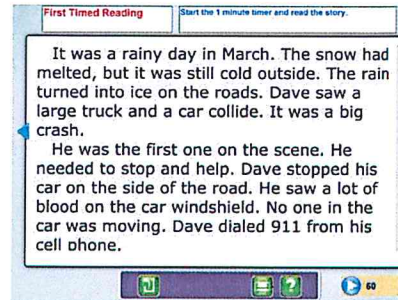


The Evolution of *Marshall Adult Literacy*

An adult literacy tool created by experienced practitioners

For many adult educators, the biggest struggle is finding adult-oriented text at a variety of levels. To solve this problem, in 2004 SW ABE created 349 texts for the original “Reading Skills for Today’s Adults” project focusing on such topics as civics, employment, housing, health, school, money and government. The texts were combined with the research-proven strategies of repeated reading and guided oral reading to build learners’ fluency and comprehension skills. This curriculum has been used extensively throughout Minnesota and nationally, and remains available for free.



As learning through technology emerged as a key feature of ABE/ESL instruction to improve results and reduce cost, we partnered in 2016 with Flink Learning — a Massachusetts company that develops online and mobile app solutions for literacy development. The resulting product—*Marshall Adult Literacy*— is being piloted in MN ABE programs this year to assure that the bugs are gone and the product is easy to use. The product blends the original “Reading Skills for Today’s Adults” content with multiple opportunities to listen to and read each story and engage in interactive phonemic awareness, decoding, and writing activities. An administrator component allows teachers to create classes and monitor student progress. To see an overview of the current product, go to <https://youtu.be/D7MGLx913CY>.

When we created “Reading Skills for Today’s Adults,” the concept of College and Career Readiness Standards never existed in ABE/ESL. To meet our learners’ changing needs, we are partnering with Flink Learning and JIST Publishing to create CCRS-aligned supplementary materials for *Marshall Adult Literacy*. The additional materials will align the curriculum to the CCRS English Language Arts (ELA) Standards by embedding the shifts of complexity, evidence and knowledge as well as standards in the four CCRS ELA strands (reading, writing, speaking & listening, and language). The shifts and standards will spiral throughout each level and between levels. If the current *Marshall Adult Literacy* product is purchased this year as it currently exists, automatic updates will be made to that product as CCRS alignment material is added.

Since the beginning of this curriculum, ABE teachers have always been deeply involved in the process of developing and improving the materials. The Flink Learning project and the new CCRS-alignment project are being overseen by one of MN’s leading literacy and CCRS experts. Under her guidance, practitioners who represent some of the best curriculum writers in Minnesota will create needed material to align each story to the CCRS.

Our product changes as our field changes so that we can continually offer what ABE/ESL learners need to meet their personal, community, education and workplace goals!

<http://www.southwestabe.org/>



<https://flinklearning.com/#m6>

A Book for Ted



Pre-reading

Questions:

- What books did you like to read, or have read to you, when you were a child?
- What books do you like to read to your child?

Definitions:

- Bright – strong in color; colorful
- Choose – to select or pick from a group

Reading

17 Rose and her son, Ted, like to read books. Rose wants to buy Ted a book for
his birthday. She goes to the bookstore.

23 Rose asks the store clerk, “What is a good book for my son? He turns two on
40 Friday.” The store clerk says, “Look for books with bright pictures. Look for books
55 with only a few words on each page. Choose books about things your child likes.”

66 Rose replies, “Ted likes trucks.” The store clerk shows Rose the children’s
79 section. Rose finds a blue and red book with lots of trucks in it. It has few words on
98 the pages. “Ted will like this book,” Rose thinks. She buys the book for him.

116

A Book for Ted: ATOS 2.9 (CCRS High Level A/Low Level B)

1 Vocabulary

Definitions

- clerk (*noun*) – a person who works in a store
- turn (*verb*) – to change
- bright (*adjective*) – a strong color
- few (*adjective*) – not many
- choose (*verb*) – to pick from a group
- reply (*verb*) – to answer
- section (*noun*) – a part of a larger place

Commented [KK1]: Kristine would choose the vocabulary and let writers know which words to work with. Added vocabulary with part of speech—to include appropriate General Service List words, academic vocabulary, and idiomatic language.

A. Vocabulary Cloze Paragraph. Complete the story with words from the box.

Rose's son Ted _____ two on Friday. Rose needs to _____ a book for Ted. The store _____ tells Rose to look for a book with _____ pictures. Also, a good book for Ted has _____ words. Rose _____ to the store clerk that Ted likes trucks. The _____ store clerk shows Rose the children's _____, so she can choose a book for Ted.

WORDS
clerk
section
choose
turns
few
replies
bright

Commented [KK2]: Dual function vocabulary practice: using target vocabulary in a cloze paragraph summary of the story.

B. Fill-in-the-Blank. Complete each sentence with a word from box.

1. Some people like to wear clothes with _____ colors.
2. He has to _____ a movie to see.
3. I don't need a lot of books. I just need a _____ for my son.
4. Sugar and salt are in the baking _____ of the grocery store.
5. Today is my daughter's birthday. She _____ ten years old.
6. Where is a store _____? I want to ask about something on sale.
7. When I ask a student a question, the student _____ with an answer.

Commented [KK3]: Additional vocabulary activity for practice with target words in another context. I realize that Flink has vocabulary activities that are similar. My writers suggest an even more open-ended activity to be added as well for increased challenge.

A more open-ended vocabulary activity such as a sentence completion activity may also be included.

2 Language

Working with Present Simple Tense Verbs. Write the correct present simple form of the verb in the parenthesis.

Commented [KK4]: Mini-language lesson appropriate for the level. This will be the one activity that will change depending on the language lesson the writer chooses (hopefully one that somehow connects to the story – in this case, practicing the present tense of non-irregular verbs).

These lessons will include language conventions and other aspects of language acquisition.

Example: Every day Hassan works in an office across the street. (work)

**Present
Simple
Tense**

I say
You say
He says
She says
It says
We say
You say
They say

1. Every day, he _____ his keys on the table. (find)
2. The trees _____ colors in the fall. (turn)
3. We _____ to eat lunch at 1pm today. (want)
4. John _____ coffee in the morning. (buy)
5. I _____ you are very kind. (think)
6. She _____ shows me the books I like. (show)
7. The paper _____ for us to come to school. (ask)

3 Speaking

Turn and Talk. Talk about each question with a partner. Go back to the story for your answers. Use the sentence starters when you say your answers.

1. What is the main idea of the story "A Book for Ted"? *The main idea of the story is _____.*
2. Why is Rose at the bookstore? *Rose is at the bookstore _____.*
3. Where does Rose find Ted's book in the bookstore? *Rose finds Ted's book _____.*
4. How many words should each page have? *Each page should have _____.*
5. Why will Ted like his new book? *Ted will like his new book because _____.*

Commented [KK5]: Guided speaking and listening activity with a purpose of checking comprehension and building knowledge of the story for the multiple-choice assessment and/or writing prompt (retell writing prompt accompanying the original story). Activity requires using evidence from the text. Sentence frames will be used as a scaffold for lower levels.

4 Assessment

Multiple Choice. Read each question. Circle the correct answer.

1. What is the story "A Book for Ted" about?
 - a. Rose learns about good books.
 - b. Rose finds the right book for Ted.
 - c. Rose talks with a store clerk.

Commented [KK6]: Multiple-choice assessment of text-dependent questions that are sequenced to build from main idea and details and move into higher-level thinking questions such as inferring.

SAMPLE Reading Skills for Today's Adults Template for CCRS ELA Alignment Activities

2. Why does Rose want to buy a book for Ted?
 - a. Ted has a birthday.
 - b. Ted needs to practice reading.
 - c. Ted likes to read about trucks.

3. The clerk shows Rose the children's *section*. What does *section* mean in this sentence?
 - a. a smaller part of the store
 - b. the whole store
 - c. a place the store clerk works

4. What is another word for *clerk*?
 - a. manager
 - b. customer
 - c. worker

5. Why should Rose choose a book that has only a few words on each page?
 - a. Ted is too young to read many words.
 - b. The book doesn't cost a lot.
 - c. The clerk likes the book.

6. How do we know that Ted will like his new book?
 - a. The book has few pages.
 - b. The book is from his mom.
 - c. The book is about trucks.

1. **Vocabulary Words:** Project Lead will ensure that each reading selection will have seven to ten target vocabulary words, with a definition and context sentence for each word. Flink Learning has a spreadsheet with the current words from the *Reading Skills for Today's Adults*. Many will remain, but the Project Lead will revise the list from each selection to include academic, high-utility and/or idiomatic language such as phrasal verbs. The Project Lead will complete the vocabulary revision on the current spreadsheet and will revise the spreadsheet as directed by Flink Learning. It is the recommendation of the Project Lead and 2 of the Project Writers that a cloze paragraph and a vocabulary activity that is more open-ended (writing from sentence starters or creating original sentences) be included on a PDF to target the complexity of the CCRS Language and Reading Standards and overall heavy focus of the standards on vocabulary acquisition, particularly academic vocabulary. Evidence-based vocabulary instruction recommends that learners move from simple, structured activities to more complex, open-ended activities in order to build real understanding and use of target vocabulary.
2. **Language Activities (may include language convention AND language acquisition activities as defined by the CCR ELA Language Standards):** Project writers will create at least one language activity (may be a structured activity and a short writing application activity). The CCRS Language Standards include conventions of standard English, knowledge of language, and vocabulary acquisition of use. The complexity of creating language activities will increase as the levels increase, which is one of the reasons for the Project Writer work to be divided into different costs. These language activities will be included in a downloadable supplement to the online and/or mobile app.
3. **Speaking Activity:** Project Writers will create four to five speaking questions for use in a classroom, tutor or volunteer context. The lower levels will include sentence starters to help scaffold the speaking activity. Questions will require evidence from the text and will mainly focus on improving learner ability to participate in structured conversation and adapt speech to a more formal context that requires academic discourse. These speaking activities will be included in a downloadable supplement to the online and/or mobile app.
4. **Comprehension Questions:** Project writers will create 10 multiple-choice questions for assessment of each reading selection. The questions will mainly focus on main idea and details; vocabulary, text structure and language; author's purpose; inferences; and author support--in that sequence. To be CCRS aligned with the shifts of text complexity, evidence and building knowledge as well as with individual ELA standards, the questions will build in complexity and will generally follow the Fisher & Fry progression of text-dependent questions. language and on Fisher & Fry's progression. Low level question stems will be available to the Project Writers. The Project Lead will ensure that the questions are sequenced correctly within each set of assessment questions