



AEL/ELL Instructor Newsletter

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Editor:

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## A letter from the editor:

Happy Fall Everyone!

We recently had a board/planning committee meeting where we found out about some super exciting developments and changes that will take place next summer at our 2020 conference.

First of all, we are going paperless!!! This means that we will have our own conference app that will assist everyone in navigating the event as well as making it so much easier to leave feedback concerning the speakers and presentations. This is a definite upgrade from the cumbersome books that we have used in the past. All conference information, including any changes, will be pushed out in real time which will lessen attendee confusion. Also, the app chosen by the committee is extremely "user friendly." Therefore, there is no need to worry about it being too complex to navigate.

The committee received great feedback from last summer's conference participants and have looked closely at all the information. Based on that information, it seems that you are requesting sessions addressing more content area information as it applies to daily instruction, especially in the areas of ESL and Math. Based on this and other feedback:

\*We will no longer have Category meetings as a break out session. Instead, we will be holding Content Roundtables so that all members in a specific category are represented at the round table to discuss important information and answer any questions attendees might have.

\*We need your help! Obviously, every program has remarkable people with amazing ideas/strategies to share with other MAACCE members. Therefore, we are offering 2 MAACCE conference scholarships for teachers who are willing to present at least 2 breakout sessions in the areas of math, reading, writing, social studies, science, ESL reading, ESL writing, ESL speaking, and/or ESL listening.

Just like last year, we are planning many fun and amazing activities throughout the conference. Once again, we will be conducting a silent auction. If you were at the last conference, you know this is a wonderful and exciting activity. We are also working on bringing in top notch key-note speakers who have been successful at the national level. I'm looking forward to seeing you all at the conference next summer. With your help, it will be the best yet!

## Upcoming PD Opportunities

**ELL Instructional Resources** workshop participants will gain a deeper understanding of TABE CLAS-E standards and how to use the TABE CLAS-E Survival Guide and the TABE CLAS-E Teacher's Resource Guide, Volume 2. Various resources will be provided that align with TABE CLAS-E assessment. In addition, participants will learn how to adapt lessons and resources to further enhance students' learning experiences. \*The TABE CLAS-E Survival Guide is found on the DESE Professional Development page under Additional Information (Important Links). Also, please bring the TABE CLAS-E Teacher's Resource Guide Volume 2 from your Adult Education program.  
(PD Hours: 6)

**Workshop Date & Location:** Friday, Jan. 24, 2020,  
9AM to 4PM— St. Louis

**Getting a Job, Keeping a Job (Incorporating Soft Skills in the Classroom):** Many adult learners lack soft skills that have both handicapped them from connecting with employers and caused them to miss opportunities. This workshop will provide teachers with tools to help students become successful in the workplace. In addition, workshop participants will learn many activities and ideas to use in their classrooms.  
(PD Hours: 4)

### Workshop Dates & Locations:

\*Friday, Nov. 22, 2019, 12PM to 4 PM - St. Louis City

\*Thursday, Dec. 19, 2019, 12pm to 4pm—Don Bosco  
(Kansas City)

**Reminder: These and other opportunities can be found on the DESE website under Adult Education.**

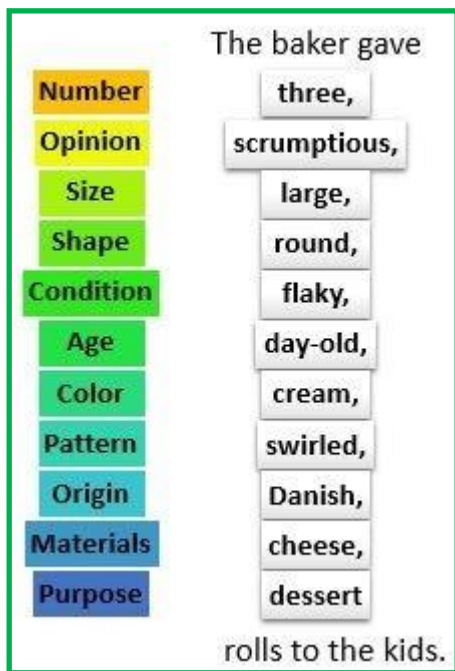


### Reading Vocabulary/Concepts from TABE 11/12

- 1) Students need to be able to differentiate between the following paragraph structures:
  - a) Compares and contrasts several different ideas ;
  - b) Relates events in the order in which they occurred;
  - c) Presents a problem and, then, a solution to solve it; or
  - d) Identifies a cause and shows the effect it has on the subject.
- 2) Students need to be able to make inferences ( Make connections, and draw conclusions about the text’s meaning and purpose) from a given text.
- 3) Students need to understand the point of view of the author of a given text. This can be in first, second, or third person (**First person** is the *I/we* perspective. **Second person** is the *you* perspective. **Third person** is the *he/she/it/they* perspective.)

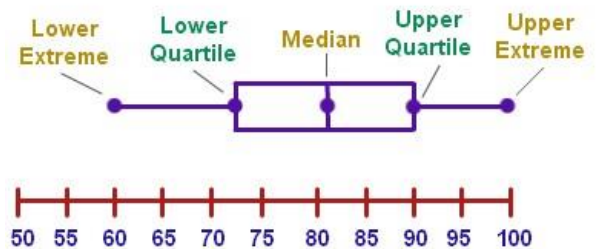
### Language Vocabulary /Concepts from TABE 11/12

*Order of Adjectives* is a skill that is tested as low as an “M” Level. Below is a chronological list:



### Math Vocabulary/Concepts from TABE 11/12

It is important for students to understand the construction and parts of a *box plot*. Below is an example:



Given a list of numbers, the student should put them in chronological order and find the median. The upper quartile is the median of the upper half of numbers and the lower quartile is the median of the lower half. The lower extreme is the lowest number and the upper extreme is the highest number. Students should also know that they find the *Interquartile Range* by subtracting the lower quartile from the upper quartile. Not shown here is an *outlier* which is a number that has a value that is more than one and a half times the length of the box from either end of the box. In this case, the lower outlier would be any value less than 45 and the upper outlier would start with a value around 117. Outliers are represented by an \* above the number line.

### ELL Resources for Written Language (all are websites)

**Breaking News English**—Helps students better their English vocabulary and grammar through the context of learning about current news and global affairs.

**English Club’s Vocabulary Quizzes**—Want to test your knowledge of vocabulary? There are dozens of categorized quizzes provided on this website.

**English Forums**—Operating as the globe’s biggest network of ELL learners and English speakers, this dynamic forum allows non-native speakers to ask any grammar questions they may have while learning English.

**English Grammar Guide**—This website provides helpful guides and examples for learning English grammar concepts like adverb, relative clauses, and verb tense.

**Learn That Word**—With a focus on vocabulary expansion and spelling, students can review thousands of words.

**Self-Study Quizzes**— Whether trying to master homonyms, grammar, or slang, this website has a range of quizzes to help.

