CCRS in the ABE Classroom: Beginning ESL

Section 1: Beginning-20:03

Section 1 Focus: Showing Evidence with a Visual Text

1. In this section of the reading lesson, Dan uses a *visual* text. Why do you think that he chooses to start the lesson with this type of text?

2. How are lower-level learners supported in this section of the lesson? (In other words, what supports did he embed for lower-level learners?)

3. Where in this lesson are students using critical thinking skills such as inferencing?

4. How does asking the questions "How do you know?" or "What is your evidence?" impact the students' learning?

5. What do you think about teaching the word "evidence" to beginning adult ESL students? How does this affect their current learning? Their future learning?

6. What is the role of the teacher in this section of the lesson? What are some things that Dan says (and doesn't say) to the learners while they are working in small groups? What do you think is the reasoning behind his choices around type/quantity of teacher talk?

CCRS in the ABE Classroom: Intermediate ESL

Section 2: 20:03-29:16

Section 2 Focus: Creating a Learner-Generated Text

1. What scaffolding did Dan build into this section of the lesson to prepare learners for writing?

2. How are lower-level learners supported in this section of the lesson? (In other words, what supports did he embed for lower-level learners?)

3. How did Dan's lesson planning process shift in response to his CCRS goals?

4. How does Dan balance his content goals with CCRS goals?

5. What practices did he have to change to address the standards? What stayed the same?

6. Dan began his implementation of the standards with the reading strand. Where do you think you will begin?

7. Dan mentions that he is still able to use the same materials and incorporate CCRS. How could you reach CCRS objectives while working with your existing materials?

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Section 3: 29:17-end

Section 3 Focus: Text-Dependent Questions

1. When working with CCRS, literacy and critical thinking skills are equally important. What literacy and critical thinking skills are students using in this section of the video?

2. What are some advantages of using a learner-generated text versus a published text?

3. How can you make text dependent questions less overwhelming? What are the advantages of grouping questions within a set?

4. What are different ways to sequence a set of questions? Why is careful question sequencing important?

5. Citing evidence is emphasized in the CCRS. What prompts does Dan use to elicit evidence from the students? How does this encourage the learners to apply close reading strategies to the text and defend their answers?

6. What teaching practices does Dan use to address the multiple levels in his class during this section of the lesson?

7. How does Dan apply the vocabulary and grammatical structures taught in this lesson to practical language use outside of the classroom?

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Whole Video Overview and Follow-Up Tasks
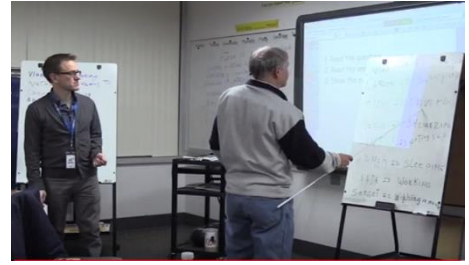
1. The video highlighted preparing for close reading, productive struggle, and citing evidence. What other themes and takeaways did you discover while watching the video? Which are the most relevant for you and your teaching practice?

2. Throughout the video, where do you see examples of the three key shifts?
   a. Complexity: Regular practice with complex texts and their academic language

   b. Evidence: Reading, writing, and speaking grounded in evidence from texts, both literary and informational

   c. Knowledge: Building knowledge through content-rich nonfiction

3. How will the skills and knowledge that the learners are developing throughout this lesson prepare them for moving up to the next level? Look at Level D in your blue book (CCR Standards for Adult Education) and discuss.

4. What are you inspired to try in your own teaching practice after watching this video? How will you make it a regular part of your classroom instruction? How do you think that your learners will respond?

5. Select one new activity or teaching practice from the video, and try it out in your classroom. Be prepared to report back on the learners' response, successes, and challenges. Also be prepared to discuss how you will continue to integrate the CCR Standards into your instruction moving forward.