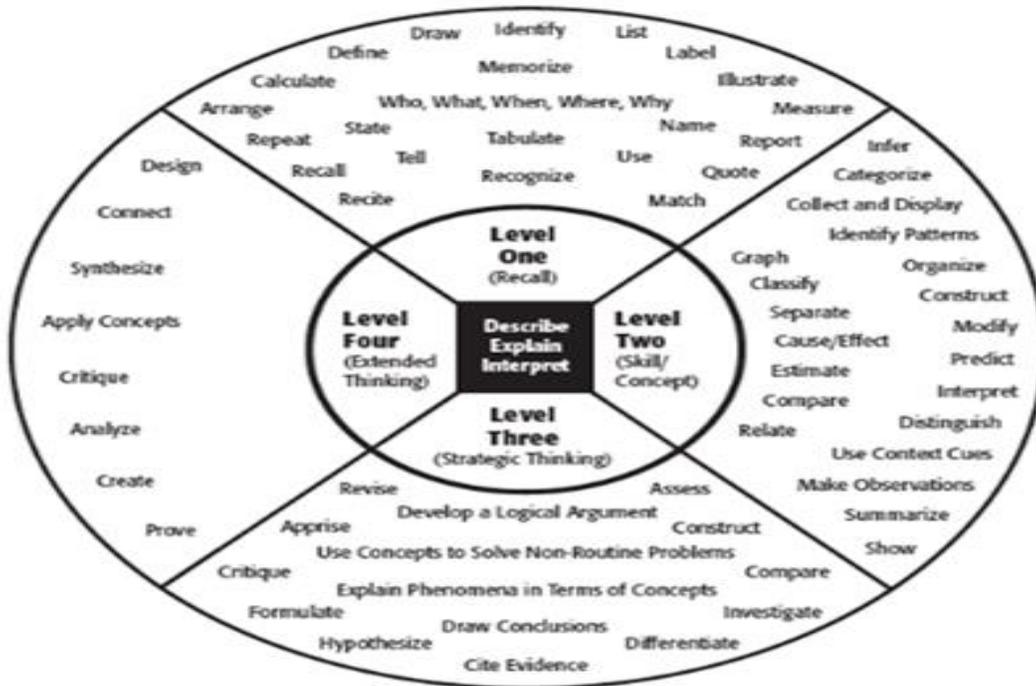
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

The CCRS and ELP standards are designed to prepare students for higher level thinking. Students who plan to attend post-secondary education will need to be able to perform work at DOK Level 4. Instructors must understand DOK levels and provide students with extensive opportunities to practice short-term strategic thinking as well as introduce projects

involving extended thinking. These types of activities will be new and difficult for many adult learners who were never exposed to these standards and have not been required to perform at higher DOK levels on assignments and tests.

Career Planning in the Adult Education Classroom

Adults who enter a Wyoming Adult Education program come with a variety of personal goals. Often the general adult education students will state that they are just there to get the high school equivalency diploma. However, it is no longer enough to earn a high school credential in order to make a family-sustaining wage. If asked about their goals, English Language Learners (ELLs) often say they just want to learn to speak English, or that they want to pass the citizenship test. These students will need to say more than just a few basic English words or phrases to become integrated into our communities.

In reality, for many of our students, the ultimate aim (whether they express it or are even aware of it) is probably to acquire or retain a decent job. In order to do that, they may have further steps to take that they have not begun to plan for (i.e., enrolling in further training or entering college). In many cases, they may not realize that the Adult Education program can help them with more than test preparation

Adult Education has shifted the focus of its classes away from passing the state-approved high school equivalency assessment as the primary end goal. Wyoming's Adult Education programs now focus on ensuring that adult learners not only acquire the necessary reading, writing, math, and English language skills, but also the communication, technology, critical thinking, and problem-solving skills needed for success as workers, students, family members, and citizens. Our programs will encourage students to plan for the next step and will assist them in preparing for a career or for further education or training.

It is important to orient students to the various services offered by your program. This may be the one and only opportunity you will have to let them know that even if they DO NOT pass their test, they can continue in the Adult Education program to study and prepare to take it again. If they DO pass the test, they can continue to prepare for their next step (career or college readiness).

Some students may choose to enroll in the distance education program and decide to work outside of the classroom most or all of the time. Again, this may be your best opportunity to help them look beyond their immediate desire to work online to improve academic skills in preparation for a test.

Career Pathways

"Career pathways are essential in adult education because of their role in enhancing the workforce skills of adult learners thus aiding in the alleviation of poverty through increased earnings." (COABE 2018). Students who successfully embark upon and complete a career pathways track are much more employable. To this end, Wyoming's Adult Education centers have partnered with numerous agencies, businesses, postsecondary education/training centers, and community based organizations to ensure that Adult Education students are provided with the services needed to complete a career pathways track.

For most students who enroll in your class, the intake and the Career Services course are the time to thoroughly discuss their need to establish educational and career goals. Each Adult Education program in Wyoming is required to utilize some form of a career assessment to help students identify a career track. Career assessment results are used to place students into one of the career clusters shown on the chart below. These results may become part of a student's permanent file and may be shared with the Wyoming

Department of Workforce Services and/or Vocational Rehabilitation, once appropriate release forms are completed. Students are able to use individualized results to research careers in an identified pathway while teachers tailor instruction around a specific career pathway whenever possible.

Helping a student identify 'what they want to do in life' helps them to think about and refine their personal wants and needs and define their educational and career goals. They will need to break down their goals into concrete steps that they can see and accomplish. Remember that in order to retain adult students you will need to help them see the connection between their participation in the Adult Education program and their own personal needs being met.

Career Explorations

Career Explorations involves helping students identify their interests, aptitudes, and educational achievements. Another part of career exploration is having students gather information on different occupations they might want to pursue. This process would include investigating educational requirements, expected salary, and availability of training programs, jobs in the field, etc. for a chosen occupation. In Wyoming, career explorations is part of the Career Service course and includes some or all of the following aspects:

- Career assessment
- Web-based portfolios
- Occupational searches

- Identification of training & work requirements
- Identification of career plans
- Selection of a training options

After completing a career exploration, instructors should introduce students to the career pathways model and provide information about career pathways to in-demand jobs for the State of Wyoming.
(http://doe.state.wy.us/lmi/projections/2020/Short_term_Occs_2019-21.html)

Program Goals, Career Pathways, and a Plan of Study

Once you have collected the intake information including results of screenings, learning style inventories, self-assessment checklists, academic assessments, and/or career interest and aptitude inventories, it is time to review the personal goals identified by the students. Help them to decide the most important reasons for coming to the program and specifically what they want to accomplish in the class.

Some students may not have even considered what to do after obtaining the high school equivalency diploma, but may now want to set specific goals (e.g., work readiness, preparation for entry into a post-secondary education or training program, etc.).

Discuss students' career interests and aptitudes in relation to the in-demand jobs in the area. Determine if they will be able to work toward some type of certificate (Career Readiness, Digital Literacy, etc.).

It is important that students begin to see steps toward a career pathway. You will need to provide information on local job providers and Workforce Career Centers; and about postsecondary training opportunities in Career Technical Education (CTE) adult programs, apprenticeship programs, community colleges and universities, etc.

Decide with them on a Plan of Study that outlines some steps to meeting various goals. Discuss a timeline based on their willingness to study. The Plan of Study should also identify career pathways and outline course materials, group lessons, and individual assignments. Show students how to keep track of what they are accomplishing. Remember to revisit program goals periodically or after the student has completed an interim assessment. At entry, a student may have indicated that she was actively seeking a job, but now has discovered she wants to enter a post-secondary training program first. The job goal has become long-term; in the meantime the student plans to register for a nursing program very soon.

Planning a Classroom

There are multiple classroom structures for different physical settings. If the program is housed on a main campus or provider site, there may be managed classes, open labs, or tutoring by peers or volunteers. If you are at a satellite site, you may have small group instruction or "a one room schoolhouse" with all levels, ages and subjects being taught and studied. And with the onset of COVID-19, the virtual classroom and/or hybrid classrooms became more common. The local program director will introduce you to the program.

Usually we start from what we know. If you are a certified teacher and have taught, you will approach your students from your training and experience. If your background is from another field or content area, you might look back at your own educational experiences to the model of a successful teacher you had when attending school and try to imitate that style of teaching. This is a good starting place but teaching Adult Basic Education requires you to teach adults from 16 to 60 and older. Additionally, people tend to teach the way they (themselves) learn best. This is not always the way the students you will be responsible for learn best. There are many things to plan and many things to consider.

- ➢ Adult Education Theories & Strategies (See Module 6)
- ➢ Use of Technology: Audio-visual, SMART boards, hand-held mobile devices, social media platforms
- ➢ Virtual/online assessments: TABE, TABE CLAS-E, Official Practice Tests, HiSET, GED
- ➢ Computer-Based instruction: Essential Education, AZTEC, Skills Tutor, Edmentum, USA Learns, Rosetta Stone, and others as outlined in the Wyoming Distance Learning policy.
- ➢ Internet: Emailing, online research, etc.
- ➢ Effective Lesson Planning: There are many ways to create lesson plans, but all AE sites are required to utilize research and evidence based instructional practices and Webb's Depth of Knowledge in the delivery of lessons. Your program may have a bank of lesson plans or you may want to create your own and share with others.

Effective Lesson Planning

Planning ahead to identify a course of action that can effectively help learners reach their goals and objectives is an important first step in effective instruction. Lesson planning communicates to learners what they will learn and how their goals will be assessed, and it helps instructors organize content, materials, time, instructional strategies, and assistance in the classroom.

About Effective Lesson Planning

Planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process, and education is no exception. In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson planning helps English as a second language (ESL), adult basic education (ABE), adult secondary education (ASE), and other instructors create a smooth instructional flow and scaffold instruction for learners.

The Lesson Planning Process

Before the actual delivery of a lesson, instructors engage in a planning process. During this process, they determine the *lesson topic* (if states have implemented content standards, the topic should derive from them). From the topic derive the lesson *objective* or *desired results*—the concepts and ideas that learners are expected to develop and the specific knowledge and skills that learners are expected to acquire and use at the end of the lesson. Objectives are critical to effective instruction, because they help instructors plan the instructional strategies and activities they will use, including the materials and resources to support learning. It is essential that the objective be clear and describe the intended learning outcome. Objectives can communicate to learners what is expected of them—but only if they are shared with learners in an accessible manner. Instructional objectives must be specific, outcome-based, and measurable, and they must describe learner behavior. Heinich et al. (2001) refer to the **ABCD**'s of writing objectives:

> Audience – learners for whom the objective is written (e.g., ESL, ABE, GED);
>
> Behavior – the verb that describes what the audience will be able to do (e.g., describe, explain, locate, synthesize, argue, communicate);
>
> Condition – the circumstances under which the audience will perform the behavior (e.g., when a learner obtains medicine from the pharmacy he or she will be able to read the dosage); and
>
> Degree – acceptable performance of the behavior (i.e., how well the learner performs the behavior).

Learner assessment follows from the objectives. Based on the principles of *backward design* developed by Wiggins and McTighe (1998), instructors identify the lesson objective or desired results and then decide what they will accept as evidence of learners' knowledge and skills. The concept of backward design holds that the instructor must begin with the end in mind (i.e., what the student should be able to know, understand, or do) and then map backward from the desired result to the current time and the students' current ability/skill levels to determine the best way to reach the performance goal.

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The WIPPEA Model for Lesson Planning

The WIPPEA Model, an acronym that stands for Warm-up, Introduction, Presentation, Practice, Evaluation, Application, is a lesson plan model that represents a continuous teaching cycle in which each learning concept builds on the previous one, serving as an instructional roadmap for instructors. The WIP-PEA lesson plan model is adapted from the work of Hunter (Mastery Teaching, 1982). This six-step cyclical lesson planning approach has learners demonstrate mastery of concepts and content at each step before the instructor proceeds to the next step. See TEAL Center suggestions in *italics* below for incorporating each of these elements.

Warm-up – Assesses prior knowledge by reviewing previous materials relevant to the current lesson. *Introduce an activity that reviews previously learned content (e.g., for a vocabulary lesson, the warm-up may be a quick matching exercise with words previously learned and their definitions), and also include an activity that focuses on the topic to be taught.*

Introduction – Provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson. *Introduce the purpose of the lesson by stating and writing the objectives for learners and discussing the lesson content and benefits by relating the objective to learners' own lives. Assess learners' prior knowledge of the new material by asking questions and writing learners' responses on a chalkboard or flip chart.*

Presentation – Teaches the lesson content and concepts. *Create an activity to introduce the concept or skill (e.g., introduce new vocabulary by asking learners to work in groups to identify words related to taking medications) and then introduce information through a variety of modalities using visuals, realia, description, explanation, and written text. Check for learner understanding of the new material and make changes in lesson procedures if necessary.*

Practice – Models the skills and provides opportunities for guided practice. *Introduce a variety of activities that allow learners to work in groups, in pairs, or inde-*

pendently to practice the skills, concepts, and information presented. Integrate technology into activities as available.

Evaluation – Assesses each learner's attainment of the objective. *Include oral, aural, written, or applied performance assessments. For example, ask students to fill in the blanks on a cloze activity using the four medicine warning labels that were discussed in class. For lower level learners, provide a word bank at the bottom of the worksheet. Omit the word bank for more advanced students.*

Application – Provides activities that help learners apply their learning to new situations or contexts
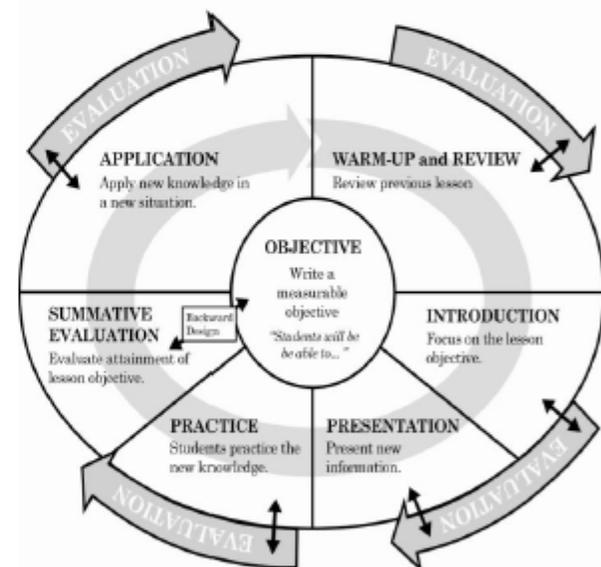

Figure 1. Planning Wheel

Choose activities that learners can relate to or have expressed concern about. For example, have learners read the label of a medication they or a family member may use at home to make certain they understand the meaning of the words on the label. Gather feedback from learners in follow-up classes and help them assess what additional support, if any, they may require.

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TEAL Center Fact Sheet No. 8   2010

The following graphic integrates the WIPPEA process with backward design in a lesson planning wheel. In this cyclical approach, teachers assess prior knowledge, provide a broad overview of the content/concepts to be taught, introduce vocabulary, teach content/concepts, check comprehension, combine the content and vocabulary through guided practice, evaluate student performance, and provide an application activity. Instructional strategies vary depending on the lesson content and skill areas, and the needs of the learners.

Planning for differentiated instruction requires various learner profiles to inform the process; see the TEAL Center fact sheet, No. 5. Students demonstrate mastery of concepts/ content in each step before the teacher proceeds to the next step.

The relationship of the objective to the evaluation keeps the lesson focused and drives instruction. By keeping the end in mind (backward design) and creating the evaluation activity at the beginning of the lesson, the teacher has a clear destination for the lesson and a roadmap to get there. Instructors can then select materials and activities that will best prepare students to successfully complete the evaluation activity

in the lesson. The process is repeated for each learning objective. Lesson planning is an ongoing process in which instruction flows from one objective to the next. This cyclical process is repeated for each learning objective.

How Does Lesson Planning Benefit Learners and Instructors?

Instructors and learners benefit from thoughtful lesson planning. It provides a framework for instruction, and it guides implementation of standards-based education. Lesson planning establishes a road map for instructors of what has been taught and what needs to be taught. It allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson. Because lessons incorporate ongoing assessments that determine how well learners understand concepts and skills, instructors are able to make mid-course changes in instructional procedures or provide additional support to learners. Additionally, the practice and application components of the lesson help learners use the new skills and knowledge in educational and other settings, thus promoting generalization and relevance.

References

Barroso, K., & Pon, S. (2005). *Effective lesson planning, A facilitator's guide.* California Adult Literacy Professional Development Project. American Institutes for Research, Sacramento, CA.

Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2001). *Instructional media and technologies for learning.* Engle Cliffs (7th edition), NJ: Prentice Hall.

Hunter, Madeline. (1982). *Mastery teaching.* El Segundo, CA: TIP Publications.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Association for Supervision and Curriculum Development, Alexandria, VA.

Integrated Learning Maps

The purpose of the Integrated Learning Maps is to help guide the learning process for an individual student, rather than a lesson plan for a managed enrolled classroom situation. ILM's provide the tools in which identified standards based goals are set for individual students.

Integrated Student Learning Maps

Name:_____

Site:_____

Date:_____

Career Cluster:_____

Program Service (to be completed by instructor)

What **Academic Skills** will the student know and be able to do? Standard(s):

What **Work Readiness Skills** will the student practice? Social Capital Skills & Social/Emotional Skills

Work Readiness Skills: In this section, instructors must identify the work readiness skill standards that will be targeted for instruction. These standards consist of Employability Skill Standards as well as Social Capital Skill Standards.

Academic Skills: in this section, instructors must identify the individual standards that are to be targeted. (i.e. The College & Career Readiness Standards)

In the next section of the ILM, instructors are expected to complete the learning target, learning steps, methodology, and the resources that are to be used in teaching the standards identified above.

Learning Tasks (to be completed by student & instructor together)

☐ Academic   ☐ Work Readiness

Learning Target:

By _____, I will be able to:

Learning Steps:

Methodology:

Resources:

☐ Academic   ☐ Work Readiness

Learning Target:

By _____, I will be able to:

Learning Steps:

Methodology:

Resources:

First, identify the date and the goal achievement date.

Next, identify what steps will have to be taken to achieve the targeted goal.

Third, identify how this will be accomplished.

Finally, identify the resources that will be used to achieve this.

The next part of the ILM consists of a short explanation of how mastery will be demonstrated.

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

And lastly, a short description of what the next step(s) will be in helping the student achieve his/her goal(s).

Next Steps??

Integrated Learning Plans

Adult Education programs which utilize managed enrollment processes typically require instructors to complete Integrated Learning plans, which serve as lesson plans.

Examples of these are given here.

Integrated Learning Plan

Unit Title Reading Class: Informational Text/Nonfiction

Sub-Unit of ILP Compare and Contrast

Focus
What Academic Skills/CCR S will the students know and be able to do?

> RI.1.1, RI.4.1
> RI.8.3
> RI.5.5
> RI.3.8
> RI.3.9, RI.3.9, RI.8.9

Student-Stated Academic Targets

> I can: compare and contrast information within an academic passage; compare and contrast two articles on the same topic; and create a Venn diagram to compare and contrast information.

Rigor and Coherence
Depth of Knowledge

> DOK Level Two: Compare, Interpret, Distinguish, Organize
>
> DOK Level Three: Differentiate, Draw Conclusions

Methodologies Participatory Learning, etc.

> Participatory learning, including group discussion and appreciative inquiry; solo reading.

Focus
What Work Readiness Skills and Social Capital Skills will the students practice?

> Comparing and contrasting different individuals' experience; comparing and contrasting viewpoints on business practices and the environment; distinguishing fact vs. opinion; participating in group discussion.

Student-Stated Work Readiness and Social Capital Skill Targets

> I can: discuss similarities and differences between different individuals and viewpoints; tell the difference between facts and opinions in written material; and participate in group discussion.

Rigor and Coherence
Depth of Knowledge

> DOK Level Two: Compare, Interpret, Distinguish, Organize
>
> DOK Level Three: Differentiate, Draw Conclusions

Methodologies Participatory Learning, etc.

> Participatory learning, including group discussion and appreciative inquiry; solo reading.

Application to Career

Knowledge and Complexity
Resources and Technology

> "A Tale of Two Georges" from College and Career Readiness Practice Workbook: Reading Informational Text (McGraw-Hill); and "Fracking: America's Energy Solution," and "Dangerous Fracking Practices Hurt the Environment," from Writing for the GED Exam 2016 Edition (New Readers Press); whiteboards and markers; Post-It notes; Venn diagram template sourced online.

Evidence
Demonstration of Mastery How will student demonstrate mastery / proficiency?

> Students will demonstrate mastery of "compare and contrast" by creating a Venn diagram which shows the differences and similarities between two articles about fracking and its business and environmental impacts.
>
> Students will demonstrate the ability to distinguish between fact and opinion by evaluating facts and opinions about fracking (written by their classmates) and successfully sorting them into facts vs. opinions.

Next Steps

> The reading class will revisit compare and contrast and Venn diagrams in the next session, but with a social studies focus. Fact vs. opinion will also be reinforced in a future class session.

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Integrated Learning Plan

Unit Title | Developing and Organizing Written Responses | Skills

Sub-Unit of ILP | Topic Sentences

Focus
What Academic Skills/CCRS will the students know and be able to do?

Reading CCR Anchor 2— A, B, C
Writing CCR Anchor 4—B
Speaking and Listening CCR Anchor 1—A, B, C,
Speaking and Listening CCR Anchor 2—A, B, C
Speaking and Listening CCR Anchor 6—A, B, C, D, E
Language CCR Anchor 1—A, B, C
Language CCR Anchor 2—A, B, C

Student-Stated Academic Targets

Students will write an effective topic sentence for a paragraph. Students will analyze sentences to determine if they meet criteria for a topic sentence.

Rigor and Coherence
Depth of Knowledge

Level 1—state/tell topic sentence
Level 2—summarize paragraph
Level 3—construct topic sentence
Level 4—analyzing topic sentence

Methodologies Participatory Learning, etc.

Café, Appreciative Inquiry

Focus
What Work Readiness Skills and Social Capital Skills will the students practice?

Speak in front of others, listen with attention, work in a team, take a leadership role, ask questions, utilize resources responsibly, analyze self-performance

Student-Stated Work Readiness and Social Capital Skill Targets

Students will work as a group to construct a topic sentence. Students will vocally present their topic sentence the group.

Rigor and Coherence
Depth of Knowledge

Level 1—recognize topic sentence
Level 2—compare topic sentences
Level 3—revise topic sentence
Level 4—critique topic sentence

Methodologies Participatory Learning, etc.

Café, Appreciative Inquiry

Application to Career

Knowledge and Complexity
Resources and Technology

Manila envelopes with incomplete paragraphs on cover and example topic sentences inside. Large chart paper with sticky edge. Paper bags with incomplete paragraphs on outside. Paper strips on which to write topic sentences corresponding with incomplete paragraphs. Colored markers. Pre-High School Equivalency Writing 2 Packet.
Hamburger paragraph outlines. Elmo. Computer and TV monitors. Pens and pencils.

Evidence
Demonstration of Mastery How will student demonstrate mastery /proficiency?

When given a paragraph without a topic sentence, students will write a complete topic sentence that summarizes the main idea of the paragraph.

When presented with a sentence written by another student, students will determine if sentence meets criteria for a topic sentence. Students will critique and revise sentences so that topic sentence criteria is met.

Next Steps

Students will write a paragraph containing a topic sentence.

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