



The following information is a brief history and description of the *Stand Out* curriculum. *Stand Out: Evidence-Based Learning for College and Career Readiness* published by National Geographic Learning and written by Rob Jenkins and Staci Johnson is a six-level series for adult students whose first language is other than English. The series is in its third edition and has been used extensively to support learning in schools throughout the United States, as well as many international locations including the Dominican Republic, Mexico, China, and Argentina. The success of *Stand Out* can be attributed to various factors including the emphasis on the use of evidence-based, engaging activities that are relevant to the students' lives, and to a structure that provides a solid and well-defined lesson progression.

INTERNAL STRUCTURE

Madeline Hunter first introduced a lesson-plan model to education similar to that of *Stand Out* in the 1970s. Her approach called *Instructional Theory Into Practice* (ITIP) became extremely popular through the 70's and 80's. According to Wikipedia, 16 states adopted it as an essential part of their curriculum. Through the 1990's, the California Department of Education, Staff Development Institute a part of the professional development support for adult education in California stressed its use and refined the steps to six namely Warm-Up, Introduction, Presentation, Practice, Evaluation, and Application. Through the efforts of the institute, the lesson plan format become a staple of many professional development programs throughout the state and elsewhere.

In the late 90's, a competency-based, communicative approach was introduced to adult education as an improvement to the audio-lingual approach that was prevalent in the 70s and 80s. The new materials that followed; however, did not address any useful lesson-plan structure, nor did any textbook identify "lessons" with their units or chapters. They merely had competency units with a series of activities, without identifying any progression. Objectives were not addressed except globally for each unit. At the turn of the century a true need to resurrect a lesson plan structure was in order. *Stand Out: Standards-Based English* (The first edition) was the first textbook series to incorporate lesson planning into its curriculum. Coined the WIPPEA model, the authors adopted the six-stage model California had adapted from Madeline Hunter's approach to development a textbook series in a revolutionary way. They first wrote the lesson plans and after that focused on the student book. The authors utilized the method of "backward design" which is highly favored in education where writers and educators first identify what they hope students will be able to do at the end of the lesson before they begin writing the lesson, stressing a performance objective that is measurable and easily observable at the end of class.

OBJECTIVES

The original objectives chosen to drive the *Stand Out* curriculum came from an in depth study of the *Comprehensive Adult Student Assessment Systems* (CASAS) objectives which are used for accountability in many states throughout the country. The authors also studied the objectives chosen by many of the larger programs in the United States. The second and third editions streamlined and refined the objectives from user feedback.



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STANDARDS

The first and second editions of *Stand Out* carried the subtitle, *Standards-based English*. The same standards that supported writing the curriculum are relevant today, among them are the *Secretary's Commission on Achieving Necessary Skills* (SCANS) and *Equipped for the Future* (EFF). The authors recognized that activities supporting these standards would not only provide maximum interactivity and engagement in the program, but would prepare students for the workplace and careers. Using the CASAS objectives, SCANS, and EFF standards to craft the curriculum was not an afterthought. The standards were instrumental in developing the content for the curriculum. They provided a framework for evidence-based and learner-centered activities that engaged students in critical thinking that served to challenge students.

In 2013, Susan Pimentel prepared a document for the U.S. Department of Education, Office of Vocational Adult Education, entitled *College and Career Readiness Standards for Adult Education* (CCRs). This document provides new standards adapted from the K-12 Common Core Standards. The analysis of these standards lead practitioners to see an emphasis on critical thinking, increased rigor, and complexity among other things.

The CCRs validated the significant amount of critical thinking already in *Stand Out* and prompted the authors to add additional ones, prominently displaying them in every lesson for the third edition. The authors also took advantage of working with National Geographic to provide true, and challenging readings about National Geographic Explorers which adds complexity and a rich authenticity to the text. *Stand Out* naturally has added CCRs and 21st Century Skills to the standards it uses to support the curriculum. The correlations are transparent throughout the six levels and are identified in every lesson labeled in the Lesson Planners. Students prepare for the workplace and develop skills for both the workplace and academic pursuits using *Stand Out*. This connection prompted a change in the subtitle of *Stand Out*. It now reads: *Stand Out: Evidence-Based Learning for College and Career Readiness*.

BEST PRACTICES

Within the pages of the Lesson Planners are boxes often more than one on a page to describe best-practices. These explanations further support the strength of the textbooks by describing the authors' intent and the reason for activities based on standard practices in second language instruction.

NEW STANDARDS / THE LEARNER

The chart on the next page contains information that comes from an American Institutes for Research document commissioned by The U.S. Department Of Education Office of Career, Technical, and Adult Education entitled *English Language Proficiency Standards for Adult Education*, October 2016. The document reads on page 1 "These ELP Standards for AE were identified to help ELL's acquire the language knowledge and skills necessary to achieve their postsecondary and career goals." Its publication postdates the third edition of *Stand Out*, but much of the document supports the philosophy of the *Stand Out* authors. Below are a few statements from the document and related information about *Stand Out*.



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ELP Standards	Stand Out
If adult learners do not have the opportunity to develop basic literacy and language skills, then they cannot meet the entry requirements for college or be successful in a postsecondary education or workplace setting that requires proficiency in English.	Stand Out is designed to help students obtain the necessary skills to be successful in academic and workplace settings.
“Research suggests that ‘good jobs’—that is, jobs that pay family-sustaining wages—require at least some postsecondary education” (Wrigley, 2015).	
ELLs have the same potential as native English speakers to engage in the cognitively complex tasks required by state-adopted challenging content standards (Wong Fillmore, 2014).	Stand Out does not dumb-down language. This is prevalent in the listening strategies and readings that can be found there. The authors believe in challenging students.
ELLs need access to challenging, level-appropriate curriculum and materials.	
They also need extensive exposure to authentic language and meaningful opportunities to practice language	The Stand Out philosophy is to encourage real communication and does not stop at dialog practice and role play. Through problem-based and project-based activities, student engage in real conversation and negotiate meaning regularly at all levels.
Adult ELLs have a rich reservoir of social, linguistic, and cultural experiences from which they can draw as they learn English. These funds of knowledge can be invaluable in supporting their language development and linguistic competency (Moll, Amanti, Neff, & González, 1992).	Stand Out asks students to apply learning throughout and relate learning to their past experiences.
or example, provide students with opportunities to learn new skills and information by connecting instruction to their lives outside the classroom (Condelli & Wrigley, 2008).	Every lesson has an application stage where students connect their learning to activities outside of the classroom. Additional worksheets also gives the instructor guidance on using the internet to support instruction beyond the classroom. Team projects help students see applications outside of the classroom.
Additionally, informal social conversations and writing are part of a continuum that will support students in moving toward participation in academic discussions and formal presentations (Zwiers, 2008)	Stand Out requires students to discuss a variety of issues including but not limited social interaction.

In addition to a vast array of activities, structured lessons, clear performance objectives, and curriculum driven by standards, *Stand Out* has a strong internal syllabus supporting a writing and grammar progression. The authors believe that grammar should be in context. They also recognize that every learner does not “acquire” grammatical structures at the same time. Grammar in *Stand Out* is introduced in natural places throughout the text but there is a progression (See the grammar syllabus later in this document.) Grammar structures are introduced at various times throughout the texts. Students are exposed and later learn and then recycling occurs. This recycling is built in to give students an opportunity to learn the structures several times in various contexts with the hope that they can eventually master them when they are ready. The workbooks provide additional support for grammar practice as well as the hundreds of additional multilevel worksheets. Grammar is not relegated to one or two lessons in each unit. Grammar is identified and practiced in every lesson in Stand Out.



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Philosophy Guide

STUDENT-CENTERED / EVIDENCE-BASED / COOPERATIVE LEARNING / COMMUNICATIVE / CRITICAL THINKING ACTIVITIES

Activities should provide opportunities for students to speak in near authentic settings so they have confidence to perform outside of class. This does not mean that dialogues and other mechanical activities are not used to prepare students for cooperative activities, but these mechanical activities do not foster conversation. They merely provide the first tools students need to go beyond mimicry.

EVIDENCE: Stand Out provides ample opportunities for students to develop interpersonal skills and to practice new vocabulary through graphic organizers and charts like VENN diagrams, graphs, classifying charts, clusters, etc. The lesson planner supports student-centered approaches in every lesson. Students are asked to rank items, make decisions, negotiate, etc. Dialogues are used to prepare students for these activities in the low levels and fewer dialogues are used at the higher levels where students have already acquired the vocabulary and rudimentary conversation skills. **TEAM PROJECTS** are also provided at the end of each unit. These projects incorporate all the skills developed in the unit and provide opportunities for students to bridge the gap between classroom and real world.

FLEXIBILITY

There is no perfect book because every class is different and every student is unique. Materials should be flexible enough and provide enough resources so that instructors can choose the best possible combination for their students. Lessons should provide sufficient ideas for the teachers to choose the best activities for their particular students. There should also be sufficient ancillary support to meet teachers' teaching style and program requirements.

EVIDENCE: The *Stand Out Activity Bank*, provides about 200 worksheets per level and are found online. The worksheets are in Word format so they can be customized with student names or new and different vocabulary. The worksheets also include computer activities that provide progressing computer and Internet activities as well as literacy worksheets for the low levels. The Activity Bank also have multilevel worksheets for each lesson in the Stand Out student books. To extend any skill, consider *Stand Out Workbook*, *Stand Out Audio Program*, *Stand Out Video*, *the Online Workbook*, *The Heinle Picture Dictionary*, and/or *the Stand Out Activity Bank (200 additional customizable worksheets per book)*.

ASSESSMENT

Objectives should be clearly stated so that assessment of given skills can be made. Instructors and students should have a clear understanding of what is being taught and what is expected. Agendas should be written on the board before each class. Evaluation of student progress should follow each practice. Pre—assessment can be given for units or sections of the book and assessments should be utilized to evaluate both student progress and instructor effectiveness. Students must have a way to self-assess. Learner logs or other devices should be used to document progress and also to identify areas that might require additional attention.

EVIDENCE: *Stand Out* student books clearly state the objective for each lesson. A lesson is three pages long with three practices for each lesson. The lesson planner provides an agenda that can be copied directly to the board so students and teachers can identify what is expected and prepare students for what is to come. The standard lesson plan incorporated by *Stand Out* includes evaluation after each practice. Stand Out offers a learner log where students document learning at the end of every unit. *Stand Out ExamView* is a program that allows the instructor to develop a test in three minutes for any unit or group of units in multiple question types.