

FOCUS Reflection: K1.1

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator K1.1. Adult Basic Education

Demonstrates knowledge of current research and a comprehensive understanding of the underlying concepts, procedural knowledge, and contextualized application of the subject matter by engaging students in evidence-based instruction that enables them to acquire increasingly complex knowledge and skills.

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Students at all levels should be engaged in evidence-based reading instruction (EBRI), based on diagnostic assessment.	1) Diagnostically assess learners in the essential reading components (<i>i.e., alphabets, fluency, vocabulary, and comprehension</i>). 2) For beginning readers (GLE 0-3), emphasize alphabets and fluency instruction at learners' diagnosed instructional levels but also include vocabulary and comprehension instruction. (See report by Strucker, 2021.) 3) For intermediate readers (GLE 4-8), emphasize students' diagnosed priorities related to alphabets, fluency, vocabulary, and comprehension, using materials and approaches appropriate for the diagnosed instructional levels. (See STAR .) 4) For ASE readers (GLE 9-12), emphasize vocabulary (with embedded word analysis) and comprehension at the diagnosed performance levels; address fluency as needed. (See Indicator P1.4, Meeting Diverse Needs : D, E, F, G.)	
B. The differences between informational and literary texts, their structures, and their importance in academic and non-academic settings need to be taught to both English as a first language speakers and English learners.	1) Engage students in using, analyzing, and distinguishing among the purposes and organizational structures of written arguments, informative/explanatory texts, and narrative texts. 2) Have students, through discussion and writing, evaluate how well authors support claims with verifiable facts, valid reasoning, and relevant and sufficient evidence. 3) Engage students in reading common literary genres (<i>e.g., novel, short story, poem, drama</i>), identifying, analyzing, critiquing, and appreciating the authors' use of literary techniques (<i>e.g., simile, metaphor, idioms</i>) and overall craft.	

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	<ul style="list-style-type: none"> 4) Incorporate a range of literary and informational text as both print and digital texts, exploring differences, drawbacks, and benefits of different formats (<i>e.g., website vs. textbook presentation of the same topic; reading a book on a screen vs. on paper</i>). 5) Invite English learners to make connections with informational and literary structures in their own language/cultures. 	
<p>C. Writing takes time, both in terms of skill development and in terms of creating individual products.</p>	<ul style="list-style-type: none"> 1) Foster a writing community among students that encourages sustained, engaging, collaborative, and consistent writing routines. 2) Design learning experiences that lead students through the stages of the writing process (<i>e.g., planning/organizing, drafting, revising, editing, and publishing original compositions</i>). 3) Teach students how to use digital tools to organize their ideas before writing, draft and revise their writing, collaborate with others, and publish their final product. 4) Incorporate a broad range of writing products, including online and multimedia projects (<i>e.g., blogs, infographics, digital brochures</i>). 	
<p>D. Language instruction requires a working knowledge of standard English conventions and the evidence-based, contextualized approaches for teaching vocabulary, grammar, and writing conventions.</p>	<ul style="list-style-type: none"> 1) Highlight differences in language use in terms of appropriateness or "standard," not "correctness" (<i>e.g., point out that standard English is the English dialect of choice in college and many careers</i>). 2) Demonstrate how ideas within and across sentences connect to each other through their grammar (<i>e.g., modifying words and phrases; signal words</i>). 3) Teach and have students practice/use grammar skills and vocabulary within authentic communicative contexts (<i>e.g., using new sentence structures and vocabulary in speaking and writing about content topics under study; peer-editing for standard English usage; navigating complex structures in text; critiquing an author's word choice</i>). 4) Provide explicit instruction and ample practice with combining sentences and imitating model sentences, as appropriate. 5) Invite English learners to make connections and see differences between English grammar and their own language structures. 	
<p>E. Learners benefit from explicit instruction and practice in oral communication,</p>	<ul style="list-style-type: none"> 1) Provide modeling, scaffolding, and practice with the speaking and listening skills needed for effective adult oral communication. 2) Regularly engage students in speaking in 	

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collaboration, and presentation skills.	3) informal, collaborative, and formal contexts (<i>e.g., small group discussion of text; working on a project together; making a presentation to the class</i>). 4) Engage students in creating videos, podcasts, and multimedia presentations to develop and showcase their learning.	
F. Sophisticated language users apply cognitive and metacognitive strategies to accomplish reading, writing, speaking, and listening tasks; these strategies are not known nor automatically used by many adult learners.	1) Engage learners in thinking, writing, and talking about their own thinking as it relates to specific literacy tasks (<i>e.g., through journals, logs, class conversations</i>). 2) Explain, model, and provide practice in specific strategies for reading comprehension (<i>e.g., margin notes, self-questioning, summarizing</i>); writing (<i>e.g., graphic organizers, outlines, editing checklists</i>); and speaking/listening (<i>e.g., taking notes, asking questions</i>). 3) Invite students to experience and compare different strategies in terms of effectiveness in meeting reading goals (not based on how “fun” the activity is).	
G. The development of digital literacy skills requires ongoing and regular practice and application.	1) Regularly require students to use technology to find, evaluate, organize, create, and/or communicate information and/or to perform practical tasks (<i>e.g., conduct an online search for articles related to a project; draft and edit using word processing program; posting to on an online class discussion board</i>). 2) Include explicit instruction in how to use digital tools/resources/processes, providing scaffolding as needed. 3) Provide opportunities for students to explore and experiment with technology and digital tools/resources/processes.	
H. Meaningful, authentic tasks/projects require adult learners to integrate reading, writing, and oral language in ways that thoughtfully address purpose, context, and audience.	1) Select and use evidence-based instructional practices that support the development of complementary skills (<i>e.g., writing-to-learn strategies that improve reading comprehension; reading, evaluating, and analyzing texts to inform research papers; reading to participate in a group discussion</i>). 2) Incorporate reading, writing, and oral language tasks that address a range of audiences and purposes, including building content knowledge in civics, health literacy, science, financial literacy, and workforce preparation as well as developing digital literacy. 3) Design authentic culminating unit projects that require the application of CCRSAE-ELA skills	

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	within tasks relevant to adults. 4) Design authentic culminating unit projects that require the application of CCSSAE-ELA skills within tasks relevant to adults.	
Notes to Self:		