





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

During an Adult Basic Education (ABE) advanced level ELA class, you should observe the teacher integrating the corresponding level CCR 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 strong and thorough textual evidence for claims about explicit and implicit meanings</li> <li>• <b>Craft and structure:</b> identify common text structure (i.e., description, sequence, compare/contrast, cause/effect, problem/solution) or an author’s unique organization of ideas; determine and analyze author’s purpose, point of view, and motive; identify satire, sarcasm, irony, extended metaphors; evaluate impact of author’s style (e.g., word choice, rhetorical techniques, organization).</li> <li>• <b>Integration of knowledge and ideas:</b> integrate quantitative or technical information (e.g., charts, research data) with the words in print or digital text to develop a coherent understanding of a text, topic, or issue; combine information from multiple sources, including authoritative and seminal texts, to learn about or explore a topic; follow multi-step written directions/complex procedure</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 a broad range of digital search processes and tools (e.g., search bar, hidden menus, “About Us”), text format/structure (e.g., rental agreement; problem/solution structure and associated signal words), and text features (e.g., sub-headings, indexes, footnotes); disregard irrelevant information</li> <li>• <b>Analyze in depth</b> content or style, using text-based details; determine how sections of the text relate to each other and develop the theme/central idea; compare and contrast individuals, events, or ideas within a text as well as the themes, topics, events, and styles of different texts, navigating conflicting information</li> <li>• <b>Synthesize</b> information from multiple authoritative sources to answer a self-generated research question or solve a problem, citing appropriately and forming new questions for further research</li> <li>• <b>Evaluate</b> arguments, attending to quality of reasoning, the relevance and sufficiency of evidence, rhetoric used, and clarity; recognize false statements and incomplete truths; 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 multiple meanings and 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/phrases in context (e.g., consulting general and specialized reference materials; analyzing roots/affixes; considering figurative, connotative, and technical meanings)</li> <li>• <b>Apply advanced conventions</b> in writing and speaking, including parallel structure, variety in sentence structure, use of semicolons and colons, and adherence to style guides (e.g., Turabian)</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 agreed upon rules for discussions and decision-making (e.g., taking votes on key issues; informal consensus); respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; monitor progress towards goals</li> <li>• <b>Presentation:</b> report on a topic or text clearly, concisely, and logically; shape content and style for particular purpose, audience, and task; integrate multimedia elements strategically; speak clearly, with effective 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; assess tone</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 <b>explanatory texts</b> and <b>arguments</b> that have a clear and effective beginning and conclusion, logical and cohesive organization, varied and effective sentence structures and transitions, precise language, and style appropriate to audience and purpose</li> <li>• <b>Process:</b> organize, draft, revise, edit, and publish writing, incorporating feedback from peers/instructors</li> <li>• <b>Technology:</b> 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 advanced 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 (reading, writing, speaking, or listening)</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 (<i>e.g., seminal and authoritative texts; social commentaries; technical writings</i>)</li> <li>Taking risks and participating in productive struggle</li> <li>Referring to models and/or rubrics, as appropriate</li> <li>Applying the target ELA skill/s to an authentic context/task</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</li> <li>Explaining, modeling, and scaffolding sophisticated 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 according to a particular style guide</li> <li>Analyzing, synthesizing, and/or evaluating long and/or dense text</li> <li>Working, learning, discussing, and/or thinking with others</li> <li>Using technology to explore topics, communicate with others, and/or create products (<i>e.g., conducting sophisticated web searches; creating and editing Google docs; using varied presentation tools</i>)</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 (<i>e.g., crafting a presentation to convince a legislator to act on an issue; preparing for a job interview</i>)</li> <li>Evaluating and reflecting on their own learning</li> <li>Incorporating feedback from teacher and peers to enhance actions and products</li> </ul>