ABE Reading PLC

February 7, 2014

**Present**

Lisa Diaz, Chris McGraw, Nancy Castaneda, Erica Dibello-Hitta, Courtney Granillo, and Elizabeth Merton

**Agenda**

Review of Adopted Course Outlines

EBRI Presentation – Chris McGraw

Common Core: Where do we go from here?

Updates

Closing Thoughts

**Review of Adopted Course Outlines**

Everyone took home a copy of the Adopted Course Outlines (Beginning, Intermediate, and Advanced) Lisa will have Janell correct a few minor typos.

**EBRI Presentation – Chris McGraw**

Chris distributed a packet of EBRI (Evidence Based Reading Instruction) materials including:

Key Features of Effective Instruction (*highlights*)

* Make lesson objectives (DLTs) clear and relevant.
* Access students’ prior knowledge.
* Teacher models the task (skill), students go over it as a class, students work in same-ability groups, and, finally, students work individually and are assessed.
* Ability groups vary depending on skills targeted: alphabetics, fluency, vocabulary, comprehension.

Assessment Tools for Alphabetics, Fluency, Vocabulary, and Comprehension.

* Chris explained that based on the student’s TABE score, he chooses a test that is two levels lower to start testing the student. (Lisa provided charts with TABE and matching grade level scores. \*Use TABE test chart that matches the test administered at your site.)
* Each test takes about 5-10 minutes to administer.
* Each Assessment Tool has corresponding teacher materials –some with testing instructions.
* The *Fluency Assessment* starts with a story entitled Sam Buys a Newspaper. Chris stated that he stops the assessment when they …….???
* Lisa is willing to provide a tester if we need help testing the whole class at once. For individual students, if we don’t have time to administer the *Word Meaning Test*, Chris suggested that we give the student the list of words and let them write the answer themselves - rather than administer the test orally.
* For the *Comprehension Assessment*, Chris gives students the story to read at their own pace. When they feel ready, Chris asks them the comprehension questions.

**Discussion**

* EBRI works best with managed enrollment. Chris mentioned that SYA is doing away with managed enrollment. Lisa will contact the principal to explain how the ABE Reading Academy works. She’s willing to talk to all the principals, if necessary. She also offered to speak to the counselors and have new students come only on Mondays and offer TABE testing more often.
* There was much discussion about the books that Chris uses to support the program. The ones he uses most are: Megawords, Words, 6-Way Paragraph, …., and …
* He also strongly suggests reading the EBRI “bible” ….. which we received last year. (Lisa has more copies.)
* Lisa can order books provided teachers will use them consistently. Some EBRI books can be photocopied. Ordering class sets will depend on the budget.
* Chris answered many questions about how he paces the lessons and how he organizes the class. (The packet includes EBRI templates to assist with lesson planning and organization.)
* Lisa strongly suggests we observe Chris teaching one of his morning classes. Contact her to arrange for a sub.

**Penguin Readers**

Janell came with a box of “classics.” She has over 100 titles in 4-5 levels for the students to choose from. Contact her to get a set. She has fiction and non-fiction books. The website below has teacher resources. (worksheets)

[http://penguin.longmanhomeusa.com/teacher-resources.php?mid=6](https://webmail.sweetwaterschools.org/owa/redir.aspx?C=d0693e49d797466aaa12478c529f580a&URL=http%3a%2f%2fpenguin.longmanhomeusa.com%2fteacher-resources.php%3fmid%3d6)

**Reading Plus & Read On!**

Courtney and Erica reported the advantages of each program. *Reading Plus* is visually appealing, offers readings on a wide variety of topics, increases students’ vocabulary and reading speed and offers demanding questions that require students to use higher-order thinking skills. It is also aligned to the Common Core. *Read On!* is more accessible to lower level students. It, too, works on building vocabulary and comprehension, but the advantage it has is the explicit tutorials that teach the students reading skills such as inferences, predictions, and context clues. The progress reports are very easy to understand and help the teacher target individualized instruction.

Lisa will offer a Read On! workshop to give teachers time to familiarize themselves with the program. She will ask Donna Balz to lead the workshop.

**Updates**

Lisa explained that next year’s Adult Ed. budget will be the same. If the teacher’s get a raise, that will affect the budget. The WIA grant will be open to more agencies (and many have applied) so that may affect our “wish list” budget. Lisa thinks that despite all the unknown variables, the division will be OK financially.

This year there will not be a Tech Academy at the end of the year nor will there be a …..??? We will have PLC meetings and monthly workshops instead.

**Closing Thoughts**

Erica suggested two topics for the next PLC – testing effect and

Nancy informed us that students receiving Unemployment Insurance can take our CTE, ABE and GED classes.

**Next Meeting**

April 11, 2014 at 9 am (location to be determined)

**Recorder:** Erica Dibello-Hitta