



Pronunciation resources available through the SLRC

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Ever heard the saying "Teachers always teach what they need to know the most."? At the end of the day, I always feel as though I've added to my own knowledge base!

It has been part of my teaching experience that students' questions following the introduction/review of a new topic often lead to unexpected results. For example, a review of *wh* words led to a request by my ESL class for phonics. It sent me to of the State Literacy Resource Center for a much needed brush-up.

I've not had phonics since I was in grade school. Fortunately I had attended an ABE workshop at TMCC last spring given by Ann de Onis, Ph.D. Her presentation was so impressive that the SLRC purchased the text she recommended: *Sound It Out! Phonics in a Comprehensive Reading Program* by John F. Savage.

I started with *Sound It Out!*, bugged my colleagues, searched the Web, and scoured the SLRC for other phonics teaching materials. Here are a few that I've found and used — some old, some new: *Essential Linguistics*, *Words Their Way*, *Pronunciation Activities*, *Pronunciation Card Games*, *Litstart*, *Focus on Phonics*, and *Pronunciation Teaching Tips* (video).

All materials are available for checkout at the SLRC. Visit <http://dmla.clan.lib.nv.us/docs/nsla/lpd/literacy/slrc.htm> to access the catalog. To check out materials, call the Nevada Literacy Coalition at 775/684-3340 or 800/445-9673 (from 7 a.m.-4 p.m.) or email kabiagi@clan.lib.nv.us or jgoena@clan.lib.nv.us.

Editor's note: Ann de Onis will present her full-day workshop "Literacy Strategies for English-speaking Students" on November 4th in Las Vegas. See page 4.

New CAELA Briefs address current adult ESL issues

The Center for Adult English Language Acquisition (CAELA) recently published two *Briefs* geared to adult ESL instruction.

Supporting Adult English Language Learners' Transitions to Postsecondary Education focuses on transitions from adult ESL programs into postsecondary institutions. It includes classroom-level issues — e.g., how to develop vocabulary needed for academic classes, types of reading to do in class, etc. — and programmatic issues, such as orientation and collaboration with postsecondary institutions, as well.

Understanding Adult ESL Content Standards defines different types of standards and discusses the instructional

benefits of using them. It also describes uses of content standards in the adult ESL field and addresses existing research about their implementation.

Claudia Bianca-DeBay, who spearheaded the development of Nevada's Content Standards for adult education, found the *Brief* well written and useful. "It gives teachers more insight into standards and their implementation," she said.

The publications are available at www.cal.org/caela (click on ESL resources, then on Briefs).

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For more on Nevada's Content Standards, see page 3.

Quotables



Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. As we learn more about who we are, we learn techniques that reveal rather than conceal the personhood from which good teaching comes. — Parker Palmer, *The Courage to Teach*



First it is necessary to stand on your own feet. But the minute a man finds himself in that position, the next thing he should do is to reach out his arms. —Kristin Hunter, *O Magazine*, Nov 2003



Nevada's Adult Education Director Mary Katherine Moen regularly posts her thoughts on the field as "MK's Messages." Visit www.literacynet.org/nevada, click on Adult Education in Nevada (center of page), then on Message from MK.

Join now! Las Vegas study circle on English language acquisition



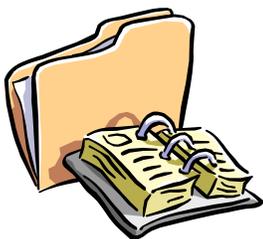
Study circles are an effective mechanism for practitioners to learn about, discuss, and use research to improve practice. In this small group setting, participants will read and discuss Second Language Acquisition (SLA) theory and research, then evaluate its application to their practice.

Objectives: Explore the meaning and applications of SLA research to adult ESL instruction. Implement at least one new research- or theory-based strategy. Reflect on the impact of that experimentation on thinking and practice.

There will be two 3-hour sessions, on November 3rd and December 1st, facilitated by Linda Faulk (702/434-6858, faulkclinda@aol.com). Participants are expected to participate in both sessions. Some preparatory reading should be done, so pre-register soon with host Jay Yeo at the C.A.L.L program 702/507-3430, yeoj@lvccld.org.

Upcoming conferences

Additional events at www.literacynet.org/nevada (click on calendar)



What: AAACE Annual Conference, November 7-10, Milwaukee, WI
Contact: www.aaace.org

What: National Reading Conference, November 29 – December 2, Los Angeles, CA
Contact: <http://www.nrconline.org/>

What: Meeting of the Minds II: National Adult Education Practitioner-Researcher Symposium
November 30 – December 2, Sacramento, CA
Contact: www.researchtopractice.org; mcorley@air.org or eoka@air.org

2007 **What:** LDA (Learning Disabilities Association) International Conference Feb. 14-17, Pittsburgh, PA
Contact: <http://www.lidaamerica.org/conference/index.asp>

What: 16th Annual National Conference on Family Literacy, March 4 - 6, Orlando, FL
Contact: www.famlit.org/Conference/

What: 41st Annual TESOL Convention and Exhibit, March 21-24, 2007. Seattle, WA
Contact: www.tesol.org

What: Commission on Adult Basic Education (COABE) Conference, March 25-28, Philadelphia, PA
Contact: <http://www.coabe.org>

What: CATESOL 2007 Statewide Conference, April 12-15, San Diego, CA
Contact: www.catesol.org

Nevada's Content Standards: FAQs

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As with implementing any new idea, introducing standards into our classrooms can be a frightening undertaking. Is this another fad that will go away? Are these standards going to stifle our teacher's creativity? Don't we already do enough? Are the standards covered on the tests? Will we understand them and have the capability of teaching them? How do we know that these standards are the most important ones to teach? Won't some of them be too high for our students? These are valid questions! Let's tackle them one at a time.

Is this another fad that will go away?

Standards are a part of almost every aspect of our lives. We expect a clear set of standards when we shop for a car, purchase a house, or rely on a doctor who will be performing surgery. We set standards for food quality. We expect standards from higher institutes of learning, trade schools, and businesses. Why shouldn't we have standards for our students? Perhaps adult education has lagged behind the times. Having standards are a long time coming and they are definitely here to stay!

Will these standards stifle our teachers' creativity?

Standards determine the "what" of teaching. Teachers determine the "how" of teaching. The two are not opposing forces but complement one another. It is in *how* we teach that we can use our creativity in getting the information across to our learners.

Don't we already do enough?

Our programs, indeed, have instruction, resource materials, and curricula. Perhaps we won't have to change much at all! Having state standards ensures all of us — programs, instructors, and students — are "on the same page." There will be consistency throughout the state, so if students move from one program or part of the state to another one, they can expect similar educational services.

Are these standards covered on the tests?

All of Nevada's Content Standards (ESL/EL Civics, ABE, ASE and Citizenship) have been aligned to the CASAS assessments. Our standards also go beyond the assessments to include other important concepts and skills that our students need to know. Teaching the standards will address the skills tested on the assessments.

Will we understand them and have the capability of teaching them?

Nevada's Content Standards were developed after looking at several other states' standards models. We were careful to use words that would be clear and "user-friendly." As for our ability to teach them — this might be an issue we will have to address as a community of professionals. We should not restrict ourselves to teach only what we know and what is comfortable. We owe it to our students to offer ALL the transferable skills they need to succeed at whatever they decide to do once they leave our programs.

How do we know that these standards are the most important to teach?

Our standards were developed from sources and resources with adult education systems similar to ours. They are a living document, which means that your input is always wanted and appreciated!

Won't some of them be too high for our students?

Do we really just want to teach our students what is comfortable and easy, or do we want to push them to reach higher and open more doors in their lives, offering them opportunities for a better living? Our expectations for our students should be high. They will rise to the occasion!

I hope that I have put some of your fears at bay. Please feel free to contact me if you have any other questions or concerns.

Nevada's Content Standards posted, with links to program resources

ESL/EI Civics and ABE Content Standards for Nevada's adult basic education programs are posted at www.literacynet.org/nevada (click on teacher/tutor) or go directly to www.literacynet.org/nevada/standards/index.htm.

Program resources for each of Nevada's AEFLA-funded programs have been matched to the standards. You'll find a link to each program on the standards page.



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Register now for free adult education workshops!

<u>Title, date, place, and contact</u>	<u>Workshop presenter, description, and objectives</u>
Literacy Strategies for English-Speaking Students 11/4/06; Las Vegas Fay Savedra Gamboa CCSN 702/651-4722 fay_savedra@ccsn.edu	Ann de Onis. This research-based course, targeted to all teachers of ABS and GED students, focuses on the complex issue of making meaning from text. It addresses text structure; strategies for learning new words and concepts; connecting text to text, self, and the world; and the use of writing as a way to understand and remember non-fiction reading materials. Objectives: Learn ways to help students understand the differences between informational and narrative text and set a purpose for their reading. Understand which concepts and vocabulary are important — and which aren't. Develop tools for a "reading toolbox" to share with students.
Assessing Learner Needs and Using Alternative Assessments in ABS and ESL Classrooms 11/18/06; Las Vegas Nita Russell-Latham Catholic Charities of So NV 702/693-6761 jlatham@catholiccharities.com	Claudia Bianca-DeBay. The CASAS assessments are valuable reading tests for Nevada. However, to get a well-rounded picture of what your students know and are able to do, alternative assessments that evaluate their speaking, listening, and writing abilities should be used in the classroom as well. See what the research has to say about the importance of using various types of assessments to determine your students' needs. Learn how to create and use simple tools that will show you and your students their progress in these other learning domains. Objectives: Distinguish the differences between standardized and teacher-made assessments. Review the research on alternative assessments to standardized tests. Create simple listening, speaking, and writing assessments for students.
Teaching Strategies for Multilevel ESL Classrooms 12/1/06, Reno Rex Newell Northern NV Literacy Council 775/356-1007 instructorcoord@nnlc.org	Maxine Frauman-Prickel. Geared to new and experienced teachers of ESL students at all levels, this workshop addresses why multilevel classes exist and how to maximize student learning within them. Participants will learn how to plan for instruction and experience strategies that address the range of abilities within the multilevel classroom, be it large or small. Participants will be provided activities to help them meet the workshop's objectives. Objectives: Understand the rationale for multilevel classes. Experience learning in a multilevel language classroom. Plan for instruction using a range of teaching strategies for a multilevel classroom.