Oregon Adult

CCRS Language Arts

& ELPS

Module 3

Planning Instruction Using Learning Standards:

Starting from a Real-Life Task

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 3 training. They expand on activities introduced in the Module 3 training and can be used individually or as PLC work.

## 

## Professional Learning Community (PLC) Ideas

1. Complete the Planning Instruction Starting from a Real-Life Task activity with a different language skill.
2. Complete the Planning Instruction Starting from a Real-Life Task activity in a small group and share with whole group.
3. Use the Planning Instruction Starting from a Real-Life Task 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 a Real-Life Task

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

|  |
| --- |
| 1. **Identify a real-life task that is purposeful for your students.** 2. **Determine the discrete skills, strategies, or knowledge needed to do the real-life task.** 3. **Match the discrete skill, strategy, and/or knowledge needed to do the real-life task with Anchors, Descriptors, and/or Applications.** 4. **Narrow your focus for targeted explicit instruction.** 5. **Consider how the Process Skills will be addressed.** |

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### Starting from a Real-Life Task Activity

Below are steps for planning instruction starting from a real-life task. This activity shows underlying concepts but is not a lesson plan.

See Module 3 Workbook for a detailed example of the steps.

**ACTION STEPS**

**Complete the steps below.**

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

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

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

**STEP 1: Identify a real-life task that is purposeful for your students.**

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

Fill in the real-life task at the top of the chart below.

**STEP 2: Determine the discrete skills, strategies, or knowledge needed to do the real-life task.** Think about what is needed for students to successfully perform the activity. Focus your thinking on some specific skill(s) needed in this activity even though performing real-life activities usually involves a variety of skills. **Write the discrete skills, strategies, or knowledge needed for the task in the chart below.**

**STEP 3: Match the discrete skill, strategy, and/or knowledge needed for this task with Anchors, Descriptors, and/or Applications.** Look at the Anchors for your specific level in the Single-Level Views of the OACCRS LA or OAELPS Handbook. **Add the Anchors and corresponding Descriptors, and Applications that match the one or more additional discrete skills, strategies and/or knowledge you added in Step 2.**

If you cannot find an Anchor at a particular level that matches the discrete skill you noted in the left column, check a level below or a level above. If you have to go above a particular level, consider how a learner might demonstrate that Anchor, Descriptor, and/or Application at a lower level with level-appropriate modification, or vice versa.

See if there are other Anchors at the students’ level that give you ideas for strategies you do not already have in the left column. Are there Anchors, Descriptors, and/or Applications you need to add?

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

**OACCRS or OAELPS Anchors Table**

|  |  |
| --- | --- |
| **Discrete skills, strategies, and/or knowledge needed to do the task:** | **Anchors, Descriptors, and/or Applications used in doing the task:** |
| **STEP 2 - Add a discrete skill, strategy, and/or knowledge:** | **STEP 3 - Add the matching Anchors, Descriptor, and Applications:** |
| **STEP 2 - Add a discrete skill, strategy, and/or knowledge:** | **STEP 3 - Add the matching Anchors, Descriptor, and Applications:** |
| **STEP 2 - Add a discrete skill, strategy, and/or knowledge:** | **STEP 3 - Add the matching Anchors, Descriptor, and Applications:** |
| **STEP 2 - Add a discrete skill, strategy, and/or knowledge:** | **STEP 3 - Add the matching Anchors, Descriptor, and Applications:** |
| **STEP 2 - Add a discrete skill, strategy, and/or knowledge:** | **STEP 3 - Add the matching Anchors, Descriptor, and Applications:** |

**\****See* [*Appendix A*](#_Appendix_A:_Completed) *for an example of a completed* [*OACCRS*](#_heading=h.3tbugp1) *or* [*OAELPS*](#_heading=h.28h4qwu) *table.*

**STEP 4: Narrow your focus for targeted explicit instruction.** It can be overwhelming to choose which Anchor, Descriptor, and/or Application to target for explicit instruction. However, for instruction to be meaningful for the learner, it is crucial to have a targeted focus within an individual lesson. Furthermore, not all the Descriptors and/or Applications may apply to a certain task. **Circle or highlight the specific Anchors, Descriptors, and/or Applications in the chart above that you want to scaffold and teach explicitly in this lesson.**

It’s likely that some of what you do not circle can become additional scaffolding to support your explicit instruction. (For more information about scaffolding to support unit planning, see [**Unit Planning and the Four Dimensions of Performance**](#_heading=h.nmf14n) in the Appendix.)

The Applications are discrete skills to help the students meet the level-specific exit performance of the Descriptor, not an exhaustive or required list of items to be taught.

**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 the Process Skills in order 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.**

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**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** | **In order 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 A*](#_Appendix_A:_Completed) *for an example of a completed table*

**Important:** Over the course of a unit or connected lessons, it is crucial that all of the Process Skills are built into instruction so that learners experience the full 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: | |
| **Reading 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: | |
| **Reading 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 a Real-Life Task - OACCRS LA ACTIVITY

**OACCRS LA Reading Anchors Table**

|  |  |
| --- | --- |
| **Discrete skills, strategies and/or knowledge needed to do the task:** | **Anchors, Descriptors, and/or Applications used in doing the task:** |
| Think about your purpose - What information do you need to know? | **OACCRS Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text.**  **Level B Descriptors:**  Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)  Distinguish their own point of view from that of the author of a text. (RI.3.6)  **Applications:**   * Prepare simple notes to use as a reference (e.g., simple annotations) * Ask simple questions to guide reading (e.g., Where is the byline? Where are the directions?) * Locate and interpret information in simple tables, graphs, and diagrams * Identify the topic, stated or clearly implied main idea, and supporting details within a paragraph * Draw conclusions about specific details (e.g., stated cause and effect) * Refer to details and examples in a text when explaining the author’s purpose * Explain own point of view regarding the author’s purpose using textual evidence * Agree or disagree with an idea or theme and explain reasoning |
| Identify relevant words (e.g.,”amount due”)  Examine how a bill is laid out | **OACCRS Reading Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**  **Level B Descriptors:**  Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)  **Applications:**   * Apply knowledge of list and sequence text structures and their signal words (e.g., first, however, consequently, furthermore, finally in conclusion) * Scan for key words/numbers * Discuss with others (e.g., learners discuss how they use text features to locate information) * Make predictions about content and organization based on text type and context (e.g., headings) * Locate specific information in a simple multi-page source (e.g., class Google site, article, book index) * Locate and interpret information in simple tables, graphs, and diagrams (e.g., with a different level of information on each axis) |
| Consider whether or not the information makes sense | **OACCRS Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**  **Level B Descriptor:**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL.2.1)  Applications:   * Scan for key words/numbers to create and answer questions * Answer simple questions posed by self or others (e.g., What happens next?) * Check pronoun referents to check understanding * Use simple graphic organizers (e.g., mind map, cluster map) to clarify key details and evidence * Discuss with others or do other interactive activities (e.g., role play events, jigsaw activity) * Draw conclusions about specific details (e.g., stated cause and effect) * Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text |
| Evaluate the information and decide on next steps | **OACCRS 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:**  Describe how reasons support specific points the author makes in a text. (RI.2.8)  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, getting on the bandwagon) * Quote accurately from a text when explaining what the text says explicitly |

### 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** | **In order to accomplish the task, a learner might:** |
| Determine the purpose for reading | Think about what information they want to know from the utility bill  State this as one or two questions (e.g., How much do I owe this month? When is it due?) |
| Select and use reading strategies appropriate to the purpose | Scan for key words that answer the questions (learn these as sight words)  Highlight (on bill) answers to questions |
| Monitor comprehension and adjust reading strategies as needed to deepen understanding of text | Think about whether the answer makes sense, based on what they know (e.g., How much did I pay last month? Have my habits changed? When is the deadline for payment usually? Does it make sense?) |
| Use textual evidence to analyze the content and reflect on the underlying meanings | Make a chart of bills for the same utility for the last three months  Note whether amount due is going up or down  Talk with someone (another learner or family member) about reasons why  Look at the chart on the bill that compares this month’s usage with usage for the same month last year  Note whether usage went up or down and considers why that might be |
| Integrate the content with prior knowledge to address the reading purpose | Make a plan of action based on answers:  - pay or question the utility bill  - reflect on ways to reduce the bill in the future |

### Planning Instruction Starting from a Real-Life Task - OAELPS ACTIVITY

**OAELPS Anchors Table**

|  |  |
| --- | --- |
| **Discrete skills, strategies and/or knowledge needed to do the task:** | **Anchors, Descriptors, and/or Applications used in doing the task:** |
| Think about your purpose. What information do you need to know? | **OAELPS Anchor 1: An ELL can… construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.**  **Level 3 Descriptors:** 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 * retell key details * answer questions about key details * explain how the theme is developed by specific details in texts * summarize part of a text.   **Applications:**  **Reading**  Identify the intended audience and general purpose of the text type  Make predictions or ask simple questions based on title, pictures, headings, captions, text type, and/or knowledge of the topic or reading situation (e.g., What is the cheapest price?)  Apply knowledge of simple text structures (e.g., list, sequence) and their signal words (e.g., first, second, next)  Scan for keywords/numbers  Answer questions posed by self or others (e.g., using who, what, where, when, why, how)  Check pronoun referent  Use simple text markings (e.g., highlighting, underlining, noting personal reactions/questions)  Retell/paraphrase  Use graphic organizers (e.g., T-charts, bubble maps)  Locate key information in text in a familiar format (e.g., item on a calendar, where to sign, a familiar menu)  Ask and answer simple knowledge questions about key details in a text (e.g., When did the war start?)  Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information)  Quote accurately from a text when explaining what the text says explicitly  Explain the purpose of specific examples |
| Identify relevant words (e.g., “amount due”)  Examine how a bill is laid out | **OAELPS Anchor 1: An ELL can…construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.**  **Level 3 Descriptors:** 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 * retell key details * answer questions about key details * explain how the theme is developed by specific details in texts * summarize part of a text.   **Applications:**  **Reading**  Identify the intended audience and general purpose of the text type  Make predictions or ask simple questions based on title, pictures, headings, captions, text type, and/or knowledge of the topic or reading situation (e.g., What is the cheapest price?)  Apply knowledge of simple text structures (e.g., list, sequence) and their signal words (e.g., first, second, next)  Scan for keywords/numbers  Answer questions posed by self or others (e.g., using who, what, where, when, why, how)  Check pronoun referent  Use simple text markings (e.g., highlighting, underlining, noting personal reactions/questions)  Retell/paraphrase  Use graphic organizers (e.g., T-charts, bubble maps)  Locate key information in text in a familiar format (e.g., item on a calendar, where to sign, a familiar menu)  Ask and answer simple knowledge questions about key details in a text (e.g., When did the war start?)  Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information)  Quote accurately from a text when explaining what the text says explicitly  Explain the purpose of specific examples |
| Consider whether or not the information makes sense | **OAELPS Anchor 5: An ELL can…** conduct research and evaluate and communicate findings to answer questions or solve problems.  **Level 3 Descriptors:**  By the end of English language proficiency level 3, an ELL can… with support,   * carry out short research projects to answer a question * gather information from multiple provided print and digital sources * paraphrase key information in a short written or oral report * include illustrations, diagrams, or other graphics as appropriate * provide a list of sources.   **Applications:**  **Reading**  Determine the relevance of ideas/information presented in the text to the research purpose (e.g., Is this the information I need to answer the research question?)  Integrate written and graphic information into writing and/or presentation  Combine information presented in different simple sources |
| Evaluate the information and decide on next steps | **OAELPS Anchor 6: An ELL can**…analyze and critique the arguments of others orally and in writing.  **Level 3 Descriptors:**  By the end of English language proficiency level 3, an ELL can… with support,   * explain the reasons an author or a speaker gives to support a claim * identify one or two reasons an author or a speaker gives to support the main point.   **Applications:**  **Reading**  Identify and draw conclusions about stated information and implied messages in a simple functional or persuasive text.  Recognize simple persuasive techniques (e.g., implied claims in pictures, celebrity statements in ads)  Ask and answer simple knowledge questions about key details in a text (e.g., When did the war start?)  Determine the relevance of the ideas/information presented in the text to the reading purpose  Agree or disagree with an idea or theme and explain reasoning |

## 

## 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? |