

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Literacy for Low-Level Adult Learners

March 2010

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Welcome to the March Professional Development MAP!

This PD MAP focuses on understanding and providing appropriate instruction for adult learners who come to our programs with the lowest levels of literacy. ABE Beginning Literacy learners read at levels equivalent to grade levels 0-1.9. For ESL Beginning Literacy learners, the Student Performance Levels are 0-1. In Colorado, our programs served 127 ABE Beginning Literacy and 1,492 ESL Beginning Literacy learners in FY09. These numbers represent 3% of all ABE learners and 16% of all ESL learners, percentages which have been fairly consistent in recent years.

Nationwide, there has been a steady increase in the numbers of ESL Beginning Literacy learners who are not literate in their first language, which is prompting increased interest and research in this specific sub-population of ESL learners. A new research group has formed - Low Education Second Language and Literacy Acquisition (LESLLA). LESLLA studies effective methods of language acquisition and literacy. Several resources in this PD MAP are drawn from conference presentations on their website. From another source, the American Institutes of Research (AIR) is currently analyzing results from a study of the impact on ESL Literacy learners of using the Thomson-Heinle *Sam and Pat* phonics-based textbooks. A PowerPoint describing this project, presented by Larry Condelli and Stephanie Cronen, is available on the LESLLA website at <http://www.leslla.org/workshops/2009.htm>. A third development – to be released this month – is a set of two teacher-training videos in which experienced teachers demonstrate effective practice with literacy-level ESL learners. Details about this project can be found at <http://www.eslvideoproject.org>. We'll announce when the videos themselves are on the website. Next, the National Institute for Literacy (NIFL) just concluded a nationwide listserv discussion on the topic of serving low-literacy learners. Finally, our own Northern Colorado Professional Development Center has just released an Independent Study Course on instructing ESL literacy level adults. See the Collaboration with Colleagues section below for information on the Study Course and for reviewing the NIFL discussion on the listserv archives.

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Self-Study:

Articles with an ABE focus

Applying Research in Reading Instruction for Adults – First Steps for Teachers

McShane, S., National Institute for Literacy, National Center for Family Literacy 2005
<http://www.nifl.gov/publications/pdf/applyingresearch.pdf>

Written for teachers of adult basic literacy, each chapter in this downloadable book describes in detail a component of reading instruction (alphabeticity, fluency, vocabulary and comprehension), discusses how to assess the component and provides numerous practical techniques for instruction.

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Techniques for Teaching Beginning-Level Reading to Adults

Hager, A., Focus on Basics, Volume 5, Issue A., August 2001

<http://www.ncsall.net/?id=280>

The author describes approaches to phonological awareness training, word analysis using six syllable types, sight word recognition, spelling, oral reading, and comprehension for ABE learners at grade levels 0-1. A typical 3-hour lesson plan is provided.

Using a Multisensory Approach to Help Struggling Adult Learners

Geertz, G., Focus on Basics, Volume 5, Issue A., August 2001

<http://www.ncsall.net/?id=277>

The author describes how a modified Slingerland technique is used with ABE adults. The seven steps in each lesson are described: oral language skills, sound-symbol relationship, word decoding, vocabulary development, phrase reading, structured reading, and oral reading.

Phonemic Awareness Instruction for Adult Literacy Learners

Thinkfinity, free, online self-study course (45 minutes)

<http://literacynetwork.verizon.org/TLN/courses>

In this course, participants will learn what phonemic awareness is and its importance for reading and spelling, ways to informally assess adults' phonemic awareness, and how to incorporate phonemic awareness activities into lessons for adult literacy learners.

Articles with an ESL focus***Working with Literacy-Level Adult English Language Learners***

Cunningham Florez, M. A. , and Terrill, L., Center for Adult English Language Acquisition (CAELA), 2003

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

This article defines six different types of ESL literacy learners, identifies the skills they need to develop, describes effective needs assessment activities and instructional practices for ESL literacy learners and concludes with a sample literacy lesson plan.

Teaching Low-Level Adult ESL Learners

Holt, G. M., California Department of Education, 1995

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

This article defines different types of ESL literacy learners, describes oral, reading and writing assessments, lists the steps in the Language Experience Approach, and lists items for a basic kit of classroom materials to use with ESL literacy learners.

Needs Assessment and Learner Self-Evaluation

Practitioner Toolkit: Working with adult English language learners, (Pages II-8 through II-9), National Center for Family Literacy, 2004

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

The author explains how to conduct a brief needs assessment for beginning-level ESL learners.

Maestra! The Letters Speak: Adult ESL Students Learning to Read for the First Time

Vinogradov, P., Minnesota-Wisconsin TESOL Journal, Volume 25, 2008

http://minnetesol.org/journal/index_vol25.html

http://minnetesol.org/journal/vol25_html_pages/5_Vinogradov.htm

This article discusses five key concepts in instruction for literacy-level ESL adults: teach literacy skills in the context of a topic useful and relevant to the learners, use a mix of top-down and bottom-up approaches, use a variety of instructional activities that represent different learning styles, utilize learners' strengths, and build learners' confidence.

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ESL Literacy Instruction - Independent Study Course

Santopietro Weddel, K., and Bradley-Bennett, K., Northern Colorado Professional Development Center, 2010

<http://ae.stvrain.k12.co.us/ncpdc.html>

This course compares bottom-up (phonics) and top-down (Whole Language) approaches to reading instruction and provides a rationale for the balanced use of both. Using many examples, the course demonstrates how current ESL literacy level core textbooks generally employ top-down approaches. Course participants learn how to develop extension activities that integrate any of eighteen bottom-up strategies into lessons based on the core textbook. Bottom-up strategies support consonant names and sounds, word patterns and vowel sounds, and sight words. All materials required to complete the course are downloadable from the website above. Illustrated worksheets for student use are available throughout the course.

Learner-Generated Texts for Teaching Phonics

Vinogradov, P., LESLLA conference, 2009

<http://www.leslla.org/workshops/2009.htm>

This powerpoint presentation argues for a balanced approach to literacy instruction that includes Whole Language and phonics instruction. The presenter shows examples of student-generated writing and shows specific activities, based on the writing, that teach phonics and phonological awareness.

Language Experience Approach (LEA) (Activity 11-5)

Practitioner Toolkit: Working with adult English language learners, (Pages 11-51 through 11-53), 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.

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.

Making it Real: Teaching Pre-literate Adult Refugee Students

Croydon, A., Literacy Network of Washington, 2005

<http://literacynow.info/Page.aspx?nid=6>

<http://literacynow.info/File.ashx?cid=152>

This 116-page free manual for teachers provides specific instructions and illustrations of more than four dozen classroom activities for pre-literate adult ESL learners. The speaking/listening skills section explains information gap, picture stories, matching, picture cards, realia, games and role plays. The reading/writing section explains literacy basics, sight word activities, Language Experience Approach, and parts-to-whole approaches, among others.

Tutor Curriculum Guide for Adult ESL Pre-Literate Learners

Brekke, C., COABE and the Institute for Extended Learning, Community Colleges of Spokane, 2009

<http://www.coabe.org/index.cfm?fuseaction=proDev>

The focus of this 168-page guide is to help adult learners understand and use basic literacy concepts, understand and communicate personal information, and recognize common environmental print. The guide begins with an excellent summary of relevant second language acquisition theory as it pertains to the non-literate adult ESL learner and a discussion of approaches to reading instruction. The guide has many helpful tools such as a plan for the first days of class, a lesson plan format, and a learner observation and progress report worksheet. Ten life skills units include integrated phonics instruction. Each unit contains a list of target vocabulary, materials, instructions for activities and student worksheets or game cards.

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Tools for the Classroom: A First Reading Lesson

Chaffee, M., SABES *Field Notes*, Volume 10 Number 2, Fall 2000, pages 14-15

<http://www.sabes.org/resources/publications/fieldnotes/index.htm>

This brief article outlines an 11-step lesson for non-literate ESL learners based on the question "What is your name?"

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.

Collaboration with Colleagues:***Teaching Adult English Language Learners with Emerging Literacy Skills***

English Language Acquisition Discussion List, National Institute for Literacy

<http://www.nifl.gov/mailman/listinfo/englishlanguage>

During the week of February 22-26, 2010, guest facilitators Patsy Vinogradov and Martha Bigelow of the University of Minnesota moderated a discussion about low-literacy students. Participants shared their successes and challenges in working with learners who are emerging readers. Teachers can access the discussion through the archive. Throughout the year, the NIFL ELA online discussion list lets teachers connect with adult educators around the nation through email. Subscribers discuss critical issues in English language acquisition with adult learners, share resources, experiences, and ideas, ask questions of subject experts, and keep up-to-date on literacy issues. The list is moderated by an individual with significant expertise in the topic.

Study Circle: Teaching ESL Beginning Level Learners: Literacy Assessment and Instruction

Colorado Department of Education, Adult Education and Family Literacy, 2007

In this two-part study circle, teachers read and discuss two research articles about assessment and instructional strategies for working with ESL literacy and beginning level learners. Each teacher chooses a strategy to try in the classroom, implements it over the course of 3-6 weeks, and returns to the second study circle session to discuss the results. The study circle can be facilitated locally or by CDE/AEFL professional development staff upon request. Contact Jane Miller, miller_j@cde.state.co.us or 303-866-6611.

Local Staff Discussion

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

Guidelines for Facilitating Discussion Groups

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

Workshops, Trainings, Conferences:***Managing the Multilevel ESL Classroom***

Facilitated Online Course, March 1–April 9, 2010

Course Instructor: Erik Jacobson, March 1–April 9, 2010

For more information and to register: <http://www.newreaderspress.com/Items.aspx?hierId=6500>

Work in Windows XP – Create a template, manage files, Webinar

March 3 (Wed.), noon – 1:00 pm, Lunch and Learn with Leecy Wise

Create a brochure and labels in Word, Webinar

March 19 (Fri.), noon – 1:00 pm, Lunch and Learn with Leecy Wise

Download and format interactive games in Power Point, Webinar

March 31 (Wed.), noon – 1:00 pm, Lunch and Learn with Leecy Wise

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Each of these online sessions shows participants how to create the specified project so they can teach adult learners in turn. Register in advance for each session using the form available at <http://coloradoeducation.wufoo.com/forms/lunch-and-learn-sign-up/>. For previous Lunch and Learn agendas and Web resources, visit <http://chiresources.pbworks.com>

Workshop: Interaction - Strategies to Maximize Learning

CoTESOL Spring Conference, Saturday, March 13, 9:00am – 1:00pm

Register at: http://www.acteva.com/ttghits.cfm?EVA_ID=25049

In this workshop, participants practice a variety of pair and small group activities that foster positive interdependence and individual accountability among ESL learners.

Focus Points Spring Event – Panel Discussion on the Immigrant Experience

Led by Helen Thorpe (author of "Just Like Us")

Sponsor: Focus Points Family Resource Center, <http://www.focuspoints.org/>

Location: Tattered Cover LoDo, Denver

For information: 303-292-0770

Joint National Conference of COABE & ProLiteracy

March 15-19, Chicago, IL

Sponsor: Commission on Adult Basic Education (COABE) and ProLiteracy

Register at: <http://coabeproliteracy2010.org/index2/>

TESOL 44th Annual Convention and Exhibit

March 24-27, Boston, MA

Sponsor: Teachers of English to Speakers of Other Languages

Register at: http://www.tesol.org/s_tesol/convention2010/

Courses for Credit:

CCCOOnline, www.cconline.org

March 1 - May 9, 2010

EDU 131 Introduction to Adult Education

EDU 134 Teaching English as a Second Language to Adult Learners

Apply as a student through one of these five Home Colleges. Once you receive a student ID number, enroll for the EDU course through the same Home College. The course is taken through CCCOnline, www.cconline.org.

Community College of Aurora (CCA) - <http://www.ccaurora.edu>

Lamar Community College (LCC) - <http://www.lamarcc.edu>

Morgan Community College (MCC) - <http://www.morgancc.edu>

Red Rocks Community College (RRCC) – <http://www.rrcc.edu>

Trinidad State Junior College (TSJC) - <http://www.trinidadstate.edu>

Additional Professional Development Resources:

Beginning ESOL Learners' Advice to Their Teachers

Cunningham Florez, M. A., *Focus on Basics*, Vol. 5, Issue A., August 2001.

<http://www.ncsall.net/?id=279>

This article, based on focus groups with beginning-level adult ESL learners, provides nine insightful recommendations from the learners to their teachers.

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The LaRue Reading Skills Assessment for Pre-literate Students

LaRue, C., Minnesota Department of Children, Families and Learning, 2001

<http://www.mcedservices.com/ESL/Littest.html>

This assessment is for learners who cannot read and write in their own language. It combines an oral interview by the instructor, along with reading and writing by the student. The results reveal which literacy skills a student does and doesn't have.

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 benchmark provides specific details for teachers on the language competencies, literacy competencies, conditions, and sample tasks to include in instruction with learners.

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/pdf/GuideToPDReportingV2.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 conference call on Friday, March 26th at 9:00 am to follow up with teachers who complete any of the PD options listed on 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 *Literacy for Low-Level Adult Learners* to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. To register for the conference call, please call 303-866-6942 or e-mail your name, program name, e-mail address, and daytime phone number to: Jessie Hawthorn, Hawthorn_J@cde.state.co.us.

To find this issue of the PD MAP on our Web site go to:

<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

PD Advisory Group Mission Statement

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

The 2003 National Assessment of Adult Literacy (NAAL) assessed English literacy among American adults aged 16 and older. It is the most comprehensive measure of adult literacy. The NAAL assessed three types of literacy—prose, document and quantitative. Information and results from the study are available on the NAAL website <http://nces.ed.gov/naal>.

April 2010 PD Monthly Advisor & Planner

Theme: Family Literacy

CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL; Mary Jo Sobocinski, McLain Community High School, Lakewood; Connie Davis, Northern Colorado Professional Development Center, Longmont; Debra Fawcett, CDE/AEFL; Melissa Burkhardt-Shields, Adult & Family Education, SD-11, Colorado Springs; Dave Askeland, CMC Adult Education, Breckenridge Campus; Karin Hostetter, Summer Scholars, Denver; Michele Short, The Learning Source, Lakewood