Oregon Adult

CCRS Language Arts

& ELPS

Module 2

Planning Instruction Using Learning Standards:

Starting from an Anchor

Templates

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# Planning Instruction Using the Oregon Adult CCRS-LA and ELPS Handbooks

**About the Planning Instruction Template Activities**

These **templates** are the companion to the Oregon Adult CCRS LA and ELPS Module 2 training. They expand on activities introduced in the Module 2 training and can be used individually or as PLC work.

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## Professional Learning Community (PLC) Ideas

1. Complete the Planning Instruction Starting from an Anchor activity with a different language skill.
2. Complete the Planning Instruction Starting from an Anchor activity in a small group and share with whole group.
3. Use the Planning Instruction Starting from an Anchor activity to plan and implement a lesson for your class and report successes and challenges to your PLC group.
4. Use the “Unit Planning and Four Dimensions of Performance” in the Appendix to plan a unit.

## Planning Instruction Starting from an Anchor

These are general steps for instructional planning using the OACCRS and OAELPS Handbooks that can be applied to any language skill.

1. **Select an Anchor and the corresponding Descriptor(s) that address a skill students need to develop.**
2. **Using the Single-Level Views of the Handbook, choose the Applications from the selected Anchor that match the specific skill students need to develop. Feel free to add your own Applications relevant to the skill.**
3. **Identify some real-life tasks related to the Applications you noted.**
4. **Choose one of these real-life tasks that is interesting and relevant to the students.**
5. **Consider how the Reading Process Skills will be addressed.**

### Starting from an Anchor Activity

Below are steps for planning instruction starting from an Anchor. This activity shows underlying concepts but is not a lesson plan.

See Module 2 Workbook for a detailed example of the steps.

**ACTION STEPS**

**Complete steps #1 - #3 for the LA Reading Anchors table below.**

**Student Need: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Language Skills to focus on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OACCRS-LA or OAELPS Level of Student(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STEP 1: Using the OACCRS-LA or OAELPS Handbook, select an Anchor and the corresponding Descriptor(s) that address the student need you identified above. Write the Anchor and Descriptor(s) in the table below.**

**STEP 2: Using the Single-Level Views of the OACCRS-LA or OAELPS Handbook, choose the Applications from the selected Anchor that match the need you identified above. Write these Applications in the table below.**

**STEP 3: Identify some real-life tasks related to the Applications you noted below. Write these tasks in the table below.**

**Anchors Table**

**Complete Steps #1 - #3 in this table as described above.**

|  |  |  |
| --- | --- | --- |
| **Step 1 - Add the OACCRS-LA / OAELPS Anchor \_\_\_\_\_\_:** | **Step 1 - Add the corresponding Descriptor:**  **Step 2 - Add relevant Applications:** | **Real-Life Tasks**  **Step 3 - Add some real-life tasks related to the Applications:** |

\*See Appendix A for an example OACCRS or OAELPS completed table.

**STEP 4:** Using learner input or feedback as much as possible (or your knowledge of learner areas of interest or need), choose one of these real-life activities that is interesting and relevant to them. This will provide a real-life context in which to focus on building the ability to meet the Standard (Anchor, Descriptor, Applications) and to practice the full language skill process. **In the table above, circle the real life activity that you want to focus on with your students.**

**Step 5: Consider how the Process Skills will be addressed.** Real-life tasks involve all of the Process Skills. Choose which process skills you will focus on in this activity. Tables for each of the Process Skills are included below. Feel free to focus on one skill or multiple skills.\* **In the right column of the chart below, add what a learner would have to do for each of the Process Skills to carry out this task.**

\*Note: As a general rule, the Process Skills are not listed in a specific order of operation. They can be completed in any order and can be iterative.

**Real-Life Task:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### Reading Process Skills Table

|  |  |
| --- | --- |
| Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following process: | |
| **Reading Process Skills** | **To accomplish the task, a learner might:** |
| Determine the purpose for reading | **Step 5 - Add what a learner would have to do to carry out this task:** |
| Select and use reading strategies appropriate to the purpose | **Step 5 - Add what a learner would have to do to carry out this task:** |
| Monitor comprehension and adjust reading strategies as needed to deepen understanding of text | **Step 5 - Add what a learner would have to do to carry out this task:** |
| Use textual evidence to analyze the content and reflect on the underlying meanings | **Step 5 - Add what a learner would have to do to carry out this task:** |
| Integrate the content with prior knowledge to address the reading purpose | **Step 5 - Add what a learner would have to do to carry out this task:** |

\*[*See Appendix on page 19 for an example completed table.*](#_heading=h.37m2jsg)

**Important:** Over the course of a unit or connected lessons, it is crucial that all of the Reading Process Skills are built into instruction so that learners experience the full reading process at all levels.

**Real-Life Task:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### Writing Process Skills Table

|  |  |
| --- | --- |
| Adult learners write to express meaning for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the writing process: | |
| **Writing Process Skills** | **In order to accomplish the task, a learner might:** |
| Determine the purpose for writing | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Select and use writing strategies appropriate to the purpose | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Develop and organize ideas using evidence to serve the writing purpose | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Use self-review and feedback from others to revise text | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Use English language conventions and edit text to increase reader understanding and meet the writing purpose | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |

**Real-Life Task:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

##### Speaking & Listening Process Skills Table

|  |  |
| --- | --- |
| Adult learners speak so others can understand and listen actively for a variety of purposes, integrating knowledge, skills, and strategies in the following process: | |
| **Speaking & Listening Process Skills** | **In order to accomplish the task, a learner might:** |
| Determine the purpose for speaking and listening | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| When speaking, organize information to effectively serve the purpose and context | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| When listening, focus attention and choose listening strategies appropriate to the purpose | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Receive and convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to communication | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Use strategies to monitor one’s own comprehension and others’ comprehension | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Determine whether or not the purpose has been met, adjusting strategies as needed | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |
| Integrate new information with prior knowledge to address the purpose for speaking and listening | **STEP 5 -** **Add what a learner would have to do to carry out this task:** |

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# Appendices

## Appendix A: Completed Tables

### Planning Instruction Starting from an Anchor - OACCRS LA ACTIVITY

|  |  |  |
| --- | --- | --- |
| **OACCRS LA Reading Anchor 8:**  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | **Level B Descriptor(s):**  Describe how reasons support specific points the author makes in a text. (RI.2.8)  **Relevant Applications:**   * Draw conclusions about specific details (e.g., stated cause and effect) and their connection to the argument * Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information, as in a classified ad; explaining how the author uses fact and opinion; identifying persuasive techniques such as use of fear) | **Real-Life Reading Tasks**  **Real-life reading tasks related to the Applications:**   * Reading a Craigslist Ad * Reading advertisements * Reading social media * Reading emails for scam information |

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### Reading Process Skills - OACCRS LA and OAELPS Activities

**Reading Process Skills Table**

|  |  |
| --- | --- |
| Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following process: | |
| **Reading Process Skills** | **To accomplish the task, a learner might:** |
| Determine the purpose for reading | Identify what they want to look for on Craigslist. |
| Select and use reading strategies appropriate to the purpose | Highlight or take notes on the adjectives used in the ads.  Create an organizational chart that allows the reader to compare ads by important factors (e.g., price, location).  Make note of items that are appealing. |
| Monitor comprehension and adjust reading strategies as needed to deepen understanding of text | Rank the items reviewed.  Look up any unknown abbreviations.  Decide whether to keep looking or whether there’s enough to choose from. |
| Use textual evidence to analyze the content and reflect on the underlying meanings | Review list of adjectives from the ads (e.g, cozy, lightly worn, natural, lived-in) and identify the positive associations of these words. What else might they mean?  Look over their own ranked items and evaluate how the highlighted adjectives in the ad may have affected the ranking. |
| Integrate the content with prior knowledge to address the reading purpose | Reconsider ranking and which item to buy. |

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### Planning Instruction Starting from an Anchor - OAELPS ACTIVITY

**OAELPS Anchors Table**

|  |  |  |
| --- | --- | --- |
| **ELPS Anchor 1:**  **An ELL can…**  construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. | **ELPS Level 3 Descriptor(s):**  By the end of English language proficiency level 3, an ELL can… use a developing set of strategies to:   * determine a central idea or theme in oral presentations and spoken and written texts * redetails * answer questions about key details * explain how the theme is developed by specific details in texts * summarize part of a text.   **Relevant Applications:**   * Identify the intended audience and general purpose of the text type * Make predictions about content and organization based on text type, symbols, and context (e.g., electric bill, where aisle signs in stores are located, stop sign) to prepare to read for one’s purpose * Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information) | **Real-Life Reading Tasks**  **Real-life reading tasks related to the Applications:**   * Reading a Craigslist Ad * Reading advertisements * Reading social media * Reading emails for scam information |

## Appendix B: Unit Planning and the Four Dimensions of Performance

It can be overwhelming to choose which Anchor, Descriptor, and/or Application to target for explicit instruction. Real life tasks involve multiple skills and strategies. In order to incorporate these multiple skills and strategies, it is helpful to plan scaffolding across a unit or connected lessons by explicitly targeting **additional** Anchors, Descriptors, and/or Applications that you didn’t highlight or circle above.

To plan scaffolding, consider the Four Dimensions of Performance: knowledge base, independence, fluency, and range (see the chart below). You can build on what your learners already know, support them in developing more independent use of a particular strategy, move them toward more fluent performance of a task, and/or apply previously learned strategies to more challenging content or a wider range of reading complexity.

|  |  |
| --- | --- |
| **4 Dimensions of Performance** | |
| **Dimension 1:**  **Structure of Knowledge Base**  What do I know (facts, rules, procedures, concepts, etc.), and how do I organize and access what I know? | **Dimension 2:**  **Fluency of Performance**  Am I able to perform the task automatically, or is it difficult? |
| **Dimension 3:**  **Independence of Performance**  Do I know what to do in a particular situation, and how much guidance do I need? | **Dimension 4:**  **Range of Conditions of Performance**  In how many different tasks and contexts am I able to use a skill, and am I able to apply some of the same skills in a different context or task? |