





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

During an Adult Basic Education (ABE) beginning 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.</b></p> <ul style="list-style-type: none"> <li>• <b>Key Ideas and Details:</b> ask and answer questions referencing text explicitly; retell accurately; identify main idea and key details</li> <li>• <b>Craft and Structure:</b> determine the meaning of common general academic vocabulary and relevant domain-specific terms used in text; interpret literal and figurative language; make logical connections between particular sentences and paragraphs; identify common structural elements of fiction; use basic text features and simple search tools; distinguish own point of view versus author's, narrator's, or character's</li> <li>• <b>Integration of Knowledge and Ideas:</b> use and analyze illustrations to enhance understanding; make connections to self, other texts, and/or world</li> </ul> <p><b>Adult learners engage daily in practices that promote word reading accuracy and reading fluency.</b></p> <ul style="list-style-type: none"> <li>• <b>Print Concepts:</b> top to bottom, left to right reading, capitalization of first word in sentence, ending punctuation</li> <li>• <b>Phonological Awareness:</b> isolate syllables, phonemes; segment spoken single-syllable words into phonemes; blend phonemes</li> <li>• <b>Phonics and Word Recognition:</b> decode single and multisyllable words, including those with common prefixes and Latin suffixes and derivational suffixes; identify common irregularly spelled words</li> <li>• <b>Fluency:</b> read decodable texts fluently 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>Demonstrate understanding</b> of the relationships and nuances in the meanings of high-frequency academic and domain-specific words and phrases (e.g., categorizing words by key attributes, distinguishing shades of meanings among synonyms)</li> <li>• <b>Analyze</b> actions, events, or facts, using time/sequence and cause/effect language</li> <li>• <b>Compare and contrast</b> experiences or traits of characters in stories or basic similarities and differences between two texts on same topic</li> <li>• <b>Conduct/participate</b> in short research and writing projects that build knowledge about a topic (e.g., take notes from print or digital sources; sort evidence into provided categories; summarize)</li> </ul>
<p><b>TALK ABOUT IT</b></p> 	<p><b>Adult learners engage daily in collaborative work.</b></p> <ul style="list-style-type: none"> <li>• <b>Collaboration:</b> create and follow rules for discussions; express own ideas and build on others'; request clarification; ask and answer questions about information provided in or by a speaker, elaborating as needed</li> <li>• <b>Presentation:</b> report on a topic, text, or story with facts or relevant details; speak clearly in complete sentences, at an understandable pace; apply standard English grammar</li> </ul>
<p><b>WRITE ABOUT IT</b></p> 	<p><b>Adult learners write daily for a range of tasks, purposes, and audiences.</b></p> <ul style="list-style-type: none"> <li>• <b>Forms:</b> use the writing process to write simple narratives, informative texts, and opinion pieces</li> <li>• <b>Conventions:</b> apply the basic standard conventions of English grammar, punctuation, capitalization, and spelling</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 beginning 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>i.e., reading; reading foundations, writing, speaking/listening, language</i>)</li> <li>Sharing learner-friendly lesson objectives with students</li> <li>Integrating technology to support learning (<i>e.g., audio readings, assistive technology</i>)</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>Engaging with appropriately complex print and/or digital text (<i>e.g., simple webpages, leveled texts, self-written or learner written texts</i>)</li> <li>Taking risks and participating in productive struggle</li> <li>Referring to models and/or rubrics, as appropriate (<i>e.g., checklist for punctuation/capitalization, fluency rubric</i>)</li> <li>Using and analyzing new vocabulary and conventions (<i>e.g., sentence structures, capitalization, and punctuation rules</i>)</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 basic 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</li> <li>Analyzing, synthesizing, and/or evaluating text</li> <li>Working, learning, discussing, and/or thinking with others</li> <li>Using technology to communicate with others and/or create written text (<i>e.g., emails, texting, using simple Google docs</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., reading to children, writing a personal letter</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>	

