

Oregon Adult Basic Skills

PLC Activities Module 1: Four Dimensions & Process Skills

Professional Learning Community Ideas for Module 1

1. Use “The Four Dimensions of Performance” to plan a lesson/unit. Use the materials from the module to help you.
2. Use The Four Dimensions of Performance to develop an assessment for that lesson/unit. Use the materials from the module to help you.
3. Rewrite the other Process Skills in your own words. You can use the charts below to help you.
4. Consider a lesson you’ve taught or would like to teach. Brainstorm how you addressed or would address Process Skills in that lesson. You can use the Skills Diaries and Guides below to help you.

Rewriting the Process Skills: Writing

Instructions: Rewrite each process skill component by paraphrasing, making sure to keep the same meaning.

Writing Process Component	Our Words
Determine the purpose for writing	
Select and use writing strategies appropriate to the purpose	
Develop and organize ideas using evidence to serve the writing purpose	
Use self-review and feedback from others to revise text	
Use English language conventions and edit text to increase reader understanding and meet the writing purpose	

Rewriting the Process Skills: Speaking and Listening

Instructions: Rewrite each process skill component by paraphrasing, making sure to keep the same meaning.

Speaking and Listening Process Component	Our Words
Determine the purpose for speaking and listening	
When speaking, organize information to effectively serve the purpose and context	
When listening, focus attention and choose listening strategies appropriate to the purpose	
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	

<p>Use strategies to monitor one's own comprehension and others' comprehension</p>	
<p>Determine whether or not the purposes have been met, adjusting strategies as needed</p>	
<p>Integrate new information with prior knowledge to address the purposes for speaking and listening</p>	

Process Skills Diary: Reading

Instructions: Consider a lesson you've taught or would like to teach. Brainstorm how you addressed or would address each reading process skill in the left column. Use the Reading Process Skills Guide below to help you fill out the right column.

Reading Process Component	How did you address each reading process skill?
Determine the purpose for reading	
Select and use reading strategies appropriate to the purpose	
Monitor comprehension and adjust reading strategies as needed to deepen understanding of text	
Use textual evidence to analyze the content and reflect on the underlying meanings	
Integrate the content with prior knowledge to address the reading purpose	

Reading Process Skills Guide

<p>Determine the purpose for reading</p>	<ul style="list-style-type: none"> ➤ What is your general purpose in reading this text? ➤ What are some specific things you want to get out of this reading? TRY: Read the title and look at the pictures. What do you notice about the way the text looks? Are there headings? Turn the headings into questions. What are the questions you think this text will answer?
<p>Select and use reading strategies appropriate to the purpose</p>	<ul style="list-style-type: none"> ➤ Should you read this text fast or slow? ➤ How often will you stop to check your understanding? TRY: Every heading/page/chapter. ➤ How will you keep up with the answers to your questions? TRY: Make a chart. ➤ How often will you make new predictions/questions? TRY: Every heading/page/chapter. ➤ What will you do if you come to a word you don't know? TRY: Breaking the word down into its parts to figure out the meaning.
<p>Monitor comprehension and adjust reading strategies as needed to deepen understanding of text</p>	<ul style="list-style-type: none"> ➤ Tune in to whether or not you are understanding as you read. TRY: Stop every paragraph or page and... <ul style="list-style-type: none"> ● cover the text and tell yourself what you read. ● answer any questions you wrote at the beginning. ● think of new questions for the next section. ● use sticky notes to summarize a section. ● draw a picture or diagram. ➤ Look for evidence and examples that help you understand more. ➤ Use different strategies when you get stuck: TRY: Reread, break down words you don't know, use context clues, use the glossary or margin notes and look at pictures/charts on the page.

<p>Use textual evidence to analyze the content and reflect on the underlying meanings</p>	<ul style="list-style-type: none"> ➤ Can you summarize the main ideas from the readings? ➤ What evidence (statistics, research, etc.) does the author use to support their ideas? ➤ Can you make sense of the author’s writing? TRY: Make a graphic organizer or text map to “see” the information in a different form.
<p>Integrate the content with prior knowledge to address the reading purpose</p>	<ul style="list-style-type: none"> ➤ Did you meet your general purpose? Your specific purpose? How do you know? TRY: Write or tell someone what you learned or the answer to your pre-reading questions.

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Process Skills Diary: Writing

Instructions: Consider a lesson you have taught or would like to teach. Brainstorm how you addressed or would address each writing process skill in the left column. Use the Writing Process Skills Guide below to help you fill out the right column.

Writing Process Component	How did you address each writing process skill?
Determine the purpose for writing	
Select and use writing strategies appropriate to the purpose	
Develop and organize ideas using evidence to serve the writing purpose	
Use self-review and feedback from others to revise text	
Use English language conventions and edit text to increase reader understanding and meet the writing purpose	

Writing Process Skills Guide

<p>Determine the purpose for writing</p>	<p>Who is your audience? Do they want/need to be informed? Entertained? Persuaded? Do you need to write formally? Informally? Use emoticons?</p> <p>What do you want to accomplish with your writing? Do you want to teach someone something? Do you want an A? Do you want to persuade someone? Do you want to show you understand?</p>
<p>Select and use writing strategies appropriate to the purpose</p>	<p>Are you stuck (writer’s block)? Try:</p> <ul style="list-style-type: none"> ● Writing for 20 minutes without stopping ● Taking a break and do nothing; resting your mind ● Eat a snack, or make sure all electronics are off
<p>Develop and organize ideas using evidence to serve the writing purpose</p>	<p>Use graphic organizers such as Venn Diagrams for comparisons, T-charts for cause and effect</p> <p>Is the writing informal? Sound friendlier by using contractions and, if appropriate, emoticons and humor.</p> <p>Prioritize your ideas What is most important? Least important?</p> <p>Is the writing academic? You need an introduction, body, and conclusion. Don’t use contractions or abbreviations. If you need references or citations, use the library citation tools to create a Works Cited list.</p> <p>Make sure you introduce quotes and other evidence According to.... X (2015) states... As noted in X (2020), etc.</p>
<p>Use self-review and feedback from others to revise the text</p>	<p>Read your writing aloud. Sometimes you will catch mistakes with your ears that your eyes do not pick up. Be sure you take a break before you review your writing.</p> <p>Ask another person to read your writing and give feedback. Be careful! This person should not change your writing significantly. It still needs to be your work and your writing.</p> <p>Check with a tutor. Tutors are trained to give feedback and help you.</p> <p>Remember that the best writers revise, revise, and then revise!</p>

Use English language conventions and edit text to increase reader understanding and meet the writing purpose

Are you using the same word over and over? Look up the synonyms on Google.

Do all your subjects and verbs agree? He *is*, they *are*, etc.

Check your punctuation. Remember rules for FANBOYS, subordinate clauses, etc.

Check your pronoun references. Is it clear what or whom your pronouns refer to?

Check your verbs. Do you know why you chose each tense that you chose?

Capitalization and Italics. Are your titles capitalized? Are the titles of books and journal articles *italicized*? Are the titles of articles or video clips surrounded by quotation marks?

Check for red and green lines. Have you right clicked over any words or phrases that were flagged by your software to detect spelling and grammatical errors?

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Process Skills Diary: Speaking and Listening

Instructions: Consider a lesson you have taught or would like to teach. Brainstorm how you addressed or would address each speaking and listening process skill in the left column.

Speaking and Listening Process Component	How did you address each speaking and listening process skill?
Determine the purpose for speaking and listening	
When speaking, organize information to effectively serve the purpose and context	
When listening, focus attention and choose listening strategies appropriate to the purpose	
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	

Use strategies to monitor one's own comprehension and others' comprehension	
Determine whether or not the purposes have been met, adjusting strategies as needed	
Integrate new information with prior knowledge to address the purposes for speaking and listening	