

CCRS in the ABE Classroom: Literacy Level ESL

Section 1: Beginning to 15:58

Section 1 Focus: Scaffolding the Text



1. At the beginning of the lesson, Barb leads the learners through a review of vocabulary and phrases that they've learned in past lessons. How do you imagine the words and phrases were initially introduced? How does this prior instruction prepare the learners to read the text?
2. In this section of the reading lesson, Barb uses a *visual* text. Why do you think that she chooses to start the lesson with this type of text?
3. In her interview, Barb shares that she repeats each step of the lesson 3-4 times, saying, "repetition is really a strong learning tool for learners at this level." How does she build in repetition during this section of the lesson? How does the repetition help to scaffold the text for the learners?
4. How does Barb incorporate the critical thinking skill of predicting during this section of the lesson? What are some ways that you could incorporate predicting into your lessons?
5. Barb says that she scaffolds questions; she starts with easier types of questions and then moves to more difficult questions to ease learners into the process of responding. What types of questions does Barb use during this section of the lesson? How does she check the understanding of all of the learners?
6. How could you use some of the scaffolding techniques you observed in the video to prepare your own learners to interact with complex texts?

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Section 2: 15:58-34:55

Section 2 Focus: Developing Literacy Skills

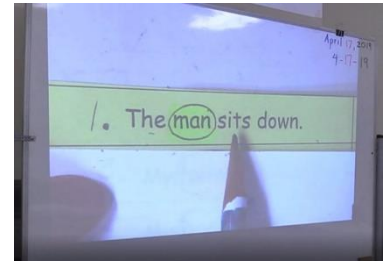


1. How does the work that the learners did in the previous section of the lesson prepare them for the literacy work in this section? How do the activities in this section build upon one another?
2. Which activities from this section appear to be familiar to the learners? Why?
3. One of the CCRS shifts is showing evidence. During this section of the video, Barb has the learners physically show things from the text. How does this prepare learners to show evidence?
4. Barb says that it's a balance to find enough challenge for the learners while providing support and building independence. How are learners challenged during this section of the lesson? What activities build independence?
5. Barb continues to scaffold questions during this section of the lesson. What types of questions do you hear her use? How does she check the understanding of all of the learners?
6. In this video, Barb uses questions that start with which, what, where, why, and who. How do you imagine that Barb introduced these question words to her learners? How could you introduce them to your own learners?

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Section 3: 15:58-34:55

Section 3 Focus: Close Reading



1. Close reading is heavily emphasized in the CCRS. How do the activities in this section of the lesson prepare literacy level students to closely read a text?
2. How does Barb strengthen the connection between the pictures and the written text?
3. How does Barb address and reinforce the concept of main idea without using the phrase “main idea”?
4. Why do you think Barb combines directions to the class with a physical demonstration? Do you use this practice in your own teaching? How does it help support learners?
5. In her interview, Barb says that her teaching has changed since she started to implement CCRS; she now emphasizes quality over quantity when it comes to reading stories and selecting which activities to use. How do the activities in this section of the video help the learners to dig deeper into the text and gain a greater understanding?
6. What are some activities or techniques from the video that you could use in your classroom to dig more deeply into a text?

CCRS in the ABE Classroom: Low Beginning ESL

Whole Video Overview and Follow Up Tasks

1. The video highlighted scaffolding, literacy instruction, and close reading of a complex text. 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 will prepare them for moving up to the next level? Look at Level B 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.

