





## Session Schedule, Descriptions & Locations

### AGENDA FOR THURSDAY, JANUARY 25

7:45-8:15	Registration & Refreshments
8:15-8:30	Announcements
8:45-11:45	Session 1
11:45-12:30	Lunch
12:45-2:15	Session 2
2:30-4:00	Session 3

### AGENDA FOR FRIDAY, JANUARY 26

7:45-8:15	Registration & Refreshments
8:15-8:30	Announcements
8:45-11:45	Session 4
11:45-12:30	Lunch
12:45-2:15	Session 5

➔ **IMPORTANT:** Sessions will take place in Ballroom 1, 2, 3, Lakeview and Minnetonka Rooms.

**Please take careful note of where your session is being held**

**WE ARE UNABLE TO ACCOMMODATE SESSION CHANGES – SORRY, NO EXCEPTIONS!**

### **CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 25 (8:45 - 11:45 AM)**

**Give 'em a Boost! Building Student Capacity to Access Challenging Content – Lia Conklin Olson and Marcie Vaiphei**

If our Adult Education classrooms were filled with students reading at the 10<sup>th</sup>-12<sup>th</sup> grade level, there would be little need for this session. The reality is, of course, that by and large our students come to us with reading levels far below that, creating a significant barrier for adult learners in accessing challenging social studies, science, and mathematics content. In this session, we will explore research-based strategies for building the language capacity of adult learners along their academic pathways. Explore from a teacher and student perspective pre-reading, during-reading, and post-reading activities which support the development of students' language and thinking skills, while building their knowledge in the challenging areas of social studies, science, and mathematics.

**Intended Audience:** Advanced ESL, Intermediate ABE, Secondary ABE

**TIF Skills Addressed:**

- Effective Communication 1-2
- Learning Strategies 1-3
- Critical Thinking 1-4
- Self-Management 2

**Anchor CCR Standards Emphasized:**

- Reading 1-5, 7, 10
- Writing 7-8
- Speaking & Listening 1-2
- Language 1, 4-6

**Northstar Digital Literacy Standards:**

- World Wide Web

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Evaluate lesson content in social studies, science, and mathematics for complexity and academic and content vocabulary.
2. Identify strategies for building reading, vocabulary, and thinking skills.
3. Utilize pre-reading, during-reading, and post-reading strategies to build language and thinking skills alongside content knowledge.
4. Develop a plan for integrating these strategies with one's adult students.

## CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 25 (8:45 - 11:45 AM)

### Setting the Stage for Pronunciation Instruction, PART I – *Andrea Echelberger*

To successfully integrate pronunciation instruction, teachers must lay the groundwork! It is important to first consider these questions: What are the learners' pronunciation issues? Which of those issues have the greatest impact on intelligibility? How can the pronunciation feature be integrated into a lesson or unit? Participants in this session will practice their pronunciation diagnostic skills, explore how to choose the right pronunciation features to target, and begin to integrate one or more features into their already existing curricula. *Participants signing up for this workshop will be asked to come ready with a learner speech sample. Please bring a 30-60 second audio recording of a learner from your classroom.*

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL

**TIF Skills Addressed:**

- Effective Communication: Skills 1 & 2

**Anchor CCR standards Emphasized:**

- Speaking & Listening: Anchor 4

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Apply diagnostic techniques to learner speech samples.
2. Identify the most salient pronunciation issues present in speech samples.
3. Articulate which teaching techniques and activities will have the greatest impact on current population of ESL learners.
4. Work with a group of colleagues to plan instruction for a specific pronunciation feature.

**NOTE: This is Part I of II. You are not required to take Part I and II.**

### Don't Let the Blue Book Scare You! CCRS at Low levels of ESL: Yes, We Can! – *Dan Bruski, Mya Shaftel, Nicki Olalde, and Patsy Egan*

Wondering how (and maybe why?!) to implement CCRS when your students are just learning to speak and read in English? Finding it challenging to include the three ELA shifts of Text Complexity, Evidence, and Knowledge in your beginning-level ESL classes? (Gosh, isn't it ALL complex at this stage, really? And citing evidence...seriously?) Then this session is for you! Together we'll get the CCRS ball rolling in a highly practical, interactive workshop. We'll explore the Reading Foundations skills in CCRS, look at ways to embed evidence into the materials you already have, and break down the CCRS anchors into do-able, powerful chunks of instruction.

**Intended Audience:** Low-literacy + Beginning ESL

**TIF Skills Addressed:**

- Effective Communication
- Learning Strategies

**Anchor CCR standards Emphasized:**

- Reading Foundations 1-4
- Reading Anchors 1-6
- Speaking & Listening 1, 3, 4, 6

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Access the Reading Foundation standards in the CCRS and identify 3-5 strategies to embed them into classroom instruction.
2. Identify 3-5 classroom routines that shape the the learning environment to more efficiently embed standards-based work.
3. Identify 3-5 ways to help students find and cite textual evidence using common adult ESL materials.
4. Network with fellow low-level ESL teachers to share challenges, insights, and solutions regarding CCRS at this level of instruction.
5. Access new resources and ideas applicable for this work.

## CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 25 (8:45 - 11:45 AM)

### **Best Practices for Reading Fluency Instruction – *Marn Frank, Terrisa Fisher, and Krista Coronado***

This session will focus on best practices for testing and teaching reading fluency with adults. Reading fluency is described as the ability to read text accurately, at an efficient rate, and with meaningful phrasing and appropriate expression. Developing oral and silent reading fluency is important for all readers because the human brain is limited in its capacity to carry out multiple processes at once. Therefore, word and sentence reading needs to be automatic and fluent (but not necessarily perfect) so readers can concentrate on understanding or comprehending the intended meaning of paragraphs and passages. Some of the best practices are the same as for children; others are not because teaching "struggling or striving" adult readers may call for different or selected practices.

**Intended Audience:** Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

#### **Anchor CCR Standards Emphasized:**

- Reading Foundational Skill .4. Read with sufficient accuracy and fluency to support comprehension (Fluency).
- Level A-C (GE 0-5) Read grade-level text with purpose and understanding; read grade-level text [prose and poetry at GE 2-5] orally with accuracy, appropriate rate, and expression on successive readings; use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Describe the important dimensions of reading fluency for adults.
2. Conduct two reading fluency tests recommended for adults.
3. Provide four reading fluency techniques recommended for adults.
4. Select a reading fluency test and several techniques to use with ABE/ESL readers.
5. Find leveled published and online reading fluency resources.

### **College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – *Burgen Young and Christine Wytaske***

**NOTE: THIS IS AN ALL-DAY WORKSHOP; you must attend morning and afternoon.**

Let's dig into ELA/Literacy standards! You've heard about the College & Career Readiness Standards for Adult Education, and maybe you've even cracked open that blue book! Now what? Need some guidance to get your head around the English Language Arts & Literacy standards? This session is for you! Join us as we dive into our MN ABE content standards and explore the key instructional shifts that shape CCR ELA/Literacy standards. Come pick up some concrete examples of the shifts in action, and discover useful resources for your classroom.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

#### **Anchor CCR Standards Emphasized:**

- An overview of all the English Language Arts Anchors.

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Navigate the CCRS document.
2. Define the three ELA key shifts.
3. Identify the features that make a text complex.
4. Analyze text to gain insights for instruction and deeper understanding of what it takes to comprehend a text.
5. Articulate the role of text-dependent questions as a powerful tool for close reading.
6. Identify and evaluate questions about texts that require close reading and citing of evidence.
7. Identify summative reading, writing, and discussion tasks that build students' content knowledge.

## CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 25 (12:45 - 2:15 PM)

### **Argument Writing 2.0: The Saga Continues – Adam Kuehnel**

"But I can still pass the test without doing the essay, right?" The GED's extended response essay is arguably the most challenging element of the Reasoning Through the Language Arts exam. Students have just 45-minutes to read and deconstruct two opposing arguments and then formulate and type a lengthy and grammatically correct extended response. With such strict confines, it is easy to see why many students do not earn any points for their extended response, especially those students who have limited keyboard experience! While a student can pass the test without a developed essay, how many times have we seen a failing score of 144 with 0 points on the essay? This workshop offers tips, tools, and shortcuts to share with your learners in hopes that they will earn a non-zero score for their extended response essay. All materials and strategies presented are also completely applicable to the Minnesota Standard Adult High School Diploma reading and writing competencies.

**Intended Audience:** Secondary ABE

**TIF Skills Addressed:**

- Effective Communication
- Learning Strategies
- Critical Thinking

**Anchor CCR Standards Emphasized:**

- CCR standards related to critical reading, argument writing, and the conventions of standard English writing, especially as they relate to the GED RLA extended response.

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Help students identify evidence to use in an extended response essay.
2. Provide a structure that can be used to write an extended response.
3. Provide extended response writing strategies that reinforce the use of standard English conventions.

### **Let's Talk Strategies! (Learning and Test-Taking, That Is) – Nikki Carson and Steve Parker**

This session focuses primarily on how we can teach learners to learn. We will look at ways to develop learning strategies and sub-skills to foster independence in and out of the classroom. In addition, participants will receive opportunities to sample some of the teacher-made exercises and activities designed to prepare intermediate ELLs through pre-GED learners for testing situations, particularly multiple choice standardized tests.

**Intended Audience:** Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

**TIF Skills Addressed:**

- Learning Strategies, skills 1-3

**Anchor CCR Standards Emphasized:**

- Reading Anchor 1: Read closely to make logical inferences
- Reading Anchor 2: Summarize the key supporting details and ideas
- Reading Anchor 6: Assess point of view
- Language Anchor 4: Determine meaning of unknown words

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Explain 4 Learning Strategies and identify how they can teach each to their learners.
2. List 5 steps to take before even looking at answer choices on reading tests.
3. Examine and critique several exercises for test taking, self-study, and general reading comprehension.

## CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 25 (12:45 - 2:15 PM)

### **Where Do We Start? Setting Beginning Learners on the Path to Digital Literacy – Susan Wetenkamp-Brandt**

The body of knowledge and skills learners need to master to become digitally literate is large, complex, and continually evolving. When working with beginners, particularly those with limited English and literacy skills, where do we begin? What are the key skills and concepts that will set learners on the path to digital literacy? In this session, we'll explore these ideas and pair them with practical classroom activities and routines teachers can incorporate into their language and literacy instruction.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL

**TIF Skills Addressed:**

- Effective Communication Skill 3

**Anchor CCR Standards Emphasized:**

- Writing Anchor standard 6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

**Northstar Digital Literacy Standard:**

- Basic Computer Skills
- World Wide Web
- Windows / Mac OS X
- Email
- Word

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Identify Northstar Digital Literacy Standards (NDLS) across subject areas that should be taught early to facilitate acquisition of more complicated skills.
2. Identify at least three specific learning activities or routines (from those presented) to integrate into language or literacy instruction to support contextualized digital literacy skill development.

### **Trauma and Learning: Strategies for Enhancing Adult Classroom Success – Rachel Johnson**

In this session we will briefly discuss trauma and PTSD (including symptoms and prevalence), review brain mechanisms affected by trauma exposure, and explore their role in learning. We will spend most of the workshop discussing behaviors and performance in the classroom, and practice strategies that target the underlying cognitive mechanisms to enhance learning.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Identify brain regions and cognitive mechanisms affected by trauma exposure and their impact on learning.
2. Determine how symptoms of traumatic stress affect classroom behavior and performance.
3. Practice strategies that target the cognitive mechanisms negatively impacting learning.

### **College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young**

**NOTE: THIS IS AN ALL-DAY WORKSHOP; you must attend morning and afternoon.**

## CONCURRENT SESSION 3 (afternoon) – THURSDAY, JANUARY 25 (2:30 - 4:00 PM)

### **Standards as Your Road Map: Where's Your Lesson Headed? – Liv Musel-Staloch**

Have you cracked open that "blue book" of CCRS standards? Have you pulled your ACES-TIF off the shelf and wondered where to start? Standards are not new to us by now, but maybe you're wondering how to actually USE them as you plan your lessons and create relevant curriculum. I've found that the standards themselves are a helpful "road map" to document and plan learning for my students. Over the past 2 years, I've created 4 online courses using social studies and science standards, ELA-CCRS standards, ACES skills and Northstar standards for my transitions-level students. In this presentation, I'll go over those courses, share how I mapped out the embedded standards, and how I adapted and added activities to make sure my students were meeting standards required for the MN Standard Diploma. Even if you're not teaching diploma-level courses, you can get some helpful tips to map your lessons. These courses would be very useful in a "one-room schoolhouse" since students work independently at their own pace. You will receive online access to these existing courses which you can then adapt for your own students. **Be sure to have a Gmail address to access course file.**

**Intended Audience:** Advanced ESL, Intermediate ABE, Secondary ABE

#### **TIF Skills Addressed:**

- Effective Communication: Skills 1-3
- Learning Strategies: Skills 1-4
- Critical Thinking: Skills 1-4
- Self-Management: Skills 2-3

#### **Anchor CCR Standards Emphasized:**

- Reading
- Writing
- Speaking & Listening
- Language

#### **Northstar Digital Literacy Standard:**

- Basic Computer Skills
- World Wide Web
- Windows / Mac OS X
- Email
- Word

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Use the "three shifts" of ELA-CCR Standards to be sure your lessons have appropriate complexity, require students to demonstrate evidence, and build student knowledge.
2. Use text-dependent question stems to revise lesson activities.
3. Access resources in the field for teaching science and social studies.
4. Gain ideas to save yourself time by creating a learning package that you can build on and add to over time.
5. Gain tips to manage online learning.

**NOTE: THIS SESSION WILL BE REPEATED ON FRIDAY AFTERNOON**

### **IET: Integrating Education and Training for Student Success – Julie Dincau**

Stressed about the requirements of the Workforce Innovation and Opportunity Act (WIOA)? Why not focus on the innovation and opportunity it creates? WIOA allows for three new intriguing ABE activities. One of those activities is Integrated Education and Training or IET. This activity combines the very two things wanted and needed by ABE learners: academics and skills. This is a chance to hear about some IET programming and share any examples you might have.

**Intended Audience:** Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Define three critical components of IET.
2. Discuss examples of IET.
3. Use new tools to design IET.

### CONCURRENT SESSION 3 (afternoon) –THURSDAY, JANUARY 25 (2:30 - 4:00 PM)

#### **"These Are a Few of My Favorite Things..." But, Are They CCRS Aligned? – *Melody Chalmers***

Do you wonder if your instructional materials align with the College & Career Readiness Standards (CCRS)? In this session, you'll learn to use tools to evaluate classroom resources such as textbooks and packets for alignment to the CCRS ELA standards. Some of our favorite resources are already quite effective, so before you spend money on new "CCRS-Aligned" resources (as the publishers may claim), come and learn how to evaluate and supplement what you already have!

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Access, navigate, and practice utilizing the Resource Alignment and Rating Tool to evaluate instructional resources for alignment to the CCRS.
2. Access, navigate, and practice utilizing the High Value Action Tool to guide instructional decisions for supplementing and strengthening resources.
3. Discuss the current overall alignment of some commonly-used instructional resources in ABE, and share some high-impact tweaks that many programs are already implementing for further alignment.

#### **Power and Privilege in the Adult ESL Classroom – *Ilse Griffin and Jodi Versaw***

This workshop will offer background on systemic forces such as post-colonialism and white normativity in the US and their subsequent effect on power dynamics in adult ESL classrooms. Additionally, this workshop will introduce practical activities, strategies, and ideas that address these power imbalances. This workshop will offer time for collaboration with others and sharing of best practices.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Identify some of the systemic forces that have led to power imbalances in adult ESL classrooms.
2. Identify and apply at least five approaches/ideas towards making classroom activities more equitable.
3. Discuss and share strategies with each other regarding creating equitable classrooms.

#### **College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – *Burgen Young***

***NOTE: THIS IS AN ALL-DAY WORKSHOP; you must attend morning and afternoon.***

## CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 26 (8:45 - 11:45 AM)

### **Academic Conversations – Nikki Carson and Mary Zamacona**

This session addresses designing and facilitating purposeful classroom discussions to enhance comprehension of informational "text" and build critical thinking skills. Additionally, it focuses on developing the transitions skill of effective communication across levels for both native English speakers and English language learners. Participants will engage in activities that promote academic grammar, vocabulary, and content comprehension via conversation.

**Intended Audience:** Intermediate ESL Advanced ESL Beginning ABE Intermediate ABE, Secondary ABE

**TIF Skills Addressed:** Effective Communication: Skills 1 & 2

**Anchor CCR Standards Emphasized:**

- Speaking/Listening: Anchor 1, Anchor 3, Anchor 6
- Language: Anchor 3

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Develop opportunities for their learners to use academic structures and vocabulary via classroom conversations.
2. Design purposeful classroom discussions to enhance comprehension of informational "text."
3. Model for Ss to converse like disciplinary "pros."

### **Integrating Pronunciation into ESL Curriculum, PART II – Andrea Echelberger and Barb Murphy**

English language learners are hungry for pronunciation instruction, but it is challenging for ESL teachers to find a teaching method that is effective without being too technical and confusing. As a result, teachers often leave it out altogether. Research tells us that pronunciation instruction should begin when learners are at a beginning level and continue throughout their English language learning careers. During this workshop we will look at areas of pronunciation that will have the greatest impact on ESL learners' intelligibility. We will explore how to tackle pronunciation at any instructional level and how to integrate pronunciation instruction into existing content-based curriculum and lesson plans. Participants should bring a unit from their current curriculum to the session.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL

**TIF Skills Addressed:**

- Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication.

**Anchor CCR standards Emphasized:**

- CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  
SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Articulate the importance of explicit pronunciation instruction.
2. Identify pronunciation features that their learners struggle with and prioritize instruction in those areas.
3. Determine pronunciation activities that will be beneficial to the needs and level of their learners.
4. Integrate explicit pronunciation instruction into existing curriculum and lesson plans.

**NOTE: This is PART II – Part I is NOT a prerequisite to Part II**

## CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 26 (8:45 - 11:45 AM)

### **We're Speaking Your Language (Standards)! – Kristine Kelly and John Trerotola**

The CCRS Language Anchors aren't just about grammar, usage, and mechanics. In fact, the new NRS TABE Reading and Language tests will embed the language standards in rigorous questions that require our learners to understand not only language conventions but also academic vocabulary, writing organization, sentence revision and combining, tone and bias, idiomatic language, and nuances in word meaning. Come and work with us to break down the 6 ELA Language standards and understand what they mean to the level of students you teach. Plus, take with you some strategies for activities that will help your students access the Language standards in your instruction!

**Intended Audience:** Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

#### **TIF Skills Addressed:**

- Effective Communication: Skill 2
- Learning Strategies: Skills 1 and Skill 3
- Critical Thinking: Skill 4
- Navigating Systems: Skill 2

#### **Anchor CCR Standards Emphasized:**

- All 6 of the CCR ELA Language standards will be emphasized in this session.

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Articulate how the CCR Language standards support other ELA standards.
2. Break down each of the 6 Language standards.
3. Determine what the Language anchors mean for the instructional level(s) they teach.
4. Implement some strategies/activities to help their students work with the Language standards.

### **Shifting into CCRS Instruction – Burgen Young**

Have you attended CCRS Foundations, but are feeling stuck about how to move forward with implementing the standards or you need a refresher? Would you like to attend the CCRS Foundations training, but your schedule hasn't allowed it yet? The three English Language Arts CCRS shifts are the best place to start with CCRS instruction at all levels. Join us to deepen your understanding of the CCRS shifts so that you will be able to identify what instructors are asked and not asked to do.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

#### **Anchor CCR Standards Emphasized:**

- Working with the three ELA shifts addresses multiple CCRS Anchor Standards.

#### **Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Define the three CCRS English Language Arts (ELA) shifts.
2. Identify what the three ELA shifts ask instructors to do and what they don't ask instructors to do.
3. Identify the three ELA shifts in instructional materials.
4. Describe activities that align to one or more of the three shifts.

**CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 26 (8:45 - 11:45 AM)**

**Moving Beyond the Basics: Integrating ABE Standards for Self-Advocacy in Low-Beginning – Erin Cary, Kristin Klas, and Jamie Kreil**

In this session, participants will consider self-advocacy goals that English language learners, particularly low-beginning-level students, may have. Using backwards design, participants will explore how other low-beginning curricula do or do not address these goals, and how integrating content standards (CCRS and TIF) can support these goals. Participants will leave the session with ideas for curricula that support self-advocacy goals appropriate for students at the low-beginning ESL level and that fits with and builds upon content they are already teaching.

***Participants are encouraged to bring CCRS blue books and English Language Proficiency Standards (red books) for use during the session, if available.***

**Intended Audience:** Low-literacy + Beginning ESL

**TIF Skills Addressed:** This is a curriculum-level exploration, so all TIF categories will be considered according to teachers' varying classroom needs, with some focus on:

- Effective Communication
- Self-Management
- Navigating Systems

**Anchor CCR Standards Emphasized:**

- All lower-level standards across CCRS (A-band)
- ELP (Level 1) standards for adaptation to teachers' varying low-beginning curricula and identified needs for student proficiency within different classrooms.

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Define Backwards Design.
2. Identify the CCRS standards and TIF standards that best support their curriculum goals.
3. Design a curriculum using backwards design. Develop a curriculum that supports self-advocacy goals appropriate for students at the low-beginning ESL level.

## CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 26 (12:45 - 2:15 PM)

### **The World in your Lobby: Adventures in Working Across Cultures – Patricia Fenrick**

This interactive training deals with challenges often encountered when working cross-culturally. Cultural lenses impact our interactions and effect our communication. Whether it is working with co-workers, clients or neighbors, this training will give you some tools to navigate cultural differences with respect, humor, and curiosity.

**Intended Audience:** Anyone working cross-culturally

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Become acquainted with some of the visible and less visible aspects of culture that make up the cultural glasses that we all wear, which informs how we make sense of the world.
2. Gain a deeper understanding of how "normal" is culturally bound and that there are multiple, valid ways of understanding the world.
3. Through case studies and activities, interpret situations through diverse cultural glasses and work on new ways to approach challenging situations in their work.

### **Routines and Strategies for Teaching Beginning to Intermediate ELL Writing – Diana Mulcahy and Mara Martinson**

This workshop will explore routines and strategies used in intermediate level ELL writing classes that lead to an appropriate balance between student production and teacher instruction. Production strategies will include writing from example paragraphs, using sentence and paragraph frames, writing from the middle out, and culturally relevant prompts/projects. Instruction strategies will include building academic vocabulary, pre-writing with graphic organizers, group editing with student work, and triangular peer editing process.

**Intended Audience:** Intermediate ESL

**TIF Skills Addressed:**

- Effective Communication (EC) Skill 2: Use language style and level of formality appropriate to context and task in written communication.
- Effective Communication (EC) Skill 3: Utilize a variety of technologies for communication.
- Critical Thinking (CT) Skill 1: Organize, analyze, and illustrate relationships between components, items, and ideas.
- Self-Management (SM) Skill 1: Set realistic goals and work independently to achieve them.
- Self-Management (SM) Skill 2: Manage information and materials for one's own learning needs.

**Anchor CCR Standards Emphasized:**

- CCRS Anchor 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCRS Anchor 5: With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCRS Anchor 6: With guidance and support, use technology to produce and share writing as well as to interact and collaborate with others.

**Northstar Digital Literacy Standard:**

- Basic Computer Skills
- World Wide Web
- Email

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Plan an ELL writing unit that balances instruction and production.
2. Identify and implement strategies to create shared language for the concepts and rules of writing.
3. Identify and implement strategies for leading students through the writing process.
4. Identify and implement strategies that promote student independence.
5. Identify and implement strategies that support students who have little or no formal education.

## CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 26 (12:45 - 2:15 PM)

### **Morpheme Matrices, A Word Assembly Approach – Marn Frank**

This session will introduce Morpheme Matrices, a research and practitioner-based approach and resource for assembling (or combining) common prefixes and suffixes with Latin roots (small units of meaning called morphemes) into multi-syllable words. The ongoing development and distribution of Morpheme Matrices is in response to STAR or EBRI teacher requests for something "different or stand alone" when teaching higher-level alphabetic skills. Participants will receive sample pages and electronic access to the full copy – soon to include Greek forms!

**Intended Audience:** Advanced ESL, Intermediate ABE, Secondary ABE

#### **TIF Skills Addressed:**

- Reading Foundational Skill .3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
- Level C (GE 4-5) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Explain the convincing evidence for teaching morphemes.
2. Use a simple morpheme matrix for word assembly.
3. Describe how other MN ABE reading teachers use morpheme matrices.
4. Plan instruction of morphemes and word assembly with ABE/ESL readers.

### **Standards as Your Road Map: Where's Your Lesson Headed? – Liv Musel-Staloch**

**NOTE: THIS SESSION IS A REPEAT FROM THURSDAY AFTERNOON**

### **When Literacy is Digital: Finding Northstar Standards in the CCRS – Susan Wetenkamp-Brandt**

If you're focused on CCRS implementation, you might think you don't have time to worry about digital literacy. CCRS is big enough already! But a closer look at your blue book will reveal that digital literacy is woven all through the CCRS Reading, Writing, Speaking and Listening Standards. In this session, we'll look at how the Northstar Digital Literacy Standards bring definition to the big ideas outlined in CCRS, and explore practical classroom ideas for digital literacy instruction aligned to CCRS.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

#### **Anchor CCR Standards Emphasized:**

- Since this session is focused on deepening knowledge of the CCRS, we look at many of the anchor standards across reading, writing, and language areas. The goal is to have participants reflect on the digital skills inherent in CCR standards, rather than focus on a specific standard.

#### **Northstar Digital Literacy Standard:**

- Basic Computer Skills
- World Wide Web
- Windows / Mac OS X
- Email
- Word
- Social Media Excel

**Objectives: Upon conclusion of the workshop, participants will be able to:**

1. Make connections between CCR Standards and Northstar Digital Literacy Standards (NDLS), identifying how NDLS expand upon CCRS with specific details about digital literacy and discrete skills students need to master.
2. Identify a variety of classroom activities and projects that address NDLS and CCRS standards.



## Many Thanks!

This conference was planned by the Language & Literacy Advisory Team (LLATé). Thank you for all your time and expertise!

Pam Ampferer \* Tammi Bernard \* Nikki Carson  
Andrea Echelberger \* Patsy Egan \* Terrisa Fisher \* Marn Frank  
Kristine Kelly \* Kristin Klas \* Adam Kuehnel  
Astrid Liden \* Betsy Parrish \* Heather Yee \* Burgen Young



*The organizers thank our excellent presenters for sharing their time and expertise, and we are grateful to ATLAS staff members Gail Rutan and Marisa Squadrito Geisler for all the arrangements and administrative support needed for this event!*

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## Introducing Our Presenters

**Dan Bruski, MAESL**, has worked in Adult Basic Education for 20 years. He currently teaches beginning and intermediate ESL classes at Adult Options in Education. Dan participated in the 2016-17 CCRS implementation cohort. [daniel.bruski@hopkinsschools.org](mailto:daniel.bruski@hopkinsschools.org)

**Nikki Carson** teaches Advanced ESL and College & Career Preparation classes at Open Door Learning Center-Lake St. She has been teaching ABE/ESL for 15 years. She holds an ABE license and a Masters in TESL. [ncarson@mnliteracy.org](mailto:ncarson@mnliteracy.org)

**Erin Cary** is an Education Program Manager and an ELL instructor for Lyndale Neighborhood Association in south Minneapolis. She has taught at all levels in adult basic education over the last 8 years, frequently with low-literacy learners, and loves having the opportunity through LNA's place based programming to connect with learners as community members. [erin@lyndale.org](mailto:erin@lyndale.org)

**Melody Chalmers** teaches advanced ESL and ABE students at Metro North ABE, as well as 2nd and 3rd grade English learners in a charter school setting in St. Paul. She has participated in various ATLAS initiatives including STAR and Contextualized Instruction (CCI), as well as facilitated training for ACES and the Adult Diploma program. Most recently, she has joined the CCRS Implementation Team and is supporting Kristine Kelly as co-presenter for this year's CCRS ELA cohort. [melody.chalmers@ahschools.us](mailto:melody.chalmers@ahschools.us)

**Krista Coronado** is the Student Learning Interventions and STAR Coordinator for Minneapolis Adult Education. She coordinates STAR programming and accommodations/interventions for struggling learners and students with documented learning disabilities or mental health conditions. She has worked with Minneapolis since 2008. [krista.coronado@mpls.k12.mn.us](mailto:krista.coronado@mpls.k12.mn.us)

**Julie Dincau** is the Adult Basic Education Transitions Specialist at the Minnesota Department of Education. She started her career in adult education as a volunteer tutor for the Minnesota Literacy Council and has remained dedicated to the field for over twenty years. Her current work focuses on building capacity within the adult basic education system to transition adult learners to postsecondary education, training, and/or employment. [julie.dincau@state.mn.us](mailto:julie.dincau@state.mn.us)

**Patsy Egan, PhD**, is the director of ATLAS, housed at Hamline University. Her teaching and research focuses on literacy development and teacher education for adult learners, including adult basic education and English as a Second Language. Her particular area of expertise is working with learners with limited first language literacy. [pegan02@hamline.edu](mailto:pegan02@hamline.edu)

**Andrea Echelberger** is the ESL Training Coordinator at the Minnesota Literacy Council. She's spent over 12 years teaching refugees and immigrants in St. Paul, MN, and served as an English Language Fellow for two years in Cambodia. Andrea holds a M.A. in ESL from Hamline University and an ABE Teaching License.  
[aechelberger@mnliteracy.org](mailto:aechelberger@mnliteracy.org)

**Patricia Fenrick** has worked with diverse communities for over 17 years. Most of her career has focused on refugee and immigrant populations. She was the Executive Director for the refugee resettlement agency, World Relief Minnesota, and worked in community development with immigrants for the City of Eden Prairie, where she oversaw the Human Rights and Diversity Commission. Patricia has been an adjunct professor for several local universities and teaches social justice issues. She currently works for the Department of Human Services Refugee Programs Office in education, outreach, and refugee workforce development. [patricia.fenrick@state.mn.us](mailto:patricia.fenrick@state.mn.us)

**Terrisa Fisher** has been with WEST ABE for 9 years teaching English language, basic skills, content area topics, and reading. Occasionally, she is called upon by students to help with citizenship preparation, computer skills, the MN driving manual, and with boiler license preparation. Teresa, who is also one of the Minnesota STAR trainers, has a degree in literacy and a belief in evidence-based reading instruction. [tfisher@bhmschools.org](mailto:tfisher@bhmschools.org)

**Marn Frank** is the Literacy & Student Achievement in Reading (STAR) coordinator for ATLAS. She has been in this leadership position since 2008 and involved in MN ABE...forever! She also facilitates Evidence-Based Reading Instruction Study Circles (EBRI SCs) and curates the STAR/EBRI and Writing Instruction resource libraries. Her professional passion is promoting the development of reading instructional routines that will benefit Beginning>Intermediate>Advanced level ABE programs, teachers, and students. [mfrank06@hamline.edu](mailto:mfrank06@hamline.edu)

**Ilse Griffin** works at the Minnesota Literacy Council as a learning center coordinator at Open Doors Learning Center Northeast and an ABE academic specialist at St. Kate's University. She taught abroad in Uganda and Laos before returning to Minnesota to pursue her MA TESOL at Hamline, where she wrote her final capstone on power and privilege in the field. [ilsehogangriffin@gmail.com](mailto:ilsehogangriffin@gmail.com)

**Rachel Johnson** is a former ABE/ESL teacher (Metro North ABE) and Education Program Manager (MORE) who is currently pursuing a PhD in Cognitive Science. Her focus is on the effects of traumatic stress on brain mechanisms of language acquisition. [john4830@umn.edu](mailto:john4830@umn.edu)

**Kristin Klas, M.Ed.**, is a Pre-Beginning ESL instructor at Hmong American Partnership in St. Paul, MN. She has 10 years of experience teaching English language learners. Kristin has taught the literacy level class at HAP for 7 years and has focused her studies and professional development on teaching adult English language learners with limited formal education. [kristink@hmong.org](mailto:kristink@hmong.org)

**Kristine Kelly** is the ATLAS Literacy & English Language Arts Coordinator and CCRS ELA lead for Minnesota ABE. In addition, she is a reading/writing teacher in the Robbinsdale ABE Program. [kkelly01@hamline.edu](mailto:kkelly01@hamline.edu)

**Jamie Kreil, M.Ed.** and Ph.D. candidate, is a Pre-Beginning ESL instructor at Cedar Riverside Adult Education Collaborative in Minneapolis, MN. She has 10 years of experience teaching multiple levels of English as a second language, including multilevel classes. Jamie has focused the last three years on teaching pre-beginning learners. [kreil009@umn.edu](mailto:kreil009@umn.edu)

**Adam Kuehnel** is literacy instructor with the Minnesota Department of Corrections. He has helped more than 200 students earn a passing score on the *Reasoning through the Language Arts* GED test. His teaching focus is developing critical thinkers and confident writers. [adam.kuehnel@state.mn.us](mailto:adam.kuehnel@state.mn.us)

**Mara Martinson** is an ELL teacher with over 12 years of experience and currently works for Minneapolis Public Schools, as Adult Education teacher and instructional coach. Mara has taught both introductory and intermediate level writing classes. As a coach, she has observed multiple classes and measured the effectiveness of instructional strategies. Her favorite teaching moments are when students spontaneously use academic language in class. [mara.martinson@mpls.k12.mn.us](mailto:mara.martinson@mpls.k12.mn.us)

**Diana Mulcahy** has been teaching ELL in the Twin Cities area for about 20 years and currently teaches at Minneapolis Adult Education. For the past five years, has focused on writing instruction and is also the group leader of a Professional Learning Community at her site. Her favorite teaching moments are when learners congratulate each other on their successes. [diana.mulcahy@mpls.k12.mn.us](mailto:diana.mulcahy@mpls.k12.mn.us)

**Barb Murphy** has taught ABE ESL since 2000 and currently teaches low-level ESL and the Employment Readiness class at Minnesota Literacy Council. She has presented at MN Summer Institute and the National Pro Literacy Conference. Barb holds a BS in Elementary Education from the University of North Dakota and a MA in English, TESL, from St. Cloud State University. [bmurphy@mnliteracy.org](mailto:bmurphy@mnliteracy.org)

**Liv Musel-Staloch** has been teaching ESL/ABE for 18 years in Minnesota. She's seen how much adult basic education has been transformed over the years and is embracing the new challenges with standards-based instruction. Liv currently teaches Level 6 ESL and Diploma-level classes, including online programming. She enjoys her position as the Lead ESL teacher in Mankato and serves on the state EBRI/STAR Leadership team. Fun fact: One of Liv's BA majors is Norwegian, and she's always trying to "snakke Norsk." [lmusel1@isd77.org](mailto:lmusel1@isd77.org)

**Nicki Olalde** is a pre-beginning EL instructor in south Minneapolis. She has over 10 years of experience teaching English. She is currently finishing up her MAESL at Hamline University. Her capstone topic is about classroom routines in the pre-beginning EL classroom. Her interests include strategies instruction and volunteer management. [nicki@lyndale.org](mailto:nicki@lyndale.org)

**Lia Conklin Olson, PhD**, has been an adult ELL teacher for over 18 years and curriculum and materials developer for over 15 years. Lia is the author of the *GED Teacher's Guides Bridging English Language Learners to GED Test Prep for Social Studies and Science, Reasoning through Language Arts, and Mathematics* (New Readers Press, 2017) and the phonics-based reading series for adult ELLs *What's Next?* (New Readers Press, 2013). Lia has also been active in Minnesota ABE's standards implementation work (ACES & CCRS) for the past 6 years. [lia.conklin@spps.org](mailto:lia.conklin@spps.org)

**Steven Parker** is a retired secondary school English teacher. He taught basic literacy skills to both native English speakers and English language learners in Minneapolis. His responsibilities included preparing students for the state's graduation standards tests. He has volunteered in Nikki Carson's adult ESL classes for many years.

**Mya Shaftel** has taught adult ESL with refugee and immigrant communities for the past 10 years and has taught pre-beginning ESL for 2 years. In addition to teaching in ABE programs in the Twin Cities area, she has also taught in Washington State. Mya is currently working towards an MA in ESL at Hamline University, focusing on curriculum and instruction for low-literacy adults. [mshaftel@mnliteracy.org](mailto:mshaftel@mnliteracy.org)

**John Trerotola** is an Adult Academic Program teacher for the Robbinsdale Area Schools. Currently, he is teaching Language Arts and Social Studies for GED, Adult Diploma, and college transition students. He has also taught an advanced ESL class in previous years. John has a BA and MA in History and is licensed in 5-12 Social Studies. [john\\_trerotola@rdale.org](mailto:john_trerotola@rdale.org)

**Marcie Vaiphei** is a licensed ABE instructor and has taught at the HUBBS Center in St. Paul for the past 12 years, where math instruction has been her focus for the past eight years. [marcie.vaiphei@spps.org](mailto:marcie.vaiphei@spps.org)

**Jodi Versaw** works on the Minnesota Department of Education-ABE team, which is responsible for support and oversight of the statewide ABE system. Before coming to MDE, Jodi worked for 15 years as an ABE/ESL teacher, coordinator, and program manager. [jodi.versaw@state.mn.us](mailto:jodi.versaw@state.mn.us)

**Susan Wetenkamp-Brandt** has been working with technology and online learning in ABE for 15 years. She provides training, technical support, and consultation to ABE practitioners on best practices in technology integration, digital literacy, and distance learning. [swbrandt@mnliteracy.org](mailto:swbrandt@mnliteracy.org)

**Christine Wytaske** teaches for SouthWest Metro Intermediate District and Robbinsdale Public Schools. She has taught a variety of classes including STAR, Advanced-level ELL, GED open lab, and DL courses. Christine participated in the CCRS cohort in 2016-2017 and has returned as a table coach for the 2017-2018 cohort. She also co-facilitated CCRS Foundations at Summer Institute this past August and plans to co-facilitate the CCRS training for her colleagues at SouthWest Metro over the next few years. A part of the STAR Leadership Team and a facilitator of EBRI study circles. Christine holds a M.Ed. in ESL from Hamline University in Saint Paul. [cwytaske@swmetro.k12.mn.us](mailto:cwytaske@swmetro.k12.mn.us)

**Burgen Young** is the Instructional Manager for the Minnesota Literacy Council. She has been an ABE professional for over 12 years and has a dual MA in TEOL and Linguistics. [byoung@mnliteracy.org](mailto:byoung@mnliteracy.org)

**Mary Zamacona** is both a coordinator and teacher at the Minnesota Literacy Council's Open-Door Learning Center in Arlington Hills, Saint Paul. Mary has taught English as a Second Language to adults on the east side of Saint Paul since 2008. She started her career as a K-12 ESL teacher and has recently completed her Masters ESL. She is currently working on a 5-12 Social Studies license. Mary is both a presenter and participant in the variety of professional development opportunities offered through ABE and is part of the CCRS cohort for Minnesota.  
[mzamacona@mnliteracy.org](mailto:mzamacona@mnliteracy.org)