

## A Quick Guide for Observing Classroom Content and Practice Content

During an Adult Basic Education (ABE) intermediate level ELA class, you should observe the teacher integrating the corresponding level College and Career Readiness Standards and students engaging in a variety of standards and practices:

<p><b>READ ABOUT IT</b></p> 	<p><b>Adult learners engage daily with appropriately complex literary and informational texts, both print and digital, focusing on:</b></p> <ul style="list-style-type: none"> <li>• <b>Key ideas and details:</b> determine theme/central idea and track its development; provide objective summary; cite textual evidence for claims about explicit and implicit meanings</li> <li>• <b>Craft and structure:</b> identify common different text structures (<i>i.e., description, sequence, compare/contrast, cause/effect, problem/solution</i>); determine and analyze author’s purpose/point of view/motive; evaluate impact of word choices and rhetorical techniques</li> <li>• <b>Integration of knowledge and ideas:</b> integrate information presented graphically with words to enhance understanding of a text, topic, or issue; combine information from multiple sources to learn about a topic or issue; follow multi-step written directions</li> </ul> <p><b>Adult learners engage daily in practices that address assessed needs in word reading accuracy and reading fluency:</b></p> <ul style="list-style-type: none"> <li>• <b>Word analysis:</b> decode multisyllable words using knowledge of syllabication patterns, roots, and affixes</li> <li>• <b>Fluency:</b> read level-appropriate text with appropriate speed and expression to support comprehension</li> </ul>
<p><b>THINK ABOUT IT</b></p> 	<p><b>Adult learners engage daily in higher-order reasoning:</b></p> <ul style="list-style-type: none"> <li>• <b>Locate specific and credible information,</b> effectively using knowledge of digital search terms, digital tools (<i>e.g., hidden menus, search bar, embedded hyperlinks</i>), text format/structure (<i>e.g., job application; signal words for cause/effect structure</i>), and text features (<i>e.g., sub-headings, indexes</i>); disregard irrelevant information</li> <li>• <b>Analyze in depth</b> characters, setting, events, procedures, ideas, or concepts, using text-based details; compare and contrast individuals, events, or ideas within a text as well as similar themes, topics, and events presented in different texts, identifying and navigating conflicting information</li> <li>• <b>Synthesize</b> information from multiple sources to answer a question, citing appropriately and forming new questions for further research</li> <li>• <b>Evaluate</b> arguments, attending to quality of reasoning and the relevance and sufficiency of evidence; assess impact of an author or speaker’s point of view and motive on their work</li> </ul> <p><b>Adult learners attend closely to language use in their own work and that of others:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding</b> of the relationships among words, meanings and effects of figurative language, and nuances in word meaning</li> <li>• <b>Use strategies</b> to determine meanings of unfamiliar words and phrases in context (<i>e.g., consulting resources, analyzing word parts</i>)</li> <li>• <b>Apply conventions in writing and speaking,</b> following standard English guidelines for capitalization, punctuation, spelling, and grammar, as appropriate for the audience and purpose</li> </ul>
<p><b>TALK ABOUT IT</b></p> 	<p><b>Adult learners interact purposefully and effectively, learning from and with each other:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration and discussion:</b> prepare for discussion/activity and follow rules for collegial discussions and decision-making (<i>e.g., establish roles, contribute ideas, ask and answer questions, offer and request clarification, acknowledge other viewpoints</i>); monitor progress towards goals</li> <li>• <b>Presentation:</b> report on a topic or text, emphasizing salient points in a focused and organized manner appropriate to the audience and purpose; integrate multimedia elements; speak clearly, with adequate pacing and volume; use appropriate eye contact</li> <li>• <b>Active listening:</b> summarize speaker’s points and how they are related and supported; identify irrelevant information; ask and answer questions</li> </ul>
<p><b>WRITE ABOUT IT</b></p> 	<p><b>Adult learners write daily for a range of purposes and audiences:</b></p> <ul style="list-style-type: none"> <li>• <b>Forms:</b> write explanatory texts and arguments that have a solid beginning and conclusion, a logical organization, effective transitions, precise language, and style appropriate to audience and purpose</li> <li>• <b>Process:</b> (with support) organize, draft, revise, edit, and publish writing, incorporating feedback from peers/instructors</li> <li>• <b>Technology:</b> (with support) use technology to produce and publish writing and to interact and collaborate with others</li> </ul>

## Practices

The examples below feature several Indicators from the [ABE Professional Standards](#). These Indicators are just a sampling from the full set of the ABE Professional Standards and were chosen because they create a sequence: the teacher plans a lesson that sets clear and high expectations, the teacher then delivers high quality instruction, and finally the teacher uses a variety of assessments to see if students understand the material or if re-teaching is necessary. These examples highlight teacher and student behaviors aligned to these Indicators that you can expect to see in a rigorous ABE intermediate level ELA class.

<p><b>PLANNING</b> (Indicators P1.1, P1.2, C1.1)</p> <p>The teacher plans and implements CCRSAE aligned, academically rigorous, differentiated lessons that include clear content and language objectives, set high expectations for all learners, cultivate a safe classroom environment, encourage productive struggle, and motivate all students to succeed.</p>	
<p><b>What is the teacher doing?</b></p> <ul style="list-style-type: none"> <li>Teaching a lesson aligned with the program’s ELA curriculum</li> <li>Focusing on at least one level-specific CCRSAE-ELA standard (i.e., reading, reading foundations, writing, speaking/listening, language)</li> <li>Sharing learner-friendly lesson objectives with students</li> <li>Integrating technology to support learning</li> <li>Recognizing success in terms of specific efforts and development of knowledge/skills</li> <li>Ending the lesson with a review of what was learned</li> </ul>	<p><b>What are the students doing?</b></p> <ul style="list-style-type: none"> <li>Making connections to previous lessons, own background knowledge, and their lives</li> <li>Accessing, discussing, or producing appropriately complex and authentic print and/or digital text (e.g., online news articles, health websites, literary texts, social commentaries, technical directions)</li> <li>Taking risks and participating in productive struggle; persisting with complex tasks</li> <li>Referring to models and/or rubrics, as appropriate (e.g., referring to an exemplar when writing an argument, using a rubric to plan a presentation)</li> <li>Using, analyzing, and critiquing academic language</li> </ul>
<p><b>INSTRUCTION</b> (Indicators P1.3, P1.4)</p> <p>The teacher delivers high quality, culturally responsive instruction that meets the diverse needs of all students and engages them with meaningful topics and tasks that develop students’ critical thinking and problem-solving skills.</p>	
<p><b>What is the teacher doing?</b></p> <ul style="list-style-type: none"> <li>Fostering a climate of respect</li> <li>Pitching texts and tasks to the appropriate level of challenge (e.g., varying level of texts/tasks for different instructional groups)</li> <li>Explaining, modeling, and scaffolding literacy skills and processes, pacing activities appropriately</li> <li>Asking both literal questions and open-ended ones; requiring critical thinking about text</li> <li>Using wait time and probing to foster thoughtful student responses</li> <li>Modifying the content, process, and/or product to meet specific learner needs, including those of English learners and students with LD</li> </ul>	<p><b>What are the students doing?</b></p> <ul style="list-style-type: none"> <li>Using/creating materials that are respectful of adults and their various identities</li> <li>Contributing their own knowledge; asking their own questions</li> <li>Making decisions about their learning</li> <li>Supporting ideas/inferences with evidence from text; citing sources</li> <li>Analyzing, synthesizing, and/or evaluating text</li> <li>Working, learning, discussing, and/or thinking with others</li> <li>Using a range of technology to explore topics, communicate with others, and/or create products (e.g., conducting web searches; creating and editing Google docs; using presentation tools)</li> </ul>
<p><b>ASSESSMENT</b> (Indicators P2.1, P2.2, P2.3)</p> <p>The teacher uses a variety of formative and summative assessments to measure student learning and understanding, evaluate the effectiveness of instruction, develop differentiated and advanced learning experiences, and inform future instruction.</p>	
<p><b>What is the teacher doing?</b></p> <ul style="list-style-type: none"> <li>Using formal and informal data to group learners or to provide other targeted scaffolded supports</li> <li>Checking for student understanding of lesson objectives, using informal yet deliberative methods</li> <li>Providing prompt, specific feedback to reinforce learning and/or correct misunderstandings</li> </ul>	<p><b>What are the students doing?</b></p> <ul style="list-style-type: none"> <li>Creating products or completing tasks that matter (e.g., researching and presenting on a health concern; exploring careers; arguing for a course of action)</li> <li>Evaluating and reflecting on their own learning</li> <li>Incorporating feedback from teacher and peers to enhance actions and products</li> </ul>