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Classroom Connections

Ohio Literacy Resource Center

Looking at Learning in the ABLE Classroom

Judy Franks

These days, keeping current in the field of Adult Basic and Literacy Education can be a challenge. To help you with that responsibility, I've provided a professional development activity you can do together with other folks from your program. You will find in this resource how one teacher approached the teaching and learning cycle and created an activity that was student-driven and focused on using a standard and its components of performance in the lesson development process. Included are the facilitator's outline and the handouts necessary to use this lesson as a learning experience for all your program staff. Reading through the OLRC Newsletter article "What Learning Looks Like" from the Fall 2003 issue (<http://literacy.kent.edu/Oasis/Pubs/news8-2.pdf>) will provide necessary background information and increase your understanding of how the standard was used during teaching. If you have any questions about standards-based instruction, please contact me at 330-672-0753 or jfranks@literacy.kent.edu.

Activity

Title Reading to Calculate Scenario **Time** 90 minutes

Purpose This activity is to be led by teachers and/or administrators who attended the 2003 Summer Standards Institute to provide ongoing training for all program staff. The focus is on the SEM Instructional Component.

Audience ABLE Teachers, Directors, and Classroom Aides

Format Round tables for small group activities

Facilitator Notes Work through steps of the scenario by using the Guiding Questions from the teaching and learning cycle as well as the Planning Tool provided.

Activity Description

Step 1 (5-10 m)

Materials Scenario Handout

- Distribute scenario handout before meeting to allow teachers the opportunity to pre-read or take time to read through the scenario (middle column) when teachers arrive. Another option might include only reading each stage as you discuss it together.
- Discuss teachers' thoughts and questions about the class and the activity as it was planned.

Step 2 (10-15 m)

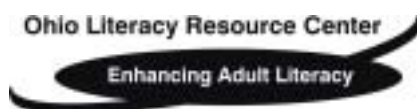
Materials Scenario Handout, chart paper, markers

- Work through the Preparing step (left column) by asking the guiding questions (right column). For example, be sure to ask how teachers usually figure out what students already know and can do. Draw out alternative assessment methods other than TABE. List on chart paper what students need to know and be able to do specifically to complete this activity which focuses on the RWU Standard and the student goal of using the calculator.

Step 3 (25-30 m)

Materials Scenario & Planning Form Handout

- Continue the Planning step by asking teachers to think about how they could discover whether students already do those things. Note: Point out that it is not always clear what standard to use. How did they decide if it was math or reading?
- Work in pairs or triads to fill out the planning form. Share results before moving on to the Teaching step.



Ohio Literacy Resource Center
Research One-1100 Summit St., Kent State University, PO Box 5190
Kent State University, Kent, OH 44240
Phone: 800-765-2897, FAX: 330-672-4841

Step 4 (20 m)

Materials

- Focus attention on the questions for the Teaching step. Model how to develop a simple checklist or rubric with students. Stress the need to develop with students (may want to share an actual example designed by students afterwards). Pay close attention to using all components of performance when creating your list:
 - Identify prior knowledge or “use what you already know” about calculators
 - Apply knowledge of words by using “symbols or examples”
 - Determine sequence or order of operation for each fraction problem
 - Change strategy if not understanding the calculator instructions
 - Show successful completion of fraction problems with 100% accuracy
- Develop a rubric using a 3-point scale such as: beginning, proficient, advanced with written descriptions of each item above. This rubric will be used to evaluate performance for this particular activity based on students’ needs. Dimensions such as independence, fluency, and range may also be used to show other aspects of students’ performance.

Step 5 (10 m)

Materials

- Continue asking and answering questions from the Assessing step. How would you finish this lesson?

Step 6 (5 m)

Materials

- Look at the Reflecting step questions; these can be posed of the whole group. Talk about what happens next; ask for suggestions. Often overlooked, but extremely important is for students to be able to transfer this learning activity to real-life application.



Check It Out !

Good News The EFF Teaching and Learning Toolkit is online at <http://cls.coe.utk.edu/efftlc/> with many helpful ideas and strategies that could be used during a staff development session in your program.

You can enter the toolkit in a variety of ways, depending on your own interests and needs.

- ✓ The *Examples* section describes how teachers use the teaching and learning cycle to plan and carry out standards-based instruction. Each example addresses one EFF Standard with links that take you to other sections for more information about the Standard.
- ✓ The *Tools* section is a collection of activities that helps teachers and students move through the stages of the teaching and learning cycle: preparation, planning, carrying out the plan, and reflection.

Special Note: Although the stages of this online EFF Teaching and Learning Toolkit have different titles, they do reflect the Ohio SEM Instructional Component and can be used effectively.

Coming Soon For more information about how Ohio has adapted the teaching and learning cycle to meet our individual state needs, check out the OhioEFF website at <http://literacy.kent.edu/ohioeff>. Go to the *Teaching and Learning* section for details.

Student Experience Model

Instructional Component

➤ **Preparing**

- *If working individually*
 - **Determine learner's goals or purposes and prior knowledge about the area of interest.**
 - **Identify the Standard that will help the learner achieve his/her goals and the learner's prior knowledge about the Standards.**
- *If working with a group,*
 - **Determine a shared goal or purpose and determine group's prior knowledge about area of interest.**
 - **Identify the Standard that will help the group achieve their shared goal and the group's prior knowledge about the Standards.**

➤ **Planning**

- **Design a learning activity to address real-life concerns of the learner(s).**
- **Identify or develop a method of assessment to capture evidence and report learning.**

Reading to Calculate

Scenario

You teach Adult Basic Literacy Education (ABLE) for the local school system and find your GED students are concerned about the changes that have occurred on the new 2002 GED test. The section they are most curious about is the math area and how a calculator will be used to solve problems. Your current group of learners consist of beginning literacy, high intermediate basic education and low adult secondary education functioning levels (1,4,5 EFLs). All students are TABE tested during the orientation process.

After a group discussion, the students chose fractions when asked what concept they would like to learn on the calculator. We created a learning activity that focused on using the fraction function key to solve addition and subtraction fraction problems. Student's gained knowledge about the keys and their functions on the Casio calculator that will be necessary to complete the math portion of the GED test. This task also helped students check their fraction homework using a calculator.

The activity occurred over a 4-day period and involved following simple, teacher generated instructions that were listed in sequential order. Students needed to demonstrate they can read, follow, and implement the steps to do calculations involving fractions. While I as the teacher structured the activity, the students had to perform it independently.

The first day we brainstormed situations where students have to follow instructions. Then they worked in small groups of 3 to 4 on an activity that involved following instructions. This served as a pre-assessment on their skill in following directions

On the second day, students brainstormed about the consequences of what can happen when they don't understand and follow instructions. Then they worked independently to

Teaching & Learning Cycle

Guiding Questions

What is the group excited or concerned about?

What do individual learners say they want or need to do in their lives?

What knowledge and skills do they need to meet their goals?

How can we agree on a shared priority to focus group work?

What Standard will we use for the activity? Which Standard would help them make progress toward their goals?

What does the learner already know and what can he do in relation to these Standards? In relation to his goals?

What do learners and I need to do to plan a meaningful learning activity that addresses the priority?

How will you make sure that your teaching gives all students the opportunity to develop the knowledge, skills and

read instructions and fill out a Medical History Form. They made common errors such as filling in extra information not asked for and leaving out information that was required. Then I gave a presentation about the standard *Read with Understanding* and students were asked to give their own ideas and examples about each component of performance for the standard.

The third day, we had a large group discussion on reading strategies that the students were familiar with. We listed these on the board and then put names to others that were described by students but did not have a name. We compiled these onto one single sheet so everyone could have a copy. We also talked about which strategies they felt would be most commonly used in reading written instructions. They mentioned the following: Sequencing, Pictorial aids, Self-question, Use what you already know.

I then handed out Casio calculators to let students become familiar with them. I explained parts of the calculator and the symbols on the keys and in yellow above the keys. I explained how the shift key worked. We then read through the instructions that I had written on how to calculate fractions using the calculator. As a group the students agreed that they needed to get all the problems (6 out of 6) correct in order to illustrate they had read and understood the instructions. For additional practice we went online to <http://www.mvaea.com/casio.html> and worked through these examples, agreeing on 100% accuracy to show evidence of having read and understood the instructions.

The group had a discussion about how easy or difficult the instructions were to read and follow. We discussed how useful examples were that accompanied the written instructions. We also talked about the strategies they used in reading the instructions, ways they monitored their comprehension and what they already knew about calculators and math that helped their understanding. These discussions were used to determine what students knew about calculators, fractions, and what operations they would like to be able to perform on the calculator.

*strategies needed at their individual EFLs?
How will students be able to practice all the components of the Standard we have identified?*

How will learners identify the cognitive and metacognitive learning strategies they already use, develop new strategies, and choose the most appropriate strategies for their purpose?

What scaffolding will need to provide to allow each learner to work on the Standard at his level?

What kinds of performance evidence will this activity allow you to collect of the student's ability to Read With Understanding?

What is the purpose of assessment for this activity and what activities can be built into the learning process?

What materials do you need to use to collect the evidence (student work products or teacher observations)?

➤ **Teaching**

- **Carry out the learning activity.**

On the fourth day, students performed the actual activity. Before beginning the activity, the class again held a discussion to determine what evidence would be needed to demonstrate that they had read with understanding during the activity. The students decided they would need to get all the problems correct in order to say they had read the instructions with understanding. They also stated they would need to demonstrate their ability to describe how they knew they had read the instructions with understanding. Students then read the simple, teacher-provided instructions on the use of the fraction function key for the Casio calculator and solved a set of addition and subtraction problems.

➤ **Assessing**

- **Capture evidence according to the plan and report learning.**
- **Observe and document evidence of performance of the standard by using the benchmarks**

➤ **Reflecting**

- **Evaluate and reflect on how what was learned is transferable to real-life situation.**
- **Determine with the learner(s) next steps to help learners meet their goals**

What assessment guides, rubrics and other tools do we need to develop for this activity?

What must I do to make sure learners have a clear understanding of what will be assessed?

What can I do to help learners understand the connection between the skill-building steps and the overall purpose of the activity?

How will you make decisions about each student's ability to Read With Understanding based on the evidence?

How will we observe and document evidence of learner performance of the Standard?

What will you do with the information you get from the students' performance in this activity? How will the evidence be used in the UPS?

How can learners link what they have learned and how it addresses their goals?

What type of activity might you do with the students to get them to reflect on what they have learned and the usefulness of that learning?

How will learners transfer skills and strategies from one role to another?

What are you going to do next in order to ensure that your students continue to gain fluency and independence in a range of reading activities related to their goals and their needs?

READ WITH UNDERSTANDING -- LEVELS 1,4,5 -- PLANNING FORM

EFL Level 1	What the students and I will do:
C1 1.1 Identify prior knowledge about topic 1.2 Identify reasons for reading	
C2 1.3 Use decoding skills to read 1.4 Use context clues to read text 1.5 Use comprehension strategies	
C3 1.6 Use fix-up strategies when lack of understanding occurs.	
C4 1.7 Identify the stated main idea of the text. 1.8 Draw conclusions about the ideas in the text.	
C5 1.9 Connect new information with prior knowledge to address reading purpose.	

EFL Level 4 & 5	What the students and I will do:
C1 4.1; 5.1 Identify prior knowledge about topic 4.2; 5.2 Select purpose to focus reading.	
C2 4.3; 5.3 Use knowledge of word parts to read. 4.4; 5.4 Use word relationships to read. 4.5; 5.5 Use context clues to comprehend text 4.6 <i>Use comprehension strategies</i> [EFL 4] 5.6 <i>Match choice of comprehension strategies to a variety of reading materials.</i> [EFL 5]	
C3 4.7; 5.7 Use fix-up strategies when lack of understanding occurs.	
C4 4.8; 5.8 Identify the unstated main idea and supporting details of the text. 4.9; 5.9 Identify figurative language in the text. 4.10; 5.10 Draw conclusions based on elements of a narrative.	
C5 4.11; 5.11 Connect new information with prior knowledge to address reading purpose.	