

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Writing Instruction

January 2011

[Self-Study](#) [Collaboration](#) [Workshops/Conferences](#) [Courses](#) [Add'l PD Recourses](#) [Book Corner](#) [Follow-up](#)

Welcome to the January Professional Development MAP!

Welcome to 2011! At this time of year you might be writing thank you notes for holiday gifts, lesson plans for upcoming classes or end-of-year reports to grant funders. Many adult learners struggle to master writing, an essential tool for communication, either through lack of confidence in their ability to write, a misunderstanding the writing process, or limited English language proficiency. This month's PD MAP provides numerous resources that explain different purposes of writing, describe adults' barriers to writing, and provide techniques for teaching writing to adult learners. You'll find resources for ABE, ASE, and ESL, spanning all ability levels from literacy learners to those transitioning to post-secondary education.

New in this month's PD MAP is "Book Corner" which spotlights writing textbooks for use with ABE, ASE and ESL learners. These books can be checked out for free from the three CDE/AEFL professional development resource centers (PDRC) located in Denver, Longmont, and Trinidad. Books are mailed directly to your home. Contact any PDRC coordinator (see page 7) for details on browsing, requesting and returning books. An online catalog of adult education teacher resources, student textbooks, and teacher training videos for all three centers is available at https://athena.cde.state.co.us/screens/opacmenu_s2.html. Search for resources by title, author, subject or keyword.

Best Regards,

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Self-Study:

Educational Functioning Levels

National Reporting System

<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf> Scroll down to pgs 16 - 22

This document describes what adult learners can be expected to know and be able to do when they are initially placed into instruction. One set of tables is for ABE/ASE, the other set is for ESL. One column is devoted to basic reading and writing skills. These levels are used in Colorado AEFL programs and nationwide.

The Assumptions We Make: How learners and teachers understand writing

Russell, M., Focus on Basics, Volume 3, Issue D, December 1999

<http://www.ncsall.net/?id=771&pid=336>

This article examines how teachers' and ABE/ASE learners' different attitudes about writing can cause misunderstandings and anxiety. Three conflicting attitudes are explored in depth: notions of the importance of correctness (grammatical, spelling, mechanics), understanding of the multi-step writing process, and the purpose and methods of revision.

The Power of Writing, the Writing of Power: Approaches to adult ESOL writing instruction

Auerbach, E., Focus on Basics, Volume 3, Issue D., December 1999

<http://www.ncsall.net/?id=341>

This classic article describes five approaches to writing. For each approach, the author explains that the way in which writing is taught sends learners messages about who they are as writers, what is entailed in the act of writing, what they can do with writing, and what writing can do for them. Although written from ESL sources, the approaches and their implications apply to ABE/ASE teachers and learners as well. The five writing approaches are: 1) behavioral and functional approaches (writing for assimilation), 2) cognitive approaches (writing for self-expression and meaning-making), 3) socio-cultural practices approach (writing for affirmation), 4) the genre approach (writing for access to powerful discourses), and 5) the critical approach (writing for social change).

Improving ESL Learners' Writing Skills

Bello, T., Center for Adult English Language Acquisition (CAELA), June 1997

http://www.cal.org/caela/esl_resources/digests/Writing.html

This digest describes three general approaches to writing for ESL adults – free writing, Language Experience Approach and the process approach. Five writing activities that can be adapted for all levels of ESL learners are described: reacting to a text or stimulus, writing letters, analyzing and synthesizing information, making lists, and needs assessments.

Writing Issue

SABES Field Notes, MA Dept. of Adult Education, Fall 2004

<http://www.sabes.org/resources/publications/fieldnotes/vol14/fn142.pdf>

The dozen articles in this journal, written by adult education instructors, focus on writing instruction for ABE/ASE and ESL learners. In the lead story two pre-GED writing instructors describe their experiences and seven principles for using authentic materials with adult writers. Other articles address these topics: 1) an activity for encouraging learners to identify how and why writing skills contribute to their lives and increase their opportunities, 2) the Equipped for the Future writing standard *Convey Ideas in Writing*, 3) writing strategies for prewriting, drafting, revising, and editing, 4) a writing box of user-friendly, easily accessible writing ideas for new adult writers, 5) a writing teacher's reflective journal, 6) five strategies for teaching writing to students with very low literacy levels, and 7) eight tips for responding to student writing.

Many Literacies: Modules for training adult beginning readers and tutors

Gillespie, M., 1990, Center for International Education

<http://www.eric.ed.gov/PDFS/ED324463.pdf>

This handbook provides practical instructions, strategies, and teaching tips for teaching ABE/ASE writers. Topics covered are: a writing workshop, the writing process, choosing a topic, coping with spelling, revising and editing a draft, and dialogue journals. The writing section of the handbook begins on page 95.

ESL for Literacy Learners - Canadian Language Benchmarks

Johansson, L. (team leader), 2000

http://www.language.ca/pdfs/esl_literacy.pdf

This 80-page document lays out the progression in reading, writing, and numeracy skills for ESL Literacy-level students. The benchmarks help teachers design appropriate classroom activities. Each writing benchmark provides specific details for teachers on the language competencies, literacy competencies, conditions, and sample tasks to include in writing instruction with learners.

The Reluctant Writer

Cooper, R., Center of Alternative Learning, National Association of Adults with Special Learning Needs (NAASLN)

http://www.naasln.org/documents/articles/cooper_01_reluctant_writer.pdf

This article describes why ABE/ASE adults who have language-based learning problems are reluctant to write. The article describes simple, manageable exercises that motivate these adults and help them improve their writing skills. The exercises focus on three areas: writing skills development, proofreading, and spelling.

Writing and the Adult English Language Learner

Center for Adult English Language Acquisition (CAELA)

http://www.cal.org/caela/scb/III_E_TeachingWriting.pdf

This article, which starts on page 16 (and also on page 63) of the *CAELA Guide Teaching Writing to Adult ELLs*, begins with an overview of recent writing research. Other topics covered: the five steps of the writing process, the connection between writing and reading, and genres, types and purposes of writing.

Let's Talk About Writing

Santopietro Weddel, K., 2010, Northern Colorado Professional Development Center

<http://ae.stvrain.k12.co.us/ncpdc.html> (Scroll down to Resource Materials)

The article describes four activities teachers can use to get learners to talk about themselves as writers, describes a five-component rubric learners can use to evaluate their writing, and discusses error correction techniques.

Dialogue Journals: Interactive Writing to Develop Language and Literacy

Peyton, J.P, National Center for ESL Literacy Education, Center for Adult English Language Acquisition (CAELA), Revised December 2000

http://www.cal.org/caela/esl_resources/digests/Dialogue_Journals.html

The article explains how adult learners and teachers use dialogue journals to extend their language and literacy interactions beyond the classroom. The author provides examples, describes three major benefits, three challenges, and explains the logistics for starting and sustaining the dialogue journal method.

Writing Without Fear (self-paced online course)

Thinkfinity, Verizon Foundation, free, available anytime, est. completion time = 45 minutes

For a course description: <http://literacynetwork.verizon.org/fileadmin/download/VLNCourseCatalog.pdf>

To register: <http://literacynetwork.verizon.org/tln/courses>

In this self-paced workshop for ABE/ASE instructors, participants learn the 5-step writing process that can help students (and themselves) overcome their fear of writing. Participants learn the process by reflecting on their own experiences as teachers and writers, as well as by doing some writing themselves.

Graphic Organizers: Tools for Instructors and Students (self-paced online course)

Thinkfinity, Verizon Foundation, free, available anytime, est. completion time = 60 minutes

For a course description: <http://literacynetwork.verizon.org/fileadmin/download/VLNCourseCatalog.pdf>

To register: <http://literacynetwork.verizon.org/tln/courses>

In this course participants learn why graphic organizers are a useful tool when adult learners are preparing to write. Seven graphic organizers are explained in detail: KWL chart, word chart, mind map, information grid, main ideas and details chart, percentage circle, mixed numbers table.

Error Correction, Part 1

Donald, R., Teaching English (online newsletter) The British Council/BBC 2003

<http://www.teachingenglish.org.uk/think/articles/error-correction-1>

This brief article contains brief tips for writing teachers. These topics are covered: error correction, categorizing errors, a model for correcting writing, the role of planning, and practical techniques for correcting writing.

The Language Experience Approach (LEA) and Adult Learners

Taylor, M. Center of Adult English Language Acquisition, 1992

http://www.cal.org/caela/esl_resources/digests/LEA.html

This article provides step-by-step instructions for the LEA, a whole language approach that promotes reading and writing through the use of personal experiences and oral language. Two variations of LEA are described: the personal experience, and the group experience.

Language Experience Approach (LEA) (Activity II-5)

Practitioner Toolkit: Working with adult English language learners, (Pages II-51 through II-53), National Center for Family Literacy, 2004.

http://www.cal.org/caela/tools/program_development/prac_toolkit.html

This brief article describes the steps in the LEA and shows two follow-up activities – strip story and cloze activity.

Transitioning Adult ESL Learners to Academic Programs

Rance-Roney, J., Center for Adult English Language Acquisition (CAELA), 1995

http://www.cal.org/caela/esl_resources/digests/RANCE.html

This article examines the differences between skills taught in adult ESL programs and those needed for academic settings. The goal is for teachers and programs to consider curricular and programmatic strategies that would facilitate the transition of learners from adult ESL to GED programs or college academic English. Topics covered include writing styles, vocabulary development, language accuracy, critical thinking, and multiple skill integration.

Seven Easy Pieces: Writing Activities for Beginning ESOL Learners

Brod, S. Focus on Basics, Vol. 3, Issue D, Dec. 1999

<http://www.ncsall.net/?id=335>

This article describes seven simple writing tasks to boost beginning learners' skills and confidence.

Writing Next: Effective strategies to improve writing of adolescents in middle and high schools

Graham, S., and Perin, D., Alliance for Excellent Education, 2007

<http://www.all4ed.org/files/archive/publications/WritingNext/WritingNext.pdf>

This report identifies 11 elements of writing instruction found by research to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. Each element is described and illustrated with a classroom example. Although the research was conducted on adolescent writers, the 11 elements are equally useful for adult education teachers and adult learners.

Poetry in the Adult ESL Classroom

Kreeft Peyton, J., Center for Applied Linguistics, December 1999

http://www.cal.org/caela/esl_resources/digests/poetry.html

This article discusses ways to select, read, and write poetry in adult ESL classrooms. A step-by-step process for integrating poetry into a lesson plan is provided. Six types of poems are described: object poems, alphabet poems, list poems, group poems, found poems, and conversation poems. Although written for ESL teachers, the article is equally appropriate for ABE/ASE learners.

Differentiating Instruction for a Multi-level Class

Saldana, C., Focus on Basics, Vol. 7, Issue C, March 2005

<http://www.ncsall.net/index.php?id=735>

A teacher describes how her ABE/ASE young adults overcame their resistance to writing and were energized about GED preparation when they began writing 1-page research reports on science and social studies topics.

Curriculum Frameworks: Language Arts

Massachusetts Dept. of Education, 2005

<http://www.doemass.org/acls/frameworks/>

The Language Arts framework in this document contains three writing standards (scroll to page 22). For each standard, the writing skills appropriate for each ABE/ASE educational functioning level (GL 0-12.9) are described.

Adult Education Resource Guide and Learning Standards

University of the State of New York, 1997

http://www.nald.ca/library/research/hudson/adult_ed/adedres.pdf or

http://www.nald.ca/library/research/hudson/adult_ed/cover.htm

The English Language Arts section of this document (page 47) describes six goals for ABE writing. Each goal has 1-5 learning objectives with examples of how the objectives are taught in classroom instruction. There is a GED supplement with two goals for GED writing.

Using Research on Writing

Gillespie, M., Focus on Basics, Volume 3, Issue D., December 1999

<http://www.ncsall.net/?id=339>

This article describes a teacher's implementation of the writing process with adult learners. It describes the evolution of the writing process approach, describes its implications with novice vs. expert writers, describes knowledge-telling vs. knowledge-transforming models of writing, and explores the social aspects of writing. The article pertains to ABE, ASE, GED, and ESL adult writers.

Struggles: Writing as Healing - A writing program in prison

Ridgway, L. & Griffith, D., Focus on Basics, Vol. 5, Issue C., February 2002. National Center for the Study of Adult Language and Literacy (NCSALL)

<http://www.ncsall.net/?id=245>

This article describes a program wherein female inmates heal through writing about painful personal experiences. The authors describe the challenges of setting up an in-prison program, methods of working with inmates, and the successes resulting from the writing program.

Collaboration with Colleagues:**Locally facilitated staff discussion**

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

Guidelines for Facilitating Discussion Groups

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

Teaching the Writing Process to Adult Learners

Miller, J., Kozak, S., Lambott, N., and Davis, C., 2006, Colorado Dept. of Education, Adult Education and Family Literacy

This 6-hour workshop guides ABE/ASE and ESL teachers through the five steps of the writing process. Participants describe challenges occurring with adult learners at each step of the process and share teaching strategies and activities. Extensive samples of graphic organizers, rubrics for evaluating writing, and editing checklists are provided. Contact Jane Miller, miller_j@cde.state.co.us or 303-866-6611 to arrange a CDE/AEFL workshop facilitator.

Teaching Writing to Adult English Language Learners

The CAELA Guide, Section III-E., Center for Adult English Language Acquisition (CAELA), 2006

http://www.cal.org/caela/scb/III_E_TeachingWriting.pdf

This 6-hour workshop prepares instructors to teach ESL adult learners to convey their ideas and develop their voice through writing. Upon completion, participants can describe the five steps of the writing process, develop teaching activities for each of the steps, and identify appropriate error-correction interventions. A Trainer Guide with complete step-by-step instructions, participant handouts, and materials list is available. The module primarily targets intermediate ESL learners, but teachers can adjust the materials for higher or lower levels as needed. The study circle can be facilitated locally by using the Facilitator Guide or by CDE/AEFL professional development staff upon request. Contact Jane Miller, miller_j@cde.state.co.us or 303-866-6611.

Perceptual Learning Differences, Webinar

January 6, 2011, 2:00 – 3:00 pm Mountain Time

Sponsor: National Association of Adults with Special Learning Needs (NAASLN)

Register online at www.naasln.org/webinars.htm

In the first of this 4-webinar series Dr. Richard Cooper provides examples of how individuals perceive the world through the five senses in ways that are different from the norm and how these differences require different teaching techniques. Fee: \$40 non-members, \$20 members

Number Sense: Teaching About Parts and Wholes, January 10 – February 18, 2011

ProfessionalStudiesAE.org (ProLiteracy and World Education)

<http://www.newreaderspress.com/Items.aspx?hierId=6503>

This online, facilitated course examines how students develop and apply number sense and provides numerous teaching strategies and activities. Participants will be able to help students choose the right computational tool, compare and contrast two ways to help students understand fractions and their equivalents, and design math activities that use estimation, mental math, and reasonableness strategies. Fee: \$179

Processing Learning Differences, Webinar, January 20, 2011, 2:00 – 3:00 pm Mountain Time

Sponsor: National Assoc. of Adults with Special Learning Needs (NAASLN)

Register online at www.naasln.org/webinars.htm

In the second of this 4-webinar series Dr. Richard Cooper explores how attention, organization, and sequencing can proceed differently than the norm, and shares some learning tools and instructional techniques. He also explains the right/left discrimination processing difference. Fee: \$40 non-members, \$20 members

Research-based Strategies and Models for Adult Transitions to Postsecondary Education

January 26-March 23, 2011, World Education

To register online: <http://professionalstudiesae.worlded.org/register.html>

Participants read and discuss the research on the changing workforce and examine the reasons why adult learners need to go beyond the GED and English language study to advance their earning potential. Participants also learn about the challenges facing adult students in postsecondary education and investigate strategies and program models that support adult transitions to postsecondary education. Throughout the course, participants gather local and regional data on the labor market, educational needs, and academic programs and support services offered by area colleges to guide future program development and planning. Fee: \$249

Courses for Credit:

Colorado Mountain College, Edwards Campus, www.coloradomtn.edu or 970.569.2900

EDU 134 Teaching English as a Second Language (ESL) to Adult Learners

Dates: Saturdays, 1/22, 3/19 and 4/30, 9am to 5pm, hybrid

Colorado State University, Fort Collins, <http://Learn.colostate.edu> or 970.491.3713

EDAE 620 Processes and Methods of Instruction

EDAE 590 Workshop: Teaching English as a Second Language to Adults

Class Dates: January 18 - May 6, 2011, online

Community College of Aurora, www.ccaurora.edu or 303.957.2842

EDU 131 Introduction to Adult Education

Dates: Saturdays, January 22 - March 2, 2011, 9am to 5pm, hybrid

Morgan Community College, www.morgancc.edu or 970.542.3270

EDU 131 Introduction to Adult Education

Class Format and Dates: February 5 through May 9 as a hybrid with face-to-face classes on February 5, March 5, and April 2, 9am to 4pm

Red Rocks Community College, www.rrcc.edu

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE/GED)

Dates: Saturdays, 8am to 4pm, 1/22, 2/5, 2/19, 3/5 and 4/9, hybrid

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

The following books about teaching writing were recommended by the Northern Colorado Professional Development Center. These and others on the topic of teaching writing may also be available at the other centers. Use this link to access the online catalog for the three centers: https://athena.cde.state.co.us/screens/opacmenu_s2.html. Enter Teaching Writing as a KEYWORD. Contact the appropriate resource center coordinator for information about the check out process:

State PDR Center (Denver): Debra Fawcett, Fawcett_D@cde.state.co.us

Northern Colorado PDR Center (Longmont): Connie Davis, ncpdc@stvrain.k12.co.us

Southern Colorado PDR Center (Trinidad): Susan Harris, susan.harris@trinidadstate.edu

Ready to Write by Karen Blanchard & Christine Root © 2010 Pearson Ed.

This is a revision of *Get Ready to Write*. It is a 3-book series for ESL students in advanced ESL levels or ESL students attending ABE classes. Included are guided step-by-step activities based on real-life writing tasks, examples and model sentences and paragraphs, editing and proofreading exercises, and grammar points.

Composition Practice by Linda Lonon Blanton © 1989 Heinle & Heinle.

This is a series for Beg-Int. ESL students. It focuses on writing while strengthening comprehension skills. Each unit begins with an illustrated reading passage followed by a variety of exercises on comprehension, grammar, vocabulary, and writing mechanics.

Basic Composition for ESL by Jann Huizenga, Courtenay Meade Snellings, & Gladys Berro Francis © 1990 Heinle & Heinle.

This book is designed for advanced ESL students or other students wanting to improve their basic writing skills. It emphasizes organizational skills. Six practical purposes in six units are covered: giving instruction, telling what happened, objective reporting, analyzing by cause and effect, comparing and contrasting, classifying, and describing a mechanism or a process.

Effective Sentences, Writing for Success by Jan Fluitt-Dupuy © 2006 University of Michigan Press.

Target students are both ESL and Generation 1.5 (who write English at a basic level but need help producing accurate sentences with a complexity that matches their thoughts). Students learn sentence structure, adjectives, and objects. Prepositional phrases, grammar, paragraph structure, topic sentences and sentence variety. The readings are written by language students.

Writing Matters! By Lorraine Dubois McClelland & Patricia Hale Marcotte ©2003 McGraw Hill.

This book is for ABE students. It teaches the standard three-part English paragraph and supporting sentence skills, including sentence structure, grammar, and mechanics. The process of prewriting, outlining/planning, writing a draft, revising and editing, and writing the final draft are featured.

Writing from Within by Curtis Kelly & Arlen Gargagliano ©2001 Cambridge University Press.

An ABE textbook which draws on students' world knowledge, beliefs, culture, and personal experiences to teach organization and writing process. The focus is on generating topics, writing cohesive paragraphs, and organizing clear compositions.

The Essentials of English by Ann Hogue © 2003 Pearson Education.

This is a writer's handbook for English learners. We believe it is useful for advanced ESL, ABE, ASE, and teachers, too! Well-organized and full of examples.

New Ways in Teaching Writing White, R., Editor, © 1995 TESOL Publications

This teacher resource offers several dozen writing activities that develop different composing skills, attend to the social processes of reading and writing, involve the peer group in evaluating and responding to drafts, focus on different types and formats of writing, and stimulate these activities through diverse techniques and methods.

Research in Writing: Implications for Adult Literacy Education

Gillespie, M. Review of Adult Learning and Literacy, Vol. 2 (2001), Chapter 3
<http://www.ncsall.net/?id=771&pid=561>

This chapter explores the evolution of writing instruction for adults. The article provides a detailed review of key research studies from 1970 - 1999 that argue for one or another way of understanding and teaching writing.

Writing: A Ticket to Work . . . Or a Ticket Out – A Survey of Business Leaders

National Commission on Writing and College Board, 2004

http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf

This report, from a survey of 120 major American corporations, concludes that in today's workplace, writing is a "threshold skill" for hiring and promotion among salaried employees. Survey results indicate that good writing is a ticket to professional opportunity, while poorly written job applications are a figurative kiss of death. Employers are spending billions annually to correct writing deficiencies.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDReporting0110.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting a 1-hour discussion on Friday, **January 28**, 2011 at 9:00 am to follow-up with teachers who complete any of the PD options listed in this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Writing Instruction* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Wednesday, January 26 at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

These are the five steps of the writing process:

1. Pre-writing planning
2. First draft
3. Revising
4. Editing
5. Final draft and publication

February 2011 PD Monthly Advisor & Planner

Theme: Second Language Acquisition

CDE/AEFL Professional Development Advisory Group members:

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