

# **Contextualized Instruction in the Integrated English Literacy and Civics Education Classroom**



**ACE Professional Development IELCE Project PY1718**

**Training of Trainers  
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## OUR GOAL

Support ESOL instructor's planning and delivery of contextualized task-based and project-based instruction in Integrated English Literacy and Civics Education (IELCE) classes.

## THIS SESSION'S OBJECTIVES

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

- Increase the role of learner agency and autonomy in contextualized IELCE classes
- Connect IELCE and Contextualized Instruction for work and career pathways to Adult Education Standards
- Plan and deliver contextualized task-based and project-based instruction in the IELCE class.

## YOUR GOALS AND BARRIERS

**1) Highlight the objective that is most meaningful for you today.**

**2) As you work throughout the day, it can be helpful to picture one or more learners. Which learner(s) will you picture?**

**3) Identify one or more barriers that you anticipate facing today:**

Physical issues:	Stress due to...	An aversion to...
<input type="checkbox"/> hunger <input type="checkbox"/> exhaustion <input type="checkbox"/> physical pain/illness <input type="checkbox"/> other:	<input type="checkbox"/> family issues <input type="checkbox"/> work issues <input type="checkbox"/> political issues <input type="checkbox"/> other:	<input type="checkbox"/> "the next hot thing" <input type="checkbox"/> teamwork <input type="checkbox"/> long workshops <input type="checkbox"/> other:

**3) Check one or more workarounds you will use to address the barrier(s) above.**

<input type="checkbox"/> snack <input type="checkbox"/> drink water <input type="checkbox"/> have caffeine <input type="checkbox"/> drink herbal tea <input type="checkbox"/> take pain relievers	<input type="checkbox"/> walk during breaks <input type="checkbox"/> do a 1-minute meditation <input type="checkbox"/> breathe deeply <input type="checkbox"/> use an "away message" on email or phone	<input type="checkbox"/> connect with a colleague <input type="checkbox"/> ask clarification questions <input type="checkbox"/> ask for evidence <input type="checkbox"/> temporarily suspend disbelief <input type="checkbox"/> other:
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## Task 2 Locating elements of contextualization, language development and rigor in learning tasks

### TASK ANALYSIS

- Read through the elements 1-15, below.
- Check off the elements that were part of the task you just did.
- Briefly note the evidence for at least three of the elements you identified in the task.

Does the task....		✓	Evidence
1.	have multiple steps?		
2.	have a product that can be assessed?		
3.	expand or deepen learners' knowledge of careers, workplaces, job skills or other topics related to employment?		
4.	include roles and responsibilities for team members or partners?		
5.	have at least one step that asks learners to think strategically?		
6.	require learners to express their critical thinking?		
7.	encourage planning, organizing and other self-management skills?		
8.	provide opportunities for learners to acquire domain-specific vocabulary?		
9.	include opportunities for discourse at an academic or professional level?		
10.	ask learners to construct meaning while engaged in listening, reading or viewing appropriately complex material.		
11.	provide an opportunity for learners to apply math skills?		
12.	require learners to do some research?		
13.	include time for learners to review and refine their work?		
14.	require learners to report on their results?		
15.	provide opportunities for feedback?		



Lighthearted Learning

## STEP-BY-STEP PREPARATION: CORNERS TO CATEGORIZING

**STEP 1: Set a contextualized task objective.** (E.g., Learners will be able to identify a variety of career options (jobs) in different occupational clusters through shared knowledge and research and categorize the jobs in a variety of ways in order to consider which jobs might interest them.)

**STEP 2: Identify the 21<sup>st</sup> century skills and standards that are part of the task.**

- build knowledge (exchange with peers, research)
- navigate complex text (online research)
- employ academic language and cite evidence (categorizing rationale)
- demonstrate critical thinking (categorizing discussion)

**Focus: ELPS 2-** Participate in level appropriate oral and written exchanges of information/ideas/analyses in various social and academic contexts, responding to peer and audience comments and questions.

**Additional:** ELPS 6, 7, 8, 9, 10 with language frames and support

**STEP 3: Identify how learners will be assessed on their achievement of the objective and create/adapt the rubric or write the assessment questions or prompts.**

- ☐ Oral report with rubric
- ☐ Observation of task work with rubric or comment cards
- ☐ Quantifiable assessment tool that identifies learners' ability to:
  - ☐ Recall and apply new vocabulary
  - ☐ Write about task (w/support)
  - ☐ Identify the process they followed
  - ☐ other

**STEP 4: Determine and create corners signs**

(E.g. healthcare/hospitality & tourism/manufacturing/logistics and distribution etc.)

**STEP 5: Write up instructions for projection, on tearsheet, or whiteboard. (Learners can also have instructions on a handout). Consider the time limits you will set at each stage.**

1. Choose a corner that interests you.
2. Introduce yourself to the members of your corner team.
3. Brainstorm a list of \_\_\_\_\_
4. Research 3-5 additional \_\_\_\_\_ for your list.
5. Categorize your list.  
Give your rationale for your categories and the \_\_\_\_\_ you place in each category.
6. Use the language frame to create a report for your class.

**STEP 6: Create the language frames learners will need and post them around the room or write them on the white board. Or highlight the frames learners will use from the list they have in their notebooks.** (E.g. *I suggest we put \_\_\_\_\_ in \_\_\_\_\_ because ...; I disagree. \_\_\_\_\_ belongs in \_\_\_\_\_ because...*)

**STEP 7: Plan the report out**

- ☐ gallery walk (1 learner stays behind to present)
- ☐ one stray (ambassador) – 1 student goes from group to group presenting
- ☐ record presentations on phone and upload to Google Drive
- ☐ whole class, one-at-a-time presentations
- ☐ other

## CONTEXTUALIZING THE TEAM TASK

### A. Use roles and assigned jobs.

ROLE	JOB(S)
<b>Administrative Assistant</b>	Records notes for the team. Collects information from teammates. Distributes materials for the task.
<b>Supervisor</b>	Reads task instructions aloud and checks the team's comprehension. Leads oral report on task results.
<b>Manager</b>	Manages team members' participation. Keeps track of time and task progression.
<b>Quality Control</b>	Reviews task results to check for accuracy. May use reference materials or do research for team.
<b>Graphic Designer</b>	Leads the visual and graphic work for the team, e.g. draws charts and graphs, locates or draws illustrations.

- For teams of 3, use the first 3 roles, and have the Supervisor do quality control, and the Manager do the consultant's job, too.
- For teams of 4, use the first 4 roles, and have the supervisor take on the assistant manager's job.
- Other possible roles include: IT support, Consultant, Researcher, Intern

### B. Use an analytic rubric to set up the task criteria so that learners can set goals.

#### SAMPLE RUBRIC

	EXCEEDS CRITERIA	MEETS CRITERIA	NOT YET
<b>SOFT SKILL: Participation</b> (Employability Skills)	Each person in the team comments at least twice.	All team members comment.	Some team members do not comment.
<b>CONTENT: Definition</b> (Standard/Competency Correspondence)	The definition improves on the online or glossary definition.	The definition makes sense, and may or may not match the online or glossary definition.	The definition is inaccurate or makes no sense.
<b>DISCOURSE: Express Agreement or Disagreement</b> (academic skills)	Team members use academic/ professional language exclusively. <i>I see your point./True, because ____ collocates with ____./I respectfully disagree.</i>	Team members mostly combine academic language to agree or disagree with everyday language during the collaboration.	Team members do not express agreement or disagreement.



Lighthearted Learning

**CONTEXTUALIZING THE TEAM TASK (Continued)**

- C. Create or dictate a project or task checklist for learners to use to keep track of the steps in a task or project.

**SAMPLE MULTI-STEP TASK CHECKLIST**

<b>PAIRED READING: Text A: Automation and Work (NEWSELA) Text B: Driverless Pizza Delivery (NEWSELA)</b>				
STEPS	Lead Role/Team Member	Start time	Complete by	✓
1. Form a pair.				
2. Select a text with your partner: text A or text B.				
3. Preview the questions on your text with your partner.				
4. Read your text silently.				
5. Mark the answers to the questions in the text.				
6. Compare answers with your partner. Show the evidence for your answers.				
7. Practice telling each other the most important information from the text.				
8. Use the language frame on the board to help you summarize your text.				
9. Find a pair that read a different text and form a team of 4.				
10. Teach each other about your texts.				
11. Ask questions to check your teammates' comprehension.				
12. Together, use all the information you learned to make <u>a pro-con chart about automation.</u>				

## CONTEXTUALIZING THE TEAM TASK (Continued)

### Sample Project Checklist

Create a poster and presentation on _____				
Tasks	Lead Role/Team Member	Start Date	Due Date	✓
<b>1. RESEARCH</b>				
• Read _____				
• View _____ video(s)				
• Interview _____ expert(s)				
<b>2. PLAN POSTER*</b>				
• Select _____ facts for poster. (List sources)				
• Select or make _____ illustration(s). (List sources)				
• Select or make _____ chart(s). (List sources)				
• Draft the poster design.				
<b>3. CREATE POSTER*</b>				
• Edit materials for poster.				
• Assemble the poster.				
<b>4. PLAN THE ORAL REPORT *</b>				
• Decide on the main points for the report.				
• Assign team members to each point.				
• Write notes for each point on cards.				
<b>5. REHEARSE THE ORAL REPORT.</b>				
• Practice using the note cards without reading the cards.				
• Rehearse each part of the report. • Observe and coach each other on body language, volume, and clarity.				

TEMPLATE

TEAM TASK CHECKLIST for \_\_\_\_\_

THE GOAL:

MATERIALS:

TO THE TEACHER: Complete the template with the name, goal and materials for the task. Then fill in the steps of the task and identify the team member role that will take the lead on each step. (See page 4 for an example.)

TASK STEPS		LEAD TEAM MEMBER(S)	Completed ✓



## INTERPERSONAL SKILLS: ENCOURAGE, PRAISE, GIVE SUGGESTIONS

### ***When you want to encourage someone, you can...***

<b>Do this:</b>	<b>Say this:</b>
<p>Smile at the person.</p> <p>Nod your head slowly at them and smile.</p> <p>Lean in a little and move your head towards the person.</p> <p>Pat the person on the arm or hand.*</p>	<p><i>You can do it. You're almost there.</i></p> <p><i>You're getting it. You are very close!</i></p> <p><i>Now you've got it!</i></p> <p><i>[YESSSS!]</i></p>

### ***When you want to praise someone, you can...***

<b>Do this:</b>	<b>Say this:</b>
<p>Applaud / Clap.</p> <p>Pat the person on the back.*</p> <p>Give a "thumbs up." *</p>	<p><i>Great work! (job!)</i></p> <p><i>That was great! (wonderful! amazing!)</i></p> <p><i>You did that perfectly!</i></p> <p><i>[Bravo! Brava!]</i></p> <p><i>[Awesome]</i></p> <p><i>[You rock!]</i></p>

### ***When you want to give someone a helpful suggestion, you can...***

<b>Do this:</b>	<b>Say this:</b>
<p>Make eye contact.</p> <p>Raise your hand about 6" above the desk, with the index finger up.</p>	<p><i>Can I make a suggestion?</i></p> <p><i>Why don't you ....?</i></p> <p><i>You can change_____to_____.</i></p> <p><i>What do you think about...?</i></p> <p><i>What if you...?</i></p> <p><i>Don't forget to_____.</i></p>

Note: "DO" Items marked with an asterisk should be taught with cross-cultural sensitivity. For example, refrain from asking learners whose cultures do not encourage touching to practice "patting on the back." "SAY" items in brackets, for example [*Huh?*] are examples of colloquial, slang, or casual register, rather than professional or formal register.

## Connecting IELCE and Contextualization

### IEL/CE

In WIOA, IEL/CE is defined as “educational services provided to English language learners who are adults, including professionals with degrees and credential in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States.

Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizens and civic participation and may include workforce training.

### Contextualization

In Heide Wrigley’s issue brief on Preparing English Learners for Work and Career Pathways (2016, p. 4), contextualization for English language acquisition is defined as “a process of providing language and literacy services contextualized to the skill demands of work or career and technical training. Instruction is offered in a supportive environment and uses authentic materials gathered from workplace and technical training.”

### Task 3

1. Re-read the definitions above for IELCE and contextualization. Work with your team to put both definitions in your own words.
2. On a separate sheet of paper, come up with 5 or more instructional activities that connect to the defined purpose of IEL/CE AND the definition of contextualization for work and career pathways. Support your claim with evidence from the definitions and/or what we’ve identified as 21<sup>st</sup> century skills required for work and career training.
3. Reach consensus on the two instructional activities (from your list) that are the most clearly connected to IEL/CE and contextualization for work and career pathways.
4. Use the frame below to plan your team’s report on your work.

It was \_\_\_\_\_ for our team to collaborate on how to restate the definitions.

We selected \_\_\_\_\_ and \_\_\_\_\_ as examples of instructional activities that connect to the definition of IEL/CE and contextualization.

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In doing this task, we learned...

## Connecting IELCE and Contextualization *and* Rigor

• **Look at your top two activities. Which of the following ELP Standards are part of those activities? Discuss with a partner.**

### **ELLs can...**

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

## STEP-BY-STEP PREPARATION: JIGSAW

**STEP 1: Set a contextualized task objective.** (E.g., *Learners will be able to identify main ideas and key details in text about \_\_\_\_\_ and teach what they know to their classmates using guiding questions and their prior knowledge.*)

**STEP 2: Identify the 21<sup>st</sup> century skills and standards that are part of the task.**

- *build knowledge (exchange with peers, research)*
- *navigate complex text (text for jigsaw)*
- *employ academic language and cite evidence (teaching)*
- *demonstrate critical thinking (inference questions)*

**Focus: ELPS 1-** Construct meaning from [...] informational text through level appropriate listening [and] reading [...]

**Additional:** ELPS 3, 4, 7, 8, 9, 10 with language frames and support

**STEP 3: Identify how learners will be assessed on their achievement of the objective and create/adapt the rubric or write the assessment questions or prompts.**

- ☐ Oral report with rubric
- ☐ Observation of task work with rubric or comment cards
- ☐ Quantifiable assessment tool that identifies learners' ability to:
  - ☐ Recall and apply content from all text
  - ☐ Summarize the text
  - ☐ Write about the text (w/support)
  - ☐ other

**STEP 4: Locate text**

(Consider NEWSELA, Occupational Outlook Handbook articles, Recent articles (Forbes, CNN, Lifehack, etc.)

**STEP 5: Write up instructions for the Jigsaw to project or put on tearsheets or whiteboard. (Learners can also have instructions on a handout). Consider the time limits you will set at each stage.**

1. In your home team select a text. In a team of 4, everyone should have a different text.  
\*Note that for partners jigsaw, partners read the same text.
2. Leave your home team. Locate a classmate with the same text and "pair up."
3. Preview your text's questions together.
4. Read your text independently and locate the answers to the questions in your text.
5. Compare answers with your partner. Use the questions to help you practice teaching.
6. Thank your partner and go back to your home team.
7. Take turns teaching your home team about your text.
8. Take a quiz or do a task that shows you know the information from all the texts.

**STEP 6: Create the language frames learners will need and post them around the room or write them on the white board. Or highlight the frames learners will use from the list they have in their notebooks.** (E.g. *My section of the article focused on/dealt with/described... The author suggested...*)

**STEP 7: Plan a quiz or whole-team task to confirm learners' teaching was successful**

- ☐ quiz
- ☐ poster with ideas from entire text.
- ☐ teams create questions to quiz each other
- ☐ other






## Contextualized Instruction: Addressing Learner Needs

Although general program models may look similar for all adult basic education students, the instructional opportunities offered to ELLs preparing for work and training must be quite different both in design and execution. New immigrants and refugees may be unfamiliar with the culture of the U.S. workplace or the culture of training. They may have little experience in learning technical skills in a classroom setting and might need information, support, and guidance in making career choices and selecting appropriate training opportunities. The following list outlines some of the key skills that a contextualized ELA program might address, along with strategies for strengthening these skills.

- **Speaking and Listening Skills:** Unlike native speakers, ELLs may not be familiar with the social and technical language used in modern workplaces and training. There is a great need for functional language associated with asking for information, making requests, providing explanations, discussing problems, or making amends when things go wrong.
  - » **Bright Ideas:** A needs assessment to identify the language demands of certain job sectors can serve as a framework for instruction. Role plays and simulations (e.g., turning the class into a make-believe computer repair shop for a day) offer opportunities for practice. Asking students to pay attention to the language they hear around them at work, in stores, or at social service agencies builds language curiosity and language awareness, both of which are important for ongoing learning beyond the classroom.
- **Academic Listening Comprehension Skills:** The skills needed to understand and respond to lectures are particularly important in training, whether they are part of workplace training or part of an occupational skills course offered in a career and technical program. ELLs at all levels need experience listening to academic presentations. They must gain proficiency in both global listening—to get the main point of an explanation—and listening for important details that need to be remembered. Because the technology used in both work and training is rapidly evolving, the skills necessary for each increasingly include the use of software-based training modules that require “problem solving in technology-rich environments” This can be a challenge for many ELLs who have not participated in distance learning.
  - » **Bright Ideas:** Hearing a mini-lecture on a topic related to careers (e.g., The 10 Skills Employers Want) gives students practice in listening for a main idea and identifying examples. It also supports note-taking skills. (For more information on teaching academic skills, see the online training module *Meeting the Language Needs of Today’s Adult English Language Learner*, available from the [LINCS ESL Pro landing page](#).) This module includes examples of online how-to videos that give students a chance to practice both note-taking and listening skills.)
- **Written Communication:** The writing that ELLs must do at work and in training courses is quite different from the personal narratives that are common in many ESL programs, particularly at the beginning levels. ELLs preparing for careers are expected to become proficient in document and informational literacy (Parrish & Johnson, 2010). Expectations for work-related written communication now go far beyond simply filling out print forms or jotting down information in a note. Workers and trainees increasingly need to access information contained in company and training websites and are expected to use e-mail on a regular basis. Increasingly, they must request time off, check schedules, clock in and out, and report problems online. Communication regularly flows via e-mail, and in most training courses, students are expected to download readings and upload completed assignments.
  - » **Bright Ideas:** Integrating a computer literacy component into ELA classes and offering hands-on practice in electronic communication will help students be competent and confident in using new tools. Learning about social media and the etiquette that governs its use can forestall potential problems as students transition to college. Students can also be asked to generate and answer questions via e-mail, use Twitter to give their opinions on an issue, create a LinkedIn page that highlights their job experience and skills, or use a spreadsheet to analyze answers to an interview they conduct as a class.
- **Technical Language and Vocabulary.** The language used in job skills training tends to be quite different

Adapted from the Issue Brief: LINCS ESL PRO *Preparing English Learners for Work and Career Pathways* by Heide Wrigley. 2016



from the everyday language that ELLs hear and read in conventional ELA classes. Vocabulary may be a challenge as well. ELLs who want to succeed in training will need to acquire thousands of new words to understand lectures and textbooks, participate in discussions, and pass exams. The terminology used in technical classes may represent the academic language of a profession or industry, but it often includes *subtechnical vocabulary*, terminology that native speakers tend to know but that may be unfamiliar to ELLs (e.g., *cardiac arrest*, *blueprint*, *reboot*, or *spreadsheet*).

» **Bright Ideas:** Using image-rich materials written for both lay people and specialists can afford exposure to new forms of discourse. Selecting a few sentences of dense, jargon-free text and deconstructing them with a class can offer experience in finding the meaning behind the words (e.g., in tightening a Phillips head screw, care must be taken not to strip it). Magazines on health, popular mechanics, and automobiles can help make learning relevant to students' interests while introducing new vocabulary to be studied. Asking students to bring their favorite tools to class, discuss their use (and misuse), and research their history engages students while building background knowledge as well as new vocabulary. Building on what students know and what they are interested in takes advantage of the background knowledge that ELLs possess and is likely to deepen learning.

- **The Culture of Work and Training:** Immigrants and refugees who are still learning English and have been in the United States for only a relatively short time may need a great deal of guidance on how to navigate the U.S. workplace or how to succeed in a training course at an academic institution (Wrigley, Richter, Martinson, Kubo, & Strawn, 2003). Cultural knowledge may include the skills associated with high-performance workplaces and career and technical training, such as problem solving, decision making, and working in teams. ELLs may likewise be unfamiliar with the language used in social interactions, such as communicating with supervisors or instructors and collaborating with fellow workers and students. ELLs may also need to know about workers' rights and learn more about social and legal issues related to sexual harassment and discrimination.

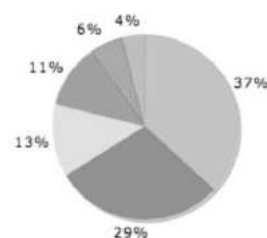
» **Bright Ideas:** Scenarios depicting "sticky situations" at work or in training can offer a jumping-off point for discussion on "how things work" in the United States. Asking students how they might respond to a critical incident and discussing options and consequences as a group provides language practice and offers opportunities for cross-cultural comparisons. (Scenario example: One of the expensive tools you had to buy for the class is missing. You think one of your co-workers/fellow students took it, but you are not sure. What do you do? What do you say?) Employers and training instructors often have many examples that they can share.

## RECOMMENDED WEBSITES

- **LINCS Career Pathways Collection:** This collection includes resources, adult career pathways newsletters and webcasts [http://lincs.ed.gov/collections?keys=&field\\_rcis\\_topic\\_areas\\_value%5B0%5D=Career%20Pathways](http://lincs.ed.gov/collections?keys=&field_rcis_topic_areas_value%5B0%5D=Career%20Pathways)
- **Office of Career, Technical, and Adult Education.** This page provides an overview of the changes in the 2014 Workforce Innovation and Opportunity Act. <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- **Integrated Basic Education and Skills Training (I-BEST).** This site includes videos, an explanation of the model, research that supports the model, and planning resources. (Washington's I-BEST is a nationally recognized career pathways model.) [http://www.sbctc.ctc.edu/college/e\\_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)

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# Task Ideas



Examples:

## 1. Gathering and organizing data: One-question survey

- Each learner has a single survey question and asks a given number of people for their response. The learner then tallies the results (possibly combines tallies with others who asked the same question) and plans how to report the results of the survey. (Typically the report includes academic language. *“According to a survey of 15 multilingual adults, the OTC medication in 10 out of 15 homes is....”*)

## 2. Building Knowledge & Synthesizing: Paired Reading

- Learners in pairs read one of two different, complementary texts on the same high-interest theme. Each has either a different point of view, aspect of the theme and/or genre. E.g. – a paired reading on body art could have one text be a blog opposed to body art, and the complementary text could be an interview with a tattoo artist. (Note that pairs can be like-ability or cross-ability depending on the texts chosen.) Pairs use guiding questions to find the most important or interesting information in their texts. The partners prepare to share what they learned with another pair who read the complementary text.
- Once each pair tells the other what they found out, the 2 pairs work together on a team task that synthesizes what they read and the team’s prior knowledge. (For example with the texts on tattooing mentioned above, the team task could be creating a Venn Diagram on each text’s point of view and seeing where they overlap.

## 3. Clarifying: Peer Dictation

- Learners take turns dictating information to their partner. The learner who is dictating has to speak clearly and clarify for the partner taking down the information. Once both learners have the sentences, questions, or even drawings that have been transmitted by their partners, they do a joint task that makes use of the material they wrote down. For example, constructing a conversation based on the statements, interviewing each other based on the questions they generated, etc.

## 4. Analyzing & Evaluating: Sorting or Listing into Gallery Walk

- Learners work in teams to complete a graphic organizer (t-chart, PMI chart, word web, or KWL chart) and then review other teams’ charts, identifying elements that they included on their charts (✓), are confused by (?), or wish they’d written (☆). When teams return to their own charts, they review the class’ comments and then clarify anything that was marked with a (?).

## TASK 6 ANALYZING AN IEL/CE LESSON

- Look at a textbook lesson or your own lesson plan
- Check YES or NO EVIDENCE in response to the questions.
- Briefly cite evidence to support YES responses.
- Consider how you could enhance the lesson to fill any gaps.

CRITERIA	EVIDENCE OF STRENGTHS	GAP WORK AROUND
1. Does the lesson focus on an authentic and relevant training, workplace, postsecondary content, or civic engagement topic that matches learners' needs and goals? <input type="checkbox"/> Yes <input type="checkbox"/> No Evidence		
2. Does the lesson objective/outcome set high expectations for the learners and correspond to Adult Education standards? <input type="checkbox"/> Yes <input type="checkbox"/> No Evidence		
3. Are there scaffolds for differentiation in place or could they be easily applied? <input type="checkbox"/> Yes <input type="checkbox"/> No Evidence		
4. Is there a formative assessment to help determine whether learners have mastered the lesson content and/or achieved the lesson objective? <input type="checkbox"/> Yes <input type="checkbox"/> No Evidence		



TOPIC: Project-Based Learning	
<p><b>Questions/Main Ideas</b></p> <p>Focus of PjBL (PjBL vs. Problem Based Learning)</p> <p>Learner engagement</p> <p>Examples:</p>	<p><b>NOTES</b></p>
<p><b>Summary:</b></p>	

## SAMPLE PROJECT SCENARIOS

#1: COMMUNITY SERVICES COLORING BOOK	RELATED STANDARDS
<p>In one project, parents in a family literacy program and their elementary school children created a <b>coloring and activity book of community information</b> for families living in their neighborhood in Arlington, Virginia. All of the parents and children took part in brainstorming sessions. They selected information, text, and graphics topics for each page of the book and contributed to the creation of the pages. Parents in the intermediate level class managed the production of the book and researched the topics selected (e.g., immunization, school). The adult literacy class located addresses and phone numbers of local agencies that provide needed services and illustrated a shopping guide of local stores they liked. They also designed a page of emergency telephone numbers. The children worked on drawings and activity pages for children. When the book was completed, the families presented it to the principal of the local elementary school. Some of the families participated in a "Meet the Authors" day at the local library.</p> <p>Parents and children alike kept their work in portfolios and completed assessment questionnaires. They shared their evaluations with each other and explained why they evaluated themselves the way they did. The teachers evaluated the parents on language skills, team participation, and successful completion of tasks.</p>	
#2 LIFE LESSONS	
<p>Learners in an advanced intensive ESL class worked in pairs to present a <b>thirty-minute lesson</b> to other classes in the program. They worked collaboratively to determine the needs of their audience, interview teachers, choose topics, conduct research, prepare lessons, practice, offer evaluations to other teams during the rehearsal phase, present their lessons, and evaluate the effort. Topics ranged from ways to get rid of cockroaches to how the local government works.</p> <p>Before the lesson planning began, learners identified lesson objectives and evaluation criteria. They shared ideas on what makes a presentation successful, considering both language and presentation skills. The evaluation criteria used for feedback on rehearsals as well as for final evaluations include the following:</p> <ul style="list-style-type: none"> <li>• Introduces self and the topic clearly, respectfully, and completely. Includes interactive activities in the lesson. Speaks in a way that is easy to understand. Is responsive to the audience. Shows evidence of preparation and practice.</li> <li>• Shows knowledge of the topic.</li> </ul> <p>In addition, the teachers and learners in the classes receiving the presentations wrote evaluations of the lessons. The presenters also wrote an evaluation essay reflecting on their own work and the value of the project itself.</p>	

#3 THE MEET AND GREET PROJECT	RELATED STANDARDS	CONTEXTUALIZED? HOW?
<p>1. In teams, students distinguish between greetings and gestures and talk about cultural norms, prompted by questions on a handout:</p> <ul style="list-style-type: none"> <li>• <b>Imagine you are greeting someone in your country:</b> <ol style="list-style-type: none"> <li>1. <i>What phrases do you use?</i></li> <li>2. <i>Are these phrases different from or similar to the phrases you use in English in this situation?</i></li> <li>3. <i>What gestures do you use?</i></li> </ol> </li> <li>• <b>Imagine you are meeting someone for the first time in your country:</b> <ol style="list-style-type: none"> <li>4. <i>What phrases do you use?</i></li> <li>5. <i>Are these phrases different from or similar to the phrases you use in English in this situation?</i></li> <li>6. <i>What gestures do you use?</i></li> </ol> </li> </ul> <p><b>NOTE:</b> Prompt learners to use clarifying questions during the discussion: <i>Can you repeat that? How do you spell that? Say that again, please?</i></p> <p>2. Have teams create a poster with examples of greetings and gestures from different countries. Rubric sets up poster criteria: include both text and images to display greeting and meeting phrases and gestures; collaborate on the design and planning the presentation.</p> <p><b>NOTE:</b> learners can use what they discovered from their discussion or they can do research using their phones or other devices to learn about other countries' greeting and meeting language and behavior.</p> <p>3. Assign roles, provide language frames as needed, and set time limits.</p> <p>4. Teams present their posters to the class.</p> <p>5. Learners self-evaluate based on rubric, classmates use m/c comment cards to evaluate the quality of the poster and the presentation.</p>		
<p><b>#4 CRIME PREVENTION<sup>1</sup></b></p> <ol style="list-style-type: none"> <li>1. Learners watch a video of a purse snatching. Teams talk about what the woman did and didn't do well.</li> <li>2. Using a learners' dictionary, wordlist and Google Drive new word chart, identify crime vocabulary.</li> <li>3. Web browsing jigsaw: teams look up crime prevention tips on different sites and report back to whole group.</li> <li>4. Read an article on crime and crime prevention. Respond to text-dependent comprehension questions.</li> <li>5. Focus on form using imperative practice on online sites or apps.</li> <li>6. Write tips/advice for crime prevention using imperatives</li> <li>7. Roleplay giving advice (or using imperatives) on how to prevent crimes.</li> <li>8. Plan and present a report on ways to prevent a specific type of crime. (Each team picks one type or category of crime and prepares a presentation for the class.)</li> </ol> <p><sup>1</sup> This example is from <i>Using English</i>, a problem-based curriculum from St. Paul Public Schools</p>		
<p><b>#5- THE GARDEN TOUR</b></p> <p>In this 16-hour project, learners make videos about a community garden on the grounds of their school that they designed, planted, tended, and are now harvesting. Their final product is a 2–3 minute video that provides a tour of the garden and an explanation of how to cook one vegetable.</p>		

## Task 8: Imagining Project-Based Learning Discussion

- Read the sample projects on pages
- Select one project that you could imagine doing with your learners on in your program.
- Engage in a guided discussion using the prompt.

Discussion Participants:	Roles (optional)
<b>Focus:</b> <i>What are the benefits and challenges of using project #___ ?</i>	
<b>Team Questions</b>	
<b>Team Ideas</b>	
<b>Team Summary:</b>	
<p><i>Our team had a _____ discussion. We selected [project].</i></p> <p><i>____ of us agreed that this project had _____ benefits:</i></p> <p><i>____ of us thought that there were _____ challenges. For example, ....</i></p> <p><i>_____ mentioned that.... And _____ pointed out that....</i></p> <p><i>We have the following questions....</i></p>	

<b>PROJECT PLANNING OVERVIEW- DOES THE PROJECT...</b>	<b>YES</b>	<b>NOT YET</b>
<b>FOCUS ON SIGNIFICANT CONTENT</b> At its core, the project is focused on adult English learners' acquiring important knowledge and skills, identified in CCR and ELP standards, that move them toward their employment, postsecondary education, self-advocacy, civic engagement and/or parenting goals.		
<b>DEVELOP 21st CENTURY SKILLS</b> Learners are engaged in tasks that require critical thinking/ problem solving, collaboration, and communication and these elements are assessed.		
<b>ENGAGE LEARNERS IN IN-DEPTH INQUIRY</b> Learners are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.		
<b>ORGANIZE TASKS AROUND A DRIVING QUESTION</b> Project work is focused by an open-ended question that learners explore or that captures the task they are completing.		
<b>ESTABLISH A NEED TO KNOW</b> Learners see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.		
<b>ENCOURAGE VOICE AND CHOICE</b> Learners are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on Project -Based learning experience.		
<b>INCORPORATE REVISION AND REFLECTION</b> The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning. (E.g. "Critical Friends" events.)		
<b>INCLUDE A PUBLIC AUDIENCE</b> Learners present their work to other people, beyond their classmates and teacher.		

# Tech Teaching Tools, Digital Skills & Digital Literacy

## REFLECT

- *Which tech tools did we use today? What tasks did we do with them?*
- *Which were tools (or tasks) adults might encounter at work? in their daily lives?*
- *What digital literacy skills, if any--did we work with?*

### TEAM MANAGEMENT

Wheel Decide [www.wheeldecide.com](http://www.wheeldecide.com)

Dice roll <https://www.random.org/dice/>

Coin flip <http://justflipacoin.com/>

Timers:

[www.online-stopwatch.com/countdown-timer/](http://www.online-stopwatch.com/countdown-timer/)

Smartphone timers (stop watch, alarms)

### GATHERING INFORMATION

Survey Monkey (free for up to 10 questions)  
[www.surveymonkey.com](http://www.surveymonkey.com)

Google Forms (free) [docs.google.com/forms](https://docs.google.com/forms)

Plickers (free app and answer cards for up to 63 learners) <https://plickers.com/cards>

### REPORT BACK OR DISPLAYING INFORMATION

Socrative [www.socrative.com](http://www.socrative.com) Smartphone photos and texting

Tagxedo (free) <http://www.tagxedo.com/>

Today's Meet <https://todaysmeet.com/>

### COLLABORATION

Google Drive – documents, spreadsheets, slides

Trello – organizing cards

### PRESENTATION

Zoom (screen share and recording are very easy)

Skype (screen share and recording possible)

### PLANNING

Doodle ([doodle.com](http://doodle.com))

Google Calendar ([calender/google.com](https://calendar.google.com))

## PROJECT DESCRIPTIONS AND RESOURCES

ATLAS (ABE Teaching & Learning Advancement System)

Zamacona, M. Carson, N. and Jones, J. (n.d.) *Project-Based Learning 2016 Language & Literacy Institute*

<http://atlasabe.org/resources/project-based-learning/pbl-workshop-archive>

ATLAS (ABE Teaching & Learning Advancement System). (2013). *Transitions Integration Framework*.

<http://www.atlasabe.org/professional/transitions>

Duke, N. K. (2014). *Inside information: Developing powerful readers and writers of informational text through project-based instruction*. New York, NY: Scholastic.

Finn Miller, S. (2010, July). *Promoting learner engagement when working with adult English language learners* (CAELA Brief). Washington, DC: Center for Applied Linguistics.

<http://www.cal.org/caelanetwork/pdfs/LearnerEngagement.pdf>

Mathews-Aydinli, J. (2006, September). *Supporting adult English language learners' transitions to postsecondary education* (CAELA Brief). Washington, DC: Center for Applied Linguistics.

[http://www.cal.org/caela/esl\\_resources/briefs/Supporting\\_Adult\\_Ell.pdf](http://www.cal.org/caela/esl_resources/briefs/Supporting_Adult_Ell.pdf)

Parrish, B. (2015). *Meeting the language needs of today's adult English language learner: Issue Brief*. LINCS ESL Pro. <https://lincs.ed.gov/programs/eslpro>

Parrish, B., & Johnson, K. (2010). *Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning* (CAELA Network Brief). Washington, DC: Center for Applied Linguistics. <http://www.cal.org/caelanetwork/resources/transitions.html>

Schaetzel, K., & Young, S. (2007, March). *Using adult ESL content standards*. (CAELA Brief). Washington, DC: Center for Applied Linguistics. [http://www.cal.org/caela/esl\\_resources/briefs/usingcontstandards.html](http://www.cal.org/caela/esl_resources/briefs/usingcontstandards.html)

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and career readiness standards for adult education*. Washington, DC: Author

<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Young, S., & Smith, C. (2006, September). *Understanding adult ESL content standards*. (CAELA Brief). Washington, DC: Center for Applied Linguistics.

[http://www.cal.org/caela/esl\\_resources/briefs/contentstandards.html](http://www.cal.org/caela/esl_resources/briefs/contentstandards.html)

Zwiers, J., O'Hara, S., & Pritchard, R. (2013). *Eight essential shifts for teaching new standards to academic English learners*. Stanford, CA: Academic Language Development Network.

<http://aldnetwork.org/news/eight-essential-shifts-teaching-new-standards-academic-english-learners>