

STAND OUT

Standards Based English

In-Service Training



Staci Johnson

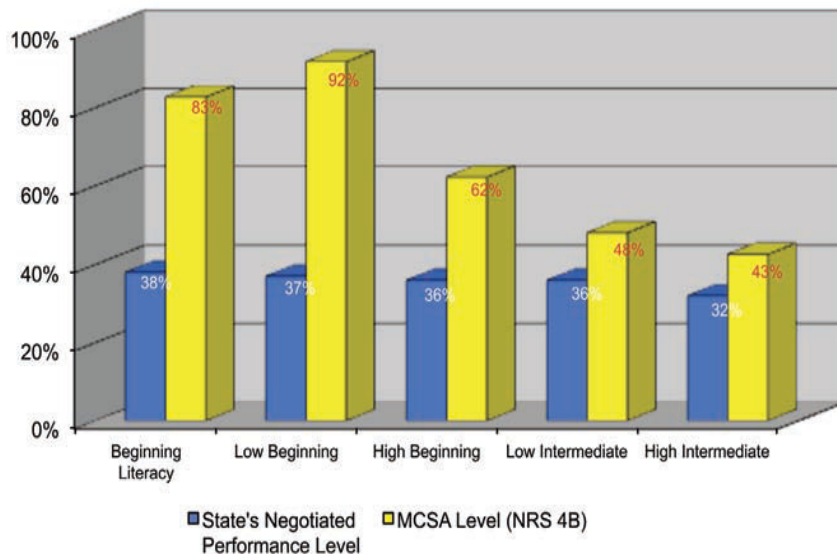
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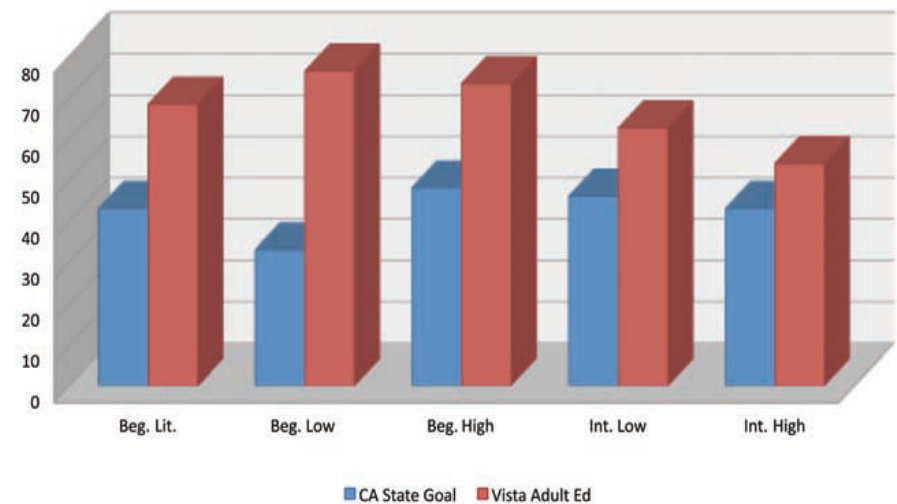
In a group, discuss this question

It has been reported that many programs using Stand Out improve CASAS scores. Why do you think this is?

McKinley Community School for Adults
ESL Educational Functioning Levels
for School Year 2009-2010



Vista Adult School
ESL Educational Functioning Levels
for School Year 2009-2010



The Stand Out Quiz

1. What classroom management tool is used in Stand Out that identifies when and how to use activities appropriately?
 - A. Icons in the student book
 - B. Lesson planner
 - C. An extensive teachers' guide
2. What is the difference between a Lesson Planner and a teachers' guide?

The Stand Out Quiz

3. List the six stages of a lesson planner in order.
4. What is the difference between *Practice* and *Application*?
5. Is it pedagogically better to do the same activities over and over or to do a variety of activities and why?
6. What does *LCI* (also *SCI*, *SCL*) stand for. Give a few examples of *LCI*.
7. How can you foster community in the classroom and how important is it?

Steps of a Lesson Plan

- ∞ Warm-Up/Review
- ∞ Introduction
- ∞ Presentation
- ∞ Practice
- ∞ Evaluation
- ∞ Application

The Stand Out Approach

Give students
challenging opportunities
to be
successful

in their language-learning experience so they
develop confidence and become independent,
lifelong learners.

Challenging Opportunities

Teach students to:

- ∞ think critically

- ∞ work cooperatively

- ∞ transfer language and thinking skills to any task

Real Critical Thinking

D

Augustin and his family don't eat together because they are very busy. Read what they eat.

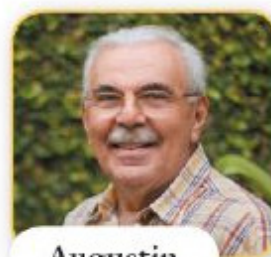


Silvia

Breakfast: cereal and milk

Lunch: green salad and fruit juice

Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee

Lunch: sausage, beans, rice, and water

Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast

Lunch: pepperoni pizza and milk

Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee

Lunch: soup, bread, fruit, and yogurt

Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee

Lunch: hamburger, fries, and soda

Dinner: pepperoni pizza and beer

Simple Present: *Have*

I have . . .

You have . . .

He/She has . . .

CASAS Benchmarks

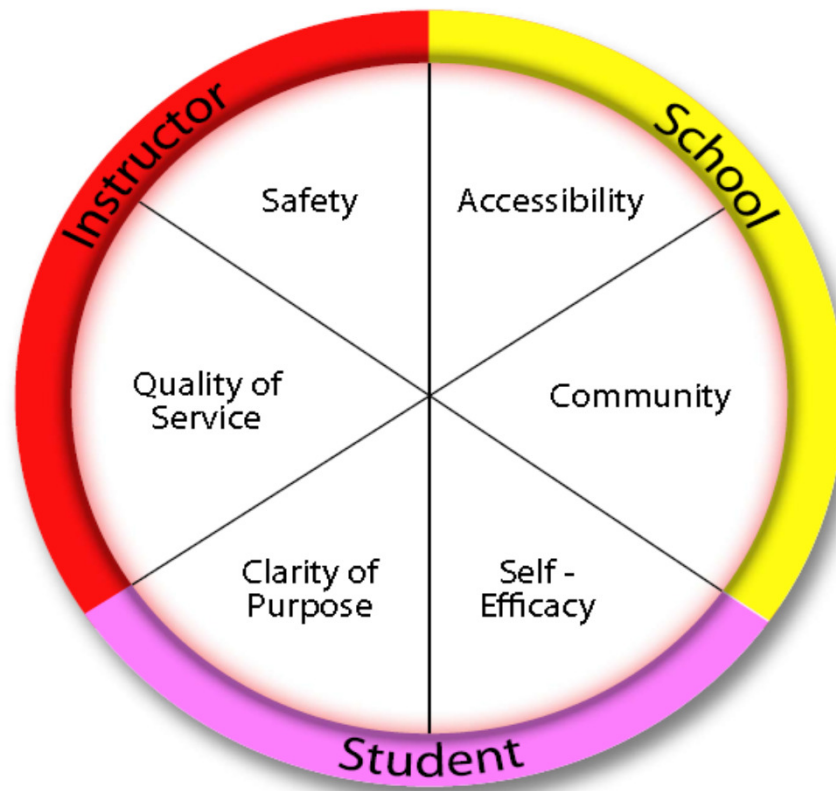
1. Enhance learner persistence
2. Provide opportunities to promote confidence
3. Teach life skills (additional practice in Activity Bank CD ROM)
4. Provide appropriate vocabulary
5. Teach reading strategies
6. Teach test-taking skills
7. Analyzing data

Enhancing Learner Persistence



Persistence is the degree of internal motivation each student has to continue in his or her education despite obstacles and setbacks, manifested by the learner completing or not completing his or her goals.

Enhancing Learner Persistence



Adapted from National Center for the Study of Adult Learning and literacy

Enhancing Learner Persistence

Activity:

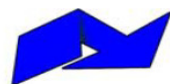
1. Read the *Persistence* handout.
2. Think of one effective activity you have done or could do to promote learner persistence from each of the five sections.
3. Report in a round robin to a group.

Promote Confidence

- ∞ Cyclical Review
- ∞ Group support
- ∞ Team projects
- ∞ Vary level of difficulty
- ∞ Find opportunities to “*LET GO*”
- ∞ Praise when appropriate
- ∞ Show students they are learning

Review Cycle Promotes Confidence

Review Cycle Stand Out



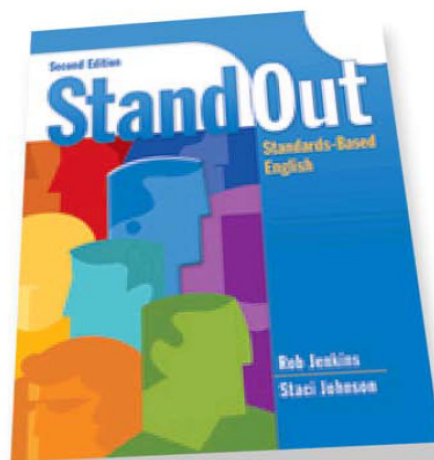
Introduce and practice the objective in a lesson



Review past **Learner Logs** before starting a new unit.

Give an **Exam View** test of all the objectives of the unit.

Practice the objective from the earlier lesson and all others from the unit in the **unit project**.



Students do **homework** to review and practice the objective from the lesson.

Go over **homework** and review the objective from the previous lesson (Can be part of warm-up and review).

Practice the objective from the previous lesson during the **warm-up and review** of the next lesson.



Review and practice the objective from the earlier lesson and all others from the unit in the **review lesson** including the Learner Log.

Focused Listening

Students need to understand....

- ∞ they won't understand everything they hear.
- ∞ they need to focus on key words.
- ∞ they need to keep the light switch on.

Focused Listening in Stand Out

- ✎ Is at a “normal pace”

- ✎ Is always accompanied by a task

Confidence through Listening

Steps

- ∞ Do a pre-listening activity
- ∞ Describe the task
- ∞ Have students do the task (additional times if necessary)***
- ∞ Have students share with one another between listenings
- ∞ Do a post-listening activity

Encourage students to take risks and make educated guesses.

Teach Reading Strategies

1. How are reading skills and listening skills similar?
2. How is reading instruction and listening instruction similar?
3. What steps do you take to teach reading?

Van Duzer

- ∞ Read with a purpose
- ∞ Read at a quick rate
- ∞ Use a variety of strategies
- ∞ Interact with the text
- ∞ Evaluate a text and the author's intent
- ∞ Expect to understand
- ∞ Read silently (SSR)

Steps to Reading

- ∞ Establish a context
- ∞ Establish a clear purpose
- ∞ Do a pre-reading task
- ∞ Do a while-reading task
- ∞ Do a post reading task

Post Reading Activities - 1

Purpose	Strategy	Post-reading task
Understand the main idea	Skimming	Discuss the main idea; answer MC Questions
Obtain specific facts	Scanning	Answer Questions; Complete chart of graph; discuss info in groups
Comprehensive understanding	Identify important info; organize info	Answer questions, complete graph of chart; write an outline; summarize

Post Reading Activities -2

Purpose	Strategy	Post-reading task
Comprehensive understanding	Identify important info; organize info	Answer questions, complete graph of chart; write an outline; summarize
Read critically	Withhold judgment; make judgments, compare info w/experience	Evaluate in a group or alone; analyze in a group or alone; synthesize in a group or alone

Reading and Writing

✎ Getting Ready

(Life Skill Activity)

✎ Vocabulary Challenge

(Vocabulary & Vocabulary Practice)

✎ Reading Challenge

(Life-Skill Reading & Reading Comprehension)

✎ Writing Challenge

(Writing Practice & Editing)

✎ Community Challenge

(Community Activity)

How to Use Reading and Writing Challenge

As a Supplement to the Text

- ☞ Introduce the context when it is introduced in the book (as an additional practice)
 - ☞ Teach the vocabulary when developed in the book (as an additional practice)
 - ☞ Do reading and writing when they best relate to the subject matter
- OR
- ☞ Assign homework after each section as described above

As a Stand Alone Text

- ☞ Save 30 minutes at the end of every class to do one section (5 sections = 5 days)
- OR
- ☞ Spend 2-3 days on a unit after completing a book unit

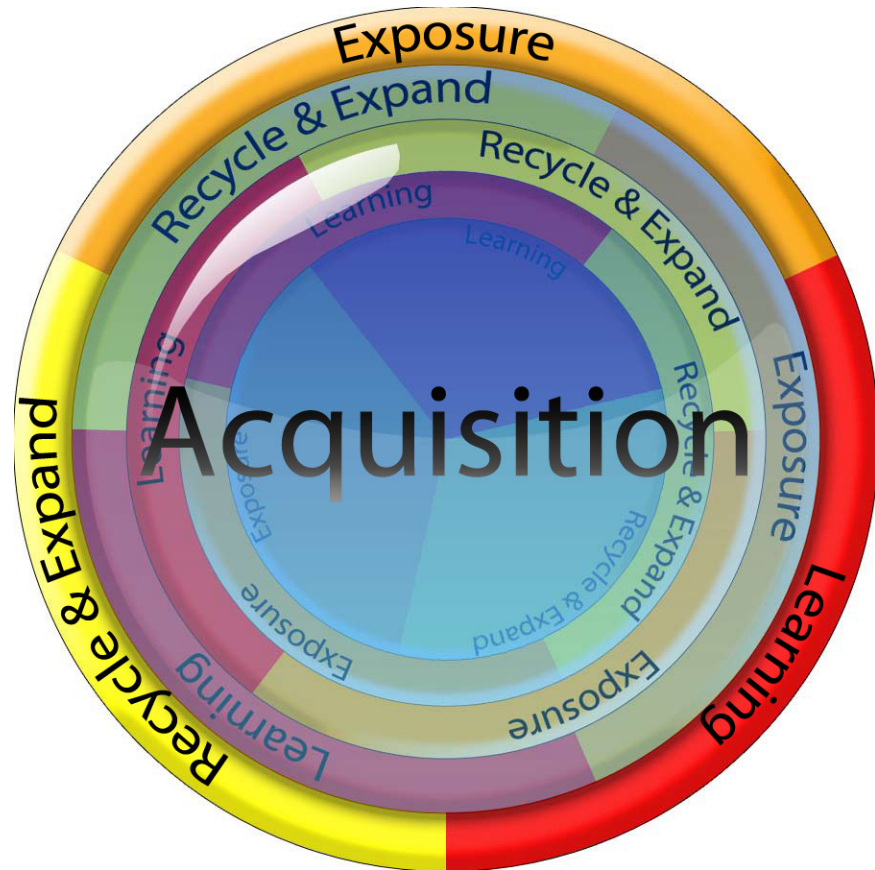
Analyze Data

- ✎ Cumulative Competency Performance by Agency
- ✎ Class Performance by Competency
- ✎ Student Performance by Test Item
- ✎ Content Standards by Test Item
- ✎ Stand Out correlation to reports
- ✎ Direct instruction

Documents online
at casas.org

Grammar Acquisition

- ☞ Exposure
- ☞ Learning
- ☞ Recycle and Expand



Continuum

SECTION 1: Verb Tenses, Aspects, & Advanced Structures

VERB TENSES & ASPECTS

Literacy	Low Beginning	High Beginning	Low Intermediate	High Intermediate	Advanced
Imperatives	X	X			
Simple Present	X	X			
Present Continuous	X	X	X		
	Simple Past (reg)	Simple Past (irregular)			
	Future (going to)	X			
	Future (will)	X		X	
		Future <i>plan</i> , <i>hope to</i> *			
			Past Continuous*	X	
			Present Perfect	X	
			Future Conditional		
			Contr-to-fact Conditional	X	
				Past Perfect	
				Present Perf Continuous	
				Simple Pres. Passive	
				Simple Past Passive	
					Future Passive
					Future Perfect
					Past Perfect Continuous
					Past Conditional

Entry identifies formal presentation and grammar chart.

Page 1

Integrating Grammar

Establish a context.

Draw the structure from the context.

- ✎ by example
- ✎ comparing and contrasting
- ✎ by oral and/or written explanation
- ✎ using charts

Practice the structure in context.

Grammar Practice Activities

∞ Accuracy Building

∞ Fluency Building

Grammar Challenge

∞ Context Building (life skill)

∞ Presentation (chart)

∞ Mechanical Practice

∞ Meaningful Practice

∞ Application

How to Use Grammar Challenge

As a Supplement to the Text

- Each 2-page Grammar Challenge spread is a continuation of the Stand Out student book lesson. Unit 1, Lesson 1 of the student text is directly aligned with Grammar Challenge, Unit 1, Lesson 1.

As Homework

- Stand Out Grammar Challenge is ideal for homework because it is a workbook that directly aligns with the student book. The content is reintroduced and then the grammar is presented again with a chart before going on to practice.

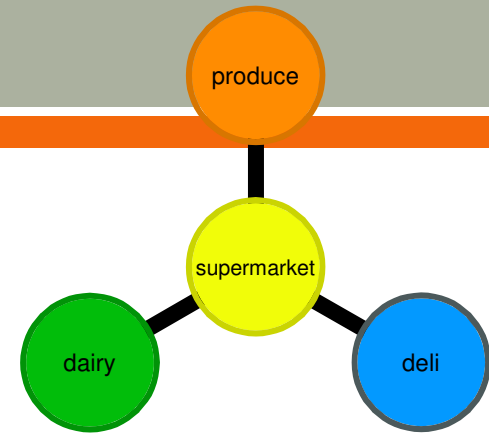
Team Project Suggestions

- ☞ Set the Stage
- ☞ Form Teams & Assign Team Positions
- ☞ Go Through the Steps
- ☞ Work on the Project
- ☞ Facilitate

Student-Centered Practice Activities

Clustering

A way to organize ideas into categories using a central circle with connected circles.



- Example Presentation: Brainstorm important vocabulary or ideas about sections in a supermarket.
- Example Practice: Ask students to fill in a cluster diagram with the center circle being “Supermarket”. The immediate outer circles from the center circle are for the sections and then smaller circles can extend beyond the secondary circles for the foods.

Student-Centered Practice Activities

Corners

Students go to one of the corners in the room, each of which represents an opinion, idea, like etc.

- Example Presentation: Giving students a dialog that shows their entertainment preferences. Review and model the dialog.
- Example Practice: Ask the students to go to the corner they feel reflects their personal preference related to entertainment. The corners could be: *sports*, *movies*, *restaurants*, and *games*. They will do the dialog with people in their corner for the practice.

Student-Centered Practice Activities

Information Gap

Pairs work to complete chart, map, menu, etc. where they each have different information.

- Example Presentation: Give students a map that has some locations labeled and some not. Give students directions to one of the locations and have them write “bank”. Ask students to give you directions to some of the locations that are already labeled. Repeat.
- Example Practice: Divide the class into A’s and B’s, giving students in each group a different map. Student A asks student B for directions that only B knows and student B asks A for directions that only A knows.

Student-Centered Practice Activities

Johari Squares

Four squares used to designate similarities and differences between two people or concepts.

Example Presentation: Discuss furniture in different rooms of a house. Make a list on the board. Ask students to compare the furniture in the living room and the bedroom. Perform a Johari Squares activity with the class.

Example Practice: Students compare furniture in two other rooms of a home using the Johari Squares.

A not B	B not A
Furniture in the kitchen, but not in the family room	Furniture in the family room, but not in the kitchen
Both A and B	Not A or B
Furniture in the kitchen and the family room	Furniture not in the kitchen or the family room

Student-Centered Practice Activities

Role-play

Students pretend to be different people in a given situation. At lower levels, use a given dialog with places to substitute information.

- ✎ **Example Presentation:** Set up a situation where two people are making a shopping list for a party. Make a list on the board of the items they will need at the store, possible prices and quantities. Write a dialog on the board. Review and model the dialog as a class. Show the students how to substitute other foods, quantities, and/or prices.
- ✎ **Example Practice:** Students circulate through the room, practicing the dialog by substituting different words.

Student-Centered Practice Activities

Simulations

Extended role-play which involves more decision making.

- ✎ **Example Presentation:** Explain that each group of four or five is a company and that every team member has a job. Guide the students through forming a company to hire a new employee. Write steps on the board: choose a name for their company, choose an open position to hire for, discuss the qualifications of the position, and discuss the interview questions.
- ✎ **Example Practice:** Teams, representing a company of the students' choosing, go through a series of steps to prepare for an interview. Students practice interviewing one another in the group for the position.

Student-Centered Practice Activities

Roundtable/ Round Robin

Roundtable (Share Around)

In groups, students in turn share an idea or response until every student is heard from.

Round Robin

Same as Roundtable except done in writing.

Student-Centered Practice Activities

Stand up and Share

The entire class stands up. The teacher asks students to sit down based on their answer to a question. The teacher continues to ask questions until all are seated.

🌀 **Presentation Example:** Present clothing patterns and colors. Ask all students to stand up. Ask all students with black shoes to sit down. Ask all students with plaid shirts to sit down, and so on until all students have been seated.

Student-Centered Practice Activities

Share

Team Share

A person from one group goes to other groups to share what their group or team has discussed.
(similar to *Jigsaw*)

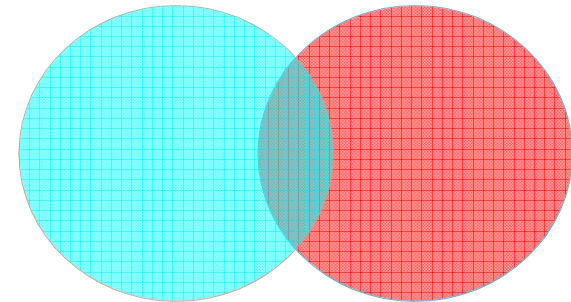
Think-Pair-Share

Learner thinks of an issue or problem needing a solution. Learners are given time to think of responses. Learners share responses with partner.
(similar to *Best Idea.*)

Student-Centered Practice Activities

Venn Diagrams

Intersecting circles to designate things in common and differences. (similar to Jahari Squares)





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