

Course Outline

REVISED: September/2007



Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1020 ESL Beginning (Low-High)

50-04-56

ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET

Course Description:

This competency-based course is designed to provide instruction for CBET (Community Based English Tutoring) parents in English language acquisition tutoring techniques designed to help their elementary school age child (Grades K-5) succeed in school. This course provides practical information on effective study and homework skills, and the role parents play in the education of their child. Parents are provided with training and support in research-based practices and strategies in the areas of oral language, print awareness, phonemic awareness, decoding, vocabulary, reading comprehension, and reading fluency.

Credits: 0*

Hours: 34

Prerequisites:

ESL Beginning Low (a) (50-01-51) or equivalent skills

Note:

The primary purpose of this course is the promotion of English language for English learners who are CBET participants.

* This is a non-credit course and may be repeated to learn specific competencies.

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ACKNOWLEDGMENTS

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*ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET (50-04-56) September/2007, LAUSD
Division of Adult and Career Education*

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components Location

GOALS AND PURPOSES Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES pp. 7-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 17

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 7-16

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 20

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

GUIDELINES for IMPLEMENTATION

The purpose of this course is to provide adult students at ESL Beginning Low (b) and above with instruction to be able to help their elementary school children develop the reading and study skills they need to succeed in school.

For adult ESL/CBET classes held specifically for CBET parents at K-12 school sites, the content of this course can be included on a daily and/or weekly basis as an additional component of the regular ESL/CBET class. Every effort should be made to allow parents the opportunity to practice their tutoring skills with children at the site.

For students studying ESL at adult schools or employment preparation centers, this course may be offered separately to parents who have pledged to tutor their children. The course should be offered in addition to the regular ESL/CBET class. Whenever feasible, it is suggested that students practice their developing tutoring skills in class, with either their own children, or in a supervised situation with children from the on-site childcare.

The first session of this course must include the distribution, explanation, and completion of the Pre-Course Parent Survey. (See pages 54-56) Students who enroll in the course after the first session must also complete the survey. In addition, CBET Pledge Cards must be completed by every student. Ideally the pledge card should be completed upon registration for the course. Once the class begins, students will also be expected to fill out weekly Tutoring Logs (see pages 59-60). The final session of this course must include the distribution, explanation and completion of the Post-Course Parent Survey. (See pages 55-56) It is imperative that the Tutoring Logs, and the Pre- and Post Parent Surveys be completed, as information provided by the surveys and logs will be crucial for measuring CBET Program success.

The required materials for this course include: *Parenting for Academic Success: A Curriculum for Families Learning English* books by Janet Fulton, Laura Golden, Betty Ansin Smallwood, and K. Lynn Savage, National Center for Family Literacy 2005, Delta Publishing.

It is recommended that the instructor have the complete *Parenting for Academic Success Teacher's Guide* and a set of all 12 workbooks. The course uses Workbooks 6, 8, 9, and 11. There is an additional LAUSD workbook which is a compilation of selected materials from 1, 4, 7, 10, and 12. The school may offer one or more of the workbooks for sale to students. Books can be ordered from Delta Systems Co., Inc. www.delta-systems.com. 1(800) 323-8270.

It is recommended that each session include a Take Home Activity, for parents to apply what they have learned with their children. Likewise, each session should begin with a review of the previous session and reflection and discussion of the Take Home Activity. It is also suggested that the completion of the Tutoring Logs (see pages 59-60) be a part of every classroom routine. When teaching fluency and comprehension components of this course, the instructor may elect to hold class in a library setting to allow for an ample selection of reading materials.

EXIT LANGUAGE SKILL PROFICIENCIES
for the
ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET Course

Upon exiting the ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET course, students will demonstrate the following language skills:

Listening

- Demonstrate understanding of simple words and phrases drawn from learned topics
- Respond to commands and short directions through physical actions
- Listen and identify specific information in the context of previously learned language

Speaking

- Ask and answer simple questions
- Give simple commands and directions
- Ask for and give clarification
- Describe a sequence of past events on a topic related to personal life
- Describe a daily routine using sequence words
- Recite a rhyme
- Retell a story

Reading

- Interpret terms on CBET forms (Tutoring Log, Pledge Card)
- Interpret and follow simple written directions
- Interpret simple narrative and descriptive passages on unfamiliar topics if material includes visuals or other aids that orient student to the passage
- Use pre-reading strategies such as predicting and previewing
- Identify the sequence of a simple narrative passage
- Use phonics/decoding to interpret new words in familiar contexts
- Read out loud using verbal expression and body language
- Use after-reading strategies (reflect, check understanding, extend the learning)

Writing

- Complete course related forms (Tutoring Logs, Pledge Cards, Surveys, etc.)
- Write a series of related sentences based on personal experience or familiar material
- Write simple sentences based on personal experiences or familiar material that refer to the present, past, and future.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS

for the

ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
<p>A. INTRODUCTION</p> <p>Understand goals of course.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify personal parenting and educational goals. 2. Discuss course goals and how they relate to personal goals. 3. Complete Pre-course Parent Survey and discuss results. 4. Create Tutoring Log and Student Folder. 5. Discuss purpose and content of Tutoring Log. 	<p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 1- Plan for Success Lesson 1, pp. 2-3.</i></p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 1- Plan for Success Lesson 1, Activity 2.</i></p> <p>“Pre-Course Parent Survey”, CBET Course Outline, pp. 55-56.</p> <p>“Tutoring Log”, CBET Course Outline, pp. 59-60.</p> <p>“Tutoring Log”, CBET Course Outline, pp. 59-60.</p>
<p>B. HOMEWORK AND STUDY SKILLS</p> <p>Understand the importance of homework and the parent’s role in fostering effective study habits.</p>	<ol style="list-style-type: none"> 1. Maintain weekly CBET Tutoring Log of each homework or tutoring session. 	<p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 2- Helping Children Succeed in School Lesson 1, Take Home Activity</i></p> <p>“Tutoring Log”, CBET Course Outline, pp. 59-60.</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
	<p>2. Identify ways to create an effective study/learning environment at home.</p> <p>3. Discuss appropriate and inappropriate work/study habits.</p> <p>4. Discuss the importance of establishing a daily homework routine.</p> <p>5. Identify effective strategies for helping child with homework.</p>	<p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 2- Helping Children Succeed in School Lesson 1, Activity 1, Activity 2.</i></p> <p>ESL Beginning Low (50-01-51) Activity, CBET Course Outline, pp. 24-26.</p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 2- Helping Children Succeed in School Lesson 1, Activity 2.</i></p> <p>ESL Intermediate Low (50-01-53) Activity, CBET Course Outline, pp. 27-29.</p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 2- Helping Children Succeed in School Lesson 1, Activity 3, Activity 4, Take Home Activity</i></p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 2- Helping Children Succeed in School Lesson 1, Activity 5, Take Home Activity</i></p> <p>Beginning High (50-01-52) Activity, CBET Course Outline, pp. 30-31.</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(2 hours)	6. Recognize the relationship between consistent attendance and academic success.	“Attendance Matters”, CBET Course Outline, p. 32.
<p>C. ORAL LANGUAGE TUTORING</p> <p>Understand that talking with child helps develop language/reading skills.</p>	<p>1. Tell a story about a past experience.</p> <p>2. Ask simple questions to talk about child’s school day/experiences.</p> <p>3. Identify daily routines and activities.</p> <p>4. Use sequence words to describe a routine.</p> <p>5. Use “think aloud” strategy with a family routine or every day family activity.</p>	<p><i>Parenting for Academic Success Book 6: Talking with your Child Lesson 1, p. 1-2.</i> <i>Activities 1-4</i> <i>Take Home Activity</i></p> <p><i>Parenting for Academic Success Book 6: Talking with your Child Lesson 1, Activity 1, 2</i> <i>Take Home Activity</i></p> <p>ESL Beginning High (50-01-52) Activity, CBET Course Outline, pp. 33-34.</p> <p><i>Parenting for Academic Success Book 6: Talking with your Child Lesson 2. Activity 1, 2</i></p> <p>ESL Beginning Low (50-01-51) Activity, CBET Course Outline, pp. 35-37.</p> <p><i>Parenting for Academic Success Book 6: Talking with your Child Lesson 2, Activity 1</i></p> <p><i>Parenting for Academic Success Book 6: Talking with your Child Lesson 2, Activity 3</i></p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(6 hours)	6. Develop questions to ask a child during a routine.	<i>Parenting for Academic Success Book 6: Talking with your Child Lesson 2, Activity 4, Activity 5, Take Home Activity</i>
D. PRINT AWARENESS TUTORING Understand importance of creating a print rich environment for child. (1 hour)	1. Identify print in the environment, community and home. 2. Identify ways to create a print rich environment in the home.	<i>Parenting for Academic Success LAUSD Edition Workbook Unit 3- Literacy in Everyday Activities Lesson 1, Lesson 2</i> <i>Parenting for Academic Success LAUSD Edition Workbook Unit 3- Literacy in Everyday Activities Lesson 2, pp. 24, 25. Activity 1, Activity 2, Take Home Activity</i>
E. PHONEMIC AWARENESS TUTORING* * for K-3 students Understand that playing with language is an important part of literacy learning.	1. Recognize that songs and rhymes are important to establish reading readiness. 2. Identify and sort rhyming words. 3. Identify and sort words according to beginning sounds. 4. Substitute beginning sounds in words to make new words.	<i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, pp. 1-2. Activity 5</i> <i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, Activity 1 Activity 2</i> <i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, Activity 3</i> <i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, Activity 4</i>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(5 hours)	<p>5. Help child recognize rhyming sounds in words.</p> <p>6. Help child identify the number of syllables in words.</p> <p>7. Help child practice clapping syllables in words.</p> <p>8. Teach a song or rhyme to child/classmate.</p>	<p><i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, Activity 5 Take Home Activity</i></p> <p><i>Parenting for Academic Success Book 8: Playing with Language Lesson 2, Activity 1 Take Home Activity</i></p> <p><i>Parenting for Academic Success Book 8: Playing with Language Lesson 2, Activity 2 Take Home Activity</i></p> <p><i>Parenting for Academic Success Book 8: Playing with Language Lesson 1, Take Home Activity Lesson 2, Activity 3 Take Home Activity</i></p>
<p>F. DECODING/ PHONICS TUTORING*</p> <p>*for K-3 students</p> <p>Understand how to help child connect word sounds with alphabet letters.</p>	<p>1. Help child recognize that alphabet letters are symbols for sounds of language.</p> <p>2. Help child make connections between beginning sounds and letters.</p> <p>3. Help child connect letters to sound they represent.</p>	<p><i>Parenting for Academic Success Book 9: Fun with Letters and Sounds Lesson 1, Activity 1, 2 Lesson 1, Activity 4</i></p> <p><i>Parenting for Academic Success Book 9: Fun with Letters and Sounds Lesson 1, Activity 2 Lesson 1, Activity 3</i></p> <p><i>Parenting for Academic Success Book 9: Fun with Letters and Sounds Lesson 1, Activity 4 Lesson 1, Take Home Activity</i></p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(6 hours)	<p>4. Help child identify common word families (e.g., fan, pan, ran, can).</p> <p>5. Help child recognize word families.</p>	<p><i>Parenting for Academic Success</i> <i>Book 9: Fun with Letters and Sounds</i> <i>Lesson 2, Activity 2</i> <i>Lesson 2, Activity 3</i></p> <p><i>Parenting for Academic Success</i> <i>Book 9: Fun with Letters and Sounds</i> <i>Lesson 2, pp. 14-15.</i> <i>Lesson 2, Take Home Activity</i></p>
<p>G. COMPREHENSION TUTORING</p> <p>Understand how to help child understand what he or she reads.</p>	<p>1. Identify pre-reading strategies (understand, know what to expect, purpose).</p> <p>2. Make predictions about a story based on cover, title, and illustrations.</p> <p>3. Compare predictions with text.</p> <p>4. Develop questions based on title and cover to make predictions.</p> <p>5. Compare personal experience with a story.</p>	<p><i>Parenting for Academic Success</i> <i>LAUSD Edition Workbook</i> <i>Unit 4- Reading for Meaning</i> <i>Lesson 1, pp. 34-36.</i> <i>Lesson 1, Activity 2</i> <i>Lesson 1, Activity 4</i></p> <p><i>Parenting for Academic Success</i> <i>LAUSD Edition Workbook</i> <i>Unit 4- Reading for Meaning</i> <i>Lesson 1, Activity 2</i> <i>Book 11: Lesson 1, Activity 2</i></p> <p><i>Parenting for Academic Success</i> <i>LAUSD Edition Workbook</i> <i>Unit 4- Reading for Meaning</i> <i>Lesson 1, Activity 3</i></p> <p><i>Parenting for Academic Success</i> <i>LAUSD Edition Workbook</i> <i>Unit 4- Reading for Meaning</i> <i>Lesson 1, Take Home Activity</i></p> <p><i>Parenting for Academic Success</i> <i>LAUSD Edition Workbook</i> <i>Unit 4- Reading for Meaning</i> <i>Lesson 1, Activity 3</i></p>

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COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(2 hours)	6. Ask questions about a story.	<i>Parenting for Academic Success LAUSD Edition Workbook Unit 4- Reading for Meaning Lesson 1, Take Home Activity</i>
<p>H. FLUENCY TUTORING</p> <p>Understand how to use effective reading strategies when reading aloud with child.</p>	<p>1. Identify benefits of reading aloud with child.</p> <p>2. Read aloud to child using verbal expression and body language.</p> <p>3. Identify 3 “after reading” strategies (reflect, check understanding, extend learning)</p> <p>4. Name 3 read aloud strategies.</p> <p>5. Identify 3 things to do when reading aloud.</p>	<p><i>Parenting for Academic Success Book 11: Reading Aloud to Your Child Lesson 1, pp. 1-2 Lesson 1, Activity 5</i></p> <p><i>Parenting for Academic Success Book 11: Reading Aloud to Your Child Lesson 1, Activity 2, 3 Lesson 1, Activity 5 Lesson 1, Take Home Activity</i></p> <p><i>Parenting for Academic Success Book 11: Reading Aloud to Your Child Lesson 1, Activity 4 Lesson 1, Activity 5</i></p> <p><i>Parenting for Academic Success Book 11: Reading Aloud to Your Child Lesson 1, Activity 5</i></p> <p><i>Parenting for Academic Success Book 11: Reading Aloud to Your Child Lesson 1, Activity 5</i></p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(6 hours)	<p>6. Use tutoring techniques with child while reading aloud (preview, predict, check for understanding, extend the learning, ask questions, make connections to own life, ask child to summarize the story).</p> <p>7. Listen to child read aloud.</p> <p>8. Identify different types of children's books (picture book, chapter book) and children's literature genres.</p> <p>9. Select children's books according to interest, level, or other selection criteria.</p>	<p><i>Parenting for Academic Success</i> <i>Book 11: Reading Aloud to Your Child</i> <i>Lesson 1,</i> <i>Take Home Activity</i></p> <p><i>Parenting for Academic Success</i> <i>Book 11: Reading Aloud to Your Child</i> <i>Lesson 1,</i> <i>Take Home Activity</i></p> <p><i>Parenting for Academic Success</i> <i>Book 11: Reading Aloud to Your Child</i> <i>Lesson 2, Activity 1</i> <i>Lesson 2, Activity 2</i> <i>Lesson 2, Activity 3</i></p> <p><i>Parenting for Academic Success</i> <i>Book 11: Reading Aloud to Your Child</i> <i>Lesson 2, Activity 4</i> <i>Lesson 2,</i> <i>Take Home Activity</i></p>
<p>I. HOW THE SCHOOL SYSTEM FUNCTIONS</p> <p>Understand the structure of the Los Angeles Unified School District's educational system and parent's rights and responsibilities.</p>	<p>1. List 4 basic categories of schools (preschool, elementary, middle, and high schools) and their corresponding grade levels and ages.</p>	<p>"LAUSD Grade Level Organization", CBET Course Outline, p. 38.</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
(3 hours)	<ol style="list-style-type: none"> 2. Identify school personnel. 3. Describe California Standardized Testing and Reporting Program (STAR) testing content and purpose. 4. Identify at least three ways a parent can help a child prepare for STAR testing. 5. Recognize skills associated with child's English Language Development (ELD) reading level. 6. Determine English Language Development (ELD) level of child by asking teacher by phone or email. 7. Name at least one right parents have with regard to public education (e.g., the right to observe child's classroom, to have access to school records, etc.) 	<p>"School Personnel Pictures for Vocabulary Development", CBET Course Outline, p. 39.</p> <p>ESL Intermediate Low (50-01-53) Activity, CBET Course Outline, pp. 40-44.</p> <p>"Understanding STAR Testing in California", CBET Course Outline, p. 45.</p> <p>"Helping Your Child Prepare for STAR Testing", CBET Course Outline, p. 46.</p> <p>"English Language Development Standards", CBET Course Outline, pp. 47-48.</p> <p>ESL Beginning High (50-01-52) Activity, CBET Course Outline, pp. 49-50.</p> <p>"Parental Rights", CBET Course Outline, pp. 51-52.</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	INSTRUCTIONAL MATERIALS
<p>J. EVALUATION</p> <p>Reflect on and evaluate what was learned in the course.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Identify key strategies/outcomes. 2. Share experiences. 3. Review goals from the beginning of the course. 4. Complete Post-course Parent Survey and discuss results. 	<p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 5- Celebrate Family Learning Activity 1</i></p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 5- Celebrate Family Learning Activity 1</i></p> <p><i>Parenting for Academic Success LAUSD Edition Workbook Unit 5- Celebrate Family Learning Activity 1</i></p> <p>“Post-course Parent Survey”, CBET Course Outline, pp. 55-56.</p>

INSTRUCTIONAL STRATEGIES

Instructional strategies for the ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SUGGESTED INSTRUCTIONAL RESOURCES

TEXTBOOK

Fulton, Janet and Laura Golden, Betty Ansin Smallwood, and K. Lynn Savage. *Parenting for Academic Success: A Curriculum for Families Learning English*. National Center for Family Literacy Delta Publishing Company, 2005. Parent Workbooks 6, 8, 9, 11 and LAUSD Edition Workbook.

INSTRUCTIONAL RESOURCE MATERIALS

Ada, Alma Flor, and Isabel Campoy. *Pio Peep! Traditional Spanish Nursery Rhymes*. Harper Collins, 2003.

Adelson-Goldstein, Jayme. *The Family Literacy Handbook for the Oxford Picture Dictionaries*. Oxford University Press, 2005.

Garza, Carmen Lomas. *My Family/En Mi Familia*. Children's Book Press, 1996.

Suggested Children's Books

Summertime by George Gershwin and Dubose and Dorothy Heyward (Simon and Schuster, 1995). This short, singable book (from the famous *Porgy and Bess* musical of the 1930s) affirms the values of families and highlights a unified, African American family in a historical setting.

Yo! Yes? by Chris Raschka (Orchard, 1993). This powerful, but simple, book about greetings and friendship works well to demonstrate dramatic reading using both verbal and non-verbal expression.

It's OK to be Different by Todd Parr (Little Brown, 2001). This colorfully illustrated and attractive book affirms the value of accepting all kinds of differences.

From Here to There by Margery Cuyler (Holt, 1999). This book starts with a Hispanic girl and her family and simply, but systematically, expands her horizons from her home to the universe and back again. This brief story also encourages prediction.

Amazing Grace by Mary Hoffman (Dial, 1991). In this inspiring story, set in a multicultural classroom, nine-year-old Grace learns that she can do anything she wants, with a little help from her mother, grandma, teacher and classmates.

Grandfather's Journey by Allen Say (Houghton Mifflin, 1993). This story is about the author's grandfather, who journeyed between his two cultures-Japanese and American. The sparse text has some challenging vocabulary and syntax.

Abiyoyo by Pete Seeger (Macmillan, 1986). Based on a South African lullaby and folktale retold as a simple story, this story is about how a father and son help a town overcome a monster.

Con mi hermano/With My Brother by Eileen Roe (Bradbury Press, 1991). This appealing book has one or two simple sentences per page, in both English and Spanish. Through a simple story line, it communicates a loving relationship between brothers.

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SUGGESTED INSTRUCTIONAL RESOURCES (continued)

The following materials are available through the Division of Adult and Career Education (DACE), ESL/CBET and Citizenship Programs (213) 241-3166:

ESL Beginning Low Course Outline (50-01-51)

ESL Beginning High Course Outline (50-01-52)

ESL Intermediate Low Course Outline (50-01-53)

Online Resources

Reading

Family Involvement Network of Educators (FINE) www.finenetwork.org

National Center for Family Literacy www.familit.org

National Institute for Literacy www.nifl.gov

Reading is Fundamental, Inc. www.rif.org

www.Readingrockets.org

www.colorincolorado.org Bilingual (Spanish) site

Parent/School Involvement

California State PTA www.capta.org

Homework

LAUSD.net for kids <http://www.lausd.k12.ca.us/kids/>

STAR Testing

<http://star.cde.ca.gov/star2006/aboutSTAR.asp>

RESOURCE PERSONS

Subject area supervisor

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PLACEMENT and EVALUATION PROCEDURES

Placement

Students placed in this class should have language skills equivalent to ESL/Beginning Low (b) or above.

Ongoing Evaluation

The Pre-Course Parent Survey is used to determine students' areas of need and interest.

Ongoing evaluations used to monitor student progress may include:

Paper and pencil tests (e.g., fill in the blank, cloze, sentence completion, short answer)

Applied performance (e.g., follow directions, oral interview, complete forms)

Observation (e.g., while working, reading out loud)

Simulation (e.g., role playing)

Portfolio of Students' Work (e.g., completed worksheets, checklists, graphs of own progress)

Reflection (e.g., reflection activity for lesson, journals, learning logs)

In addition, achievement pre- and post-tests (e.g., CASAS Life Skills Reading) may be used to assess progress in lifeskills and specific language skills.

Final Evaluation

Post-Course Parent Survey is used for the final evaluation of the course.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 185.

*ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET (50-04-56) September/2007, LAUSD
Division of Adult and Career Education*

APPENDIX

Community-Based English Language (CBET) Activities and Handouts	24-60
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CBET Activity adapted from (50-01-51) ESL Beginning Low:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
B. Understand the importance of homework and the parent's role in fostering effective study habits.	2. Identify ways to create an effective study/learning environment at home.	1a. Present of <i>be</i> 16a. Yes/No questions 16c. Wh- questions

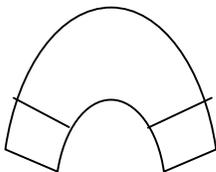
SAMPLE SCANS ACTIVITY for CBET

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 50 minutes

Purpose: This is a labeling activity in which students in pairs draw pictures of study items and identify which items they have at home.

1. Make a class set of photocopies of the vocabulary grid on page 143. Make a transparency of the grid.
2. Put the transparency on the overhead. Make a rough drawing of one or two of the items (only) as you review or teach all the vocabulary words. For example, draw the magnet to explain what it is, and then discuss how it might be used to help children with their education. (Don't make drawings for all of the items, only enough to model the pair activity in step 3 below.)



Ask how a magnet can be used at home: for example, to attach children's work to the refrigerator.

3. Hand out the vocabulary grid to each student. Have pairs collaborate on how to draw a quick picture for each word to help them remember the vocabulary. Give a time limit of 10 minutes. Have artistic students draw the more difficult pictures on the overhead or on the board to help the other students.

4. Write three questions on the board:
 - What is this?
 - What is it for?
 - Do you have a _____ in your home?

SCANS FOCUS
Basic Skills: Listening/ Speaking
Thinking Skills: Creative Thinking/ Knowing How to Learn/ Seeing Things in the Mind's Eye
Personal Qualities: Sociability/ Self-Management
Resources: Allocates Material Resources
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Interpersonal: Participates as Member of a Team/ Teaches Others

5. Explain that the students will work in pairs again. They will interview each other about each item on the grid using the questions on the board.
6. Put the students in pairs. Have one pair model asking and answering the questions.
7. Begin the activity. Circulate and help the pairs.
8. Stop the activity. Have each pair report on something they have or don't have. **
9. Follow up: If many of your students don't have a separate study area for their children at home, have each parent bring a shoebox to class. Bring materials for the parents to use to decorate the shoebox with their child's name, pictures, etc. The child may then use this as a storage box for school supplies, and it can be stored in the home (under the bed, on a shelf, etc.) and brought out daily for doing homework.

** This step serves as an evaluation of the activity.

VOCABULARY GRID: STUDYING AT HOME

TABLE	CHAIR	PENCIL	LIGHT
NOTEBOOK	ERASER	BOOKS	BOOKSHELF
SHOE BOX STORAGE	PENCIL CASE	DRAWER	DESK
CALENDAR	CLOCK	MAGNET	PEN

*ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET (50-04-56) September/2007, LAUSD
Division of Adult and Career Education*

CBET Activity adapted from (50-01-53) ESL Intermediate Low:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
B. Understand the importance of homework and the parent's role in fostering effective study habits.	3. Discuss appropriate and inappropriate work/study habits. CASAS #: 7.1.2, 7.1.4	N/A

SAMPLE SCANS ACTIVITY: Corners/Group Brainstorm

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a Corners activity in which students brainstorm how parents can help their children with homework. Using pieces of advice for parents as the basis for the brainstorming activity, students ask questions and make comments about the advice.</p> <ol style="list-style-type: none"> 1. Collect six markers for student use and six tear sheets or large sheets of butcher paper. Write one of the following six pieces of advice at the top of each paper, leaving space below for students to write. <ol style="list-style-type: none"> a. Plan a regular quiet time for homework. Create a daily schedule. b. Set up a place in your home for your child to do homework. c. Be firm and make sure your child does his or her homework, but be positive. d. Help your child complete one or two examples, not all of the homework. Look at the homework when it's finished. Make sure it's neat and complete. e. Help your child organize his or her time for homework that is difficult or will take several days or weeks to complete. f. Talk to your child's teachers, if necessary. <p>Note: This preparation will accommodate 18-24 students in groups of three or four. For a larger class, prepare two tear sheets for each piece</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Cultural Diversity</p>

of advice and bring in a marker for every group of 3-4 students in your class.

2. Post the advice sheets around the room.
3. Tell the students that they will be discussing ways that parents and other family members can help children with their homework.
4. Have students silently read each of the statements posted around the room. Have them select one statement that interests them and move to a seat near that sheet. After you see which statements students have selected, adjust the groups so that 3-4 students are working on each tear sheet.
5. Write two questions on the board:
 - What do you think about this advice?
 - What questions do you have about this idea?
6. Explain that each group will discuss the advice given on the tear sheet and then write their ideas and questions below it. Stress that students are not to worry about grammar because ideas are more important at this point.
7. Model the activity by choosing one of the topics and brainstorming as a class. Write a couple of questions and comments on the advice sheet. Stop modeling after a few ideas so there is still plenty for that group to discuss and write. (Alternately, if there is one statement that few/no students have selected, use that piece of advice for modeling the activity.)
8. Give the students about five minutes to discuss the advice on their sheet before they begin writing.
9. Circulate and monitor the discussion.
10. After the groups have discussed the advice for about five minutes, give each group a marker so that they can begin writing their questions and ideas.
11. When groups appear to have several ideas on their sheets, call time

12. Ask one student in each group to present the group's ideas and have the class discuss what is reported. **

Follow-up Activity: Use the advice sheets for a strictly grammar-based lesson on question formation or other grammar point.

** This step serves as an evaluation of the activity.

CBET Activity adapted from (50-01-52) ESL Beginning High:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
B. Understand the importance of homework and the parent's role in fostering effective study habits.	5. Identify effective strategies for helping child with homework.	N/A

SAMPLE SCANS ACTIVITY for CBET: Peer Editing

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a peer editing activity in which students ask alternative questions ("or" questions) to give their partners feedback on incorrect grammar. Parents can use this strategy to help their child with homework.</p> <ol style="list-style-type: none"> 1. Prepare two short writings or choose two student writings with grammatical errors you would like to focus on. Underline the errors. Focus on errors which are familiar to students and which can be clarified by "or" questions. For example, "he go" vs. "he goes," "He talk yesterday" vs. "He talked yesterday," "Did he gave..." vs. "Did he give..." and "There is two people" vs. "There are two people." 2. Make an overhead transparency and a class set of photocopies of each writing sample. 3. Place the first writing sample on the overhead. Explain that you are going to show the class an easy way to focus on grammar and help students correct each other when they see a mistake. 4. Ask the class an "or" question about each error. For example: "Should this be 'have' or 'had'?" Write each "or" question on the board. Don't fix the errors yet. 5. Have two student volunteers model the peer editing. Have one ask "or" questions about the writing. Have the other say which option he/she believes is correct. Correct the writing on the overhead as they do this. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Information: Interprets and Communicates Information</p> <p>Interpersonal: Teaches Others</p> <p>Systems: Monitors and Corrects Performance</p>

6. Put the students in pairs. Hand out the second writing. Have the students write an "or" question for each underlined error. Explain that they don't need to know the correct answer yet, just to write a question with two options for each error.
7. Circulate and monitor the pairs.
8. Call time and have different pairs report their "or" questions. Write the questions on the board. Confirm that they have identified the errors correctly. Correct the second writing on an overhead transparency. **
Follow up: On the next student writing assignment, simply underline the errors without correcting them. Have students pair up and ask "or" questions as a simple peer editing activity.

** This step serves as an evaluation of the activity.



ATTENDANCE MATTERS!

Students who attend school get better grades, do better on tests, and are more likely to go to college. We must teach children to how important it is to go to school every day. It is also the law.

What Parents Can Do

- Plan family vacations on non-school days
- Schedule appointments after school
- When your child is absent, tell the school

Students must come to school every day, but sometimes your child needs to be absent for a good reason. When your child is absent for a good reason, it is called an “excused absence”. Excused absences may be for illness (your child is sick), medical treatment, the funeral of a family member, a ceremony, or a religious holiday. When your child has an excused absence, he can make up the work he missed while he was out. When a student is not absent for a good reason, it is called an “unexcused absence”.

Adapted from LAUSD Parent Handbook 2006-07

PAIR

Work with your partner. Decide if the absences are excused or unexcused. Write them in the correct box.

Your child didn't go to school because.....

..he was too tired

..his grandfather died

..he had the flu

..it's raining

..he went to his sister's wedding

..he didn't finish his homework

..of a family vacation

..he had no clean clothes

EXCUSED ABSENCE	UNEXCUSED ABSENCE

CBET Activity adapted from (50-01-52) ESL Beginning High:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
C. Understand that talking with child helps develop language/reading skills.	2. Ask simple questions to talk about child's school/day experiences.	5. Simple past tense 28c. Wh- questions

SAMPLE SCANS ACTIVITY for CBET: Role Play

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students ask and answer questions about a child's school day.</p> <ol style="list-style-type: none"> 1. Make photocopies of the role play checklist on page 174, one per student. 2. Write the following dialog on the board: <p style="margin-left: 40px;"><i>Parent: What did you do in school today?</i></p> <p style="margin-left: 40px;"><i>Child: Nothing.</i></p> <p style="margin-left: 40px;"><i>Parent: How were your teachers?</i></p> <p style="margin-left: 40px;"><i>Child: Fine.</i></p> 3. Ask your class how this parent could improve communication with his/her child. Help students brainstorm a few questions that might elicit more specific information from the child; for example, <i>What did you do in <u>math</u> today? Did <u>Mrs. Clark</u> explain well?</i> 4. Hand out the role play checklist. Explain that the YES and NO answers will be used later as students observe conversations between parents and children about school. Go over the example questions on the checklist with the whole class. Substitute several examples for each question and have students repeat. Explain any questions that are unclear. Emphasize the importance of follow-up questions. For example, if a parent asks what a child's favorite class was, he/she should also ask why it was the child's favorite class. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Interpersonal: Participates as a Member of a Team</p>

5. Ask for a student volunteer to come to the front of the room and play the role of the parent as you play the role of the child. Have the volunteer ask you 4-5 questions. Respond with brief answers. Have other students prompt the volunteer with questions he/she could ask if he/she gets stuck. Prompt the "parent" to ask follow-up questions on topics as they arise.
6. Model several role plays with different volunteer "parents" until the class seems comfortable.
7. Put the students in groups of three. Explain that two students will take the roles of parent and child, and the third student will be an observer. The observer will use the checklist to assess whether the parent asked the four types of questions listed. Then a new pair within the group will do the role play and the third student will observe, and so on. Have the groups do three role plays, so each person has an opportunity to be the observer.
8. Give the initial pairs five minutes to identify a specific beginning topic. For example, the parent will start by asking questions about lunch time, basketball practice, history class, etc. Then cue the groups to begin the first role play.
9. Circulate and prompt groups to change roles and begin the second and the third role play.
10. Stop the pair practice. Have several different volunteer pairs role play short conversations for the class. Have the class number from 1-4 in their notebooks before each role play, and then note YES or NO in their notebooks for each of the four questions as they observe. **

** This step serves as an evaluation of the activity.

CBET Activity adapted from (50-01-51) ESL Beginning Low:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
C. Understand that talking with child helps develop language/reading skills.	3. Identify daily routines and activities.	1. Simple present tense 14a. Preposition of time <i>at</i> 16a. Yes/No questions 16c. Wh- questions

SAMPLE SCANS ACTIVITY for CBET

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is an interview activity in which the parents list their child's daily routine. Students should already know verbs for daily activities (study, take recess, etc.), clock time, and the preposition <i>at</i> for indicating time.</p> <ol style="list-style-type: none"> 1. Make one photocopy of the hourly schedule on page 140 for every four students. Make one overhead transparency. Note: the follow-up activity requires an additional copy of the handout for every student. 2. Ask a few students about activities their children do every day. Suggest activities such as take the bus, start school, take recess, have lunch, play at the park, etc. and ask what time the student's child does that activity. 3. Form groups of four. Assign a writer for each group. 4. Explain that each group is going to fill in ONE schedule with all the daily activities a typical child might do during the day. Their goal is to list as many activities as they can, and to list each activity at a certain 5. time during the day. They will ask any parents in their group for information to put on their list of activities. 6. Write the model questions on the board: <p style="margin-left: 40px;">Does your child _____?</p> <p style="margin-left: 80px;">Yes, he/she does.</p> <p style="margin-left: 80px;">No, he/she doesn't.</p> <p style="margin-left: 40px;">What time does he/she _____?</p> <p style="margin-left: 40px;">He/she _____-s _____ at _____ o'clock.</p> 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Systems: Understands Organizational Systems</p>

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7. Put the transparency of the schedule on the overhead projector. Choose one group to model the activity. Have each student ask another group member a question. For example, "Does your child take the bus in the morning? What time does he/she take the bus?" Fill in the schedule with each of the four activities elicited, writing the exact time, such as 6:45, and the activity that the child does at that time. (Use either the base form of the verb or the 3rd person singular form of the verb consistently as a model for the writers.)
8. Hand out one schedule to each group. Have them create one schedule for a typical child, not the exact schedule for any one child. Remind the group to rotate asking questions.
9. Begin the activity. Circulate and help group members ask questions and name activities.
10. Call time after 20 minutes, or when all groups have filled in most of the lines on the schedule. Ask different group members to report some of their answers. Ask each group a variety of questions: *What does your child do at 10 am? What time does your child have lunch?* Write more activities on the schedule on the overhead transparency. **
11. (Optional) Have writers pass the sheet to another group member. Have that student pretend the schedule is for their own child, and have the other members of the group ask the questions on the board. Have groups pass the sheet to another person and repeat.
12. Follow up: Give each student a blank copy of the table. Have them take it home and ask their child the same questions. Have them fill it in and bring it back to class.

** This step serves as an evaluation of the activity.

DAILY SCHEDULE

6:00	(or 6:___)	_____
7:00	_____	_____
8:00	_____	_____
9:00	_____	_____
10:00	_____	_____
11:00	_____	_____
12:00	_____	_____
1:00	_____	_____
2:00	_____	_____
3:00	_____	_____
4:00	_____	_____
5:00	_____	_____
6:00	_____	_____
7:00	_____	_____
8:00	_____	_____

Los Angeles Unified School District Grade Level Organization

PRESCHOOL



Ages 3-4

ELEMENTARY SCHOOL



Ages 5-10

Kindergarten Age 5	1st Grade Age 6	2nd Grade Age 7	3rd Grade Age 8	4th Grade Age 9	5th Grade Age 10
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MIDDLE SCHOOL



Ages 11-13

6 th Grade Age 11	7 th Grade Age 12	8 th Grade Age 13
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HIGH SCHOOL



Ages 14-17

9 th Grade Age 14	10 th Grade Age 15	11 th Grade Age 16	12 th Grade Age 17
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SCHOOL PERSONNEL: PICTURES FOR VOCABULARY DEVELOPMENT

 <p>TEACHER</p>	 <p>PRINCIPAL</p>	 <p>ASSISTANT PRINCIPAL</p>
 <p>COUNSELOR</p>	 <p>TEACHER'S AIDE</p>	 <p>BUS DRIVER</p>
 <p>PE TEACHER</p>	 <p>CUSTODIAN</p>	 <p>SCHOOL NURSE</p>
 <p>SCHOOL SECRETARY</p>	 <p>MUSIC TEACHER</p>	 <p>LIBRARIAN</p>

CBET Activity adapted from (50-01-53) ESL Intermediate Low:

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
1. Understand the structure of the Los Angeles Unified School District's educational system and parent's rights and responsibilities.	2. Identify school personnel. CASAS #: 0.1.2, 2.5.5	N/A

SAMPLE SCANS ACTIVITY for CBET: Jigsaw Reading
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw activity in which students read a portion of a narrative about LAUSD Personnel, answer questions and share the information with their groups.</p> <p>1. Photocopy the LAUSD Personnel reading that follows this activity, one for every four students in your class. Cut apart the sections and group them with all copies of the same section together. You will have only one section, not the whole of the reading, for every student. Photocopy the Comprehension Questions, one per student.</p> <p>2. Write these four headings on the board or on a transparency:</p> <p style="text-align: center;">The School Board, Superintendent and Administrators Elementary School Teachers Middle School and High School Teachers Support Staff</p> <p>3. Have students brainstorm the kinds of personnel they would expect to find in each category.</p>	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Resources: Allocates Time/ Allocates Human Resources</p>

4. Form HOME teams of four and number heads 1-4. Assign all the #1s to EXPERT GROUP 1, all the #2s to EXPERT GROUP 2, etc. Designate a location in the room where each expert group will gather to learn their portion of the new information. Have the students move to their expert group location.
5. Present the goal of the jigsaw activity, which is to understand the roles of school personnel in elementary, middle and high schools.
6. Distribute a different section of the narrative reading to each expert group (e.g., EXPERT GROUP 1 gets the Administrators section, EXPERT GROUP 2 gets the Elementary School Teachers section, etc.). Every member of the expert groups should have a copy of the reading for their group.
7. Have the students read and study their group's information silently. Set a time limit.
8. Call time. Distribute the comprehension questions. Have the students work together in the expert groups to discuss the questions about the portion that they have read. Set a time limit.
9. Call time. Have students return to their HOME teams and take turns teaching the new information they have learned to the other members of their group. Explain that they can use the questions as a guide. **

** This step serves as an evaluation of the activity.

Information: Acquires and Evaluates Information/
Interprets and
Communicates Information

Interpersonal: Participates
as a Member of a Team/
Teaches Others/
Exercises Leadership/
Works with Cultural
Diversity

Systems: Understands
Social Systems

LOS ANGELES UNIFIED SCHOOL DISTRICT: LAUSD PERSONNEL

THE SCHOOL BOARD, THE SUPERINTENDENT, AND ADMINISTRATORS

The seven members of the LAUSD school board are elected by the voters of Los Angeles. Each School Board Member lives in and represents a different part of the Los Angeles Unified School District. The school board makes decisions about the schools, programs and budget for the whole district. The school board also chooses a superintendent, who is the director of the whole school district. In addition to the LAUSD superintendent, each of the local districts also has a superintendent.

Administrators work at the schools. They manage and direct the schools. Every school in the district has a principal, who is the main director of the school. Usually there is also an assistant principal or vice-principal who helps the principal. Some schools have coordinators who are teachers and also help manage the school.

ELEMENTARY SCHOOL TEACHERS

In an elementary school, each class of students has one classroom teacher who teaches many subjects: reading, writing, mathematics, history and social science, science, health education, physical education and the arts. Sometimes there are other teachers for special classes. For example, the ESL teacher teaches English to students whose first language isn't English. The special education teacher teaches students with special needs, including children who have problems with hearing, vision, or development. The reading specialist helps students improve their reading. In some schools there are special teachers for gifted children (very smart children). Gifted classes are more advanced at each grade level and include topics not always taught in a regular class.

MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS, COUNSELORS, AND LIBRARIANS

In middle and high schools, students have a different teacher for each subject studied during the school day. There are different teachers for English, math, history, government, science, etc. There are sometimes art teachers, music teachers, and gym or physical education (PE) teachers. The PE teacher teaches sports, games, physical health and exercise. If a student plays on a sports team, the teacher working with the team is called the coach.

In middle and high schools there are also school counselors and librarians. Counselors help students with problems they are having at school or at home. In middle and high school, the counselor helps students plan which classes they are going to take to prepare for a career or college. Librarians help students learn how to use the school library and public libraries. At the school library, students can check out books to take back to the classroom for a few days. Each school library has a different system for checking out books.

SUPPORT STAFF

LAUSD support staff, which is also called classified personnel, consists of the other school workers who help the administrators and teachers at a school. Support staff includes teacher's aides, school office clerks, the school office manager, the school nurse, cafeteria workers, custodians, and bus drivers. A teacher's aide helps the teacher in the classroom with attendance records, grading papers, activities, and snacks for the younger children. School office clerks answer the telephone, type letters and notes, greet school visitors, and help the principal. The office manager assists the principal with staff management, records, payroll, and many other jobs. The school nurse takes care of children who become sick or injured at school. Cafeteria workers help prepare and serve meals to the students and staff. Custodians clean the classrooms and around the school buildings. Bus drivers take students who live far from the school to and from school on the bus.

COMPREHENSION QUESTIONS

Answer the questions about your portion of the reading.

THE SCHOOL BOARD, THE SUPERINTENDENT AND ADMINISTRATORS

1. What does the LAUSD school board do?
2. How many members are on the board?
3. How does a person become a member of the school board?
4. What is the job title of the person who directs the whole school district?
5. What does the principal of a school do?
6. What is the name of the person who helps him?

ELEMENTARY SCHOOL TEACHERS

7. What subjects does an elementary school teacher teach?
8. Who teaches English to students whose first language isn't English?
9. What does the special education teacher do?
10. Who helps students improve their reading?
11. What are gifted classes?

MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS AND PERSONNEL

12. What kinds of teachers are there in middle and high schools?
13. What does a PE teacher do?
14. What is the job title of the person who can help a student who has problems at school or at home?
15. Who helps students learn how to use the school library and the public libraries?
16. What can a student do at the school library?
17. Who helps students plan which classes they are going to take to prepare for a career or college?

SUPPORT STAFF

18. What does a teacher's aide do?
19. What does a school office clerk do?
20. What is the job title of the person who cleans the classrooms and around the school buildings?
21. Who prepares and serves meals to the students and staff?
22. What does the school nurse do?

Understanding STAR Testing in California



Every spring, all California students in grades 2-11 take tests in the Standardized Testing and Reporting Program (STAR). There are four different tests. One test compares California students with other students in the United States. It is called the CAT/6 Survey Test. Students take this test in grades 3 and 7.

There is another test for the state of California. It is called the CST (California Standards Test). This test can tell if students are learning the standards in reading, spelling, math, history, and science. Standards are what all students should know and be able to do by the end of each grade.

Students who speak Spanish, and who have been in a California school less than a year, also take the Aprenda 3 Test in Spanish. Students with disabilities take a special test called the CAPA (California Alternative Performance Assessment).

Parents usually receive the results of these tests by mail in late summer. Parents can look at the Student Report to see how their child is doing in school. When parents have questions, they can make an appointment with their child's teacher or an administrator at the school. Only the parents, teachers, and principals see the test results.

Teachers and administrators look at these test results very carefully. It helps them decide how to better help the students at their school. Just like your child receives a report card, the results of the STAR testing program are like the report card for the school.

Comprehension Questions

1. When do children take the STAR tests?
2. Do kindergarten students take STAR tests?
3. What are "standards"?
4. What subjects are tested in the CST test?
5. When do parents receive the results of the STAR testing?
6. What should parents do if they have questions about the test results?

Adapted from the LAUSD Parent Student Handbook 2006-07 p.18

Helping Your Child Prepare for STAR Testing

Every spring, all California students in grades 2-11 take tests in the Standardized Testing and Reporting Program (STAR). Teachers and students work hard all year to do well on these tests. How can parents help?



Throughout the School Year

- Be interested in your child's schoolwork. Ask questions about school.
- Make sure your child has a time and a place to study and do homework.
- Know when the STAR testing will take place at your child's school and talk to your child about doing his best.
- Talk with your child's teacher to see how he is doing.
- Read together for fun.

The Week of Testing

- Make sure your child gets plenty of rest.
- Make sure your child has a healthy breakfast.
- Make sure your child gets to school on time.
- Have a positive attitude about testing.

Discussion Questions

Discuss these questions in pairs or in groups.

1. How do you feel about tests? How does your child feel about tests?
2. What does your child usually eat for breakfast? Is it healthy?
3. What time does your child go to bed? How many hours does he sleep?
4. What can you do to help your child prepare for STAR testing?

English Language Development Standards*



If your child is not yet fluent in English, he will learn English listening, speaking, reading, and writing in school. There are five levels of English Language Development (ELD). When your child is at ELD 5, he will be demonstrating proficiency in English. This usually happens in 4th or 5th grade. Students usually move one ELD level per year, but some children will move more quickly, and others may move more slowly. It is important to know your child's English Language Development Level so that you can keep track of his progress, and help him improve. Ask your child's teacher what his ELD level is. Your child will have an ELD level for listening, speaking, reading, and writing. Let's look at your child's ELD Reading Level. How can you help?

ELD Reading 1

Your child is beginning to learn about letters and words. You can ...

- Speak with your child and tell stories about your childhood, personal experiences, etc.
- Recite rhymes, sing songs, and have fun with the language
- Talk about print and letters
- Read with your child over and over. Show him the book cover, the title, page, the author, illustrator etc.

ELD Reading 2

Your child is beginning to read simple words and repeated phrases. You can ...

- Speak with your child.
- Read books with lots of repetition (the same words and phrases again and again)
- Practice reading with your child. Leave out some words for your child to read.
- Play word games (rhymes, tongue twisters, chants)
- Re-read favorite books

ELD Reading 3

Your child is reading simple text. He is still working to sound out the words. He is beginning to read for comprehension.

- Continue to read and talk to your child every day.
- Help your child choose books that are at his level (not too hard)
- Be patient when your child is reading to you.
- When your child makes a mistake, gently correct him. ("Look at that word again. Let's sound it out")

ELD Reading 4

Your child is beginning to read more fluently. He is reading to learn. You can...

- Ask your child to read to you
- Talk about what you read. Ask lots of questions. (Why did that happen? What do you think will happen next?)
- Ask your child to retell the story in his own words.

ELD Reading 5

Your child can read fluently and accurately at his grade level. You can...

- Talk about what your child is reading.
- Ask questions. Ask him to tell you what he has read in his own words.
- Make sure your child has the opportunity to read lots of interesting books.
- Encourage your child to read more. Introduce him to book series like *Harry Potter* or *The Boxcar Children*.

Group Activity (*Note to teacher: For this activity, you will need to ask parents to bring children's books to class or to provide copies of appropriate children's books.*)

Directions:

Get in 4 groups (ELD 1, 2, 3, and 4/5). Sit with your group. Read the ELD standards for your level. When you finish reading, do the practice below with your group. When you are finished practicing, demonstrate for the class.

ELD Reading 1

Practice talking to your child about the book cover, title, author, illustrator, pictures, etc.

ELD Reading 2

Practice reading to your child and leaving out some words for your child to read.

ELD Reading 3

Make a list of things you can say when your child makes a mistake while reading. Practice gently correcting your child.

ELD Reading 4 and 5

Write five questions to ask your child about a book. Practice asking the questions.

* You can download the complete K-12 ELD Standards at:
<http://www.cde.ca.gov/re/pn/fd/documents/englangdev-std.pdf>

CBET Activity adapted from (50-01-52) ESL Beginning High

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Understand the structure of the Los Angeles Unified School District's educational system and parent's rights and responsibilities.	6. Determine English Language Development (ELD) level of child by asking teacher by phone or e-mail.	N/A

SAMPLE SCANS ACTIVITY for CBET: Group Dialog

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a group activity in which students create a dialog for a phone call to a child's teacher to ask child's ELD reading level. Students should already be familiar with the concept of ELD levels.</p> <ol style="list-style-type: none"> 1. Ask the class to brainstorm situations in which they might need to call their child's teacher. Ask "Why do parents call teachers?" and record all their responses on the board. 2. Explain that students will practice calling their child's teacher about his or her ELD reading level. Write a sentence that begins "I'm calling about.../to tell you.../to find out.../because..." etc. in order to provide the language for introducing the subject of the call to the teacher. 3. In another place on the board, or on an overhead transparency, write the following opening for a dialog: <p><i>Teacher: Hello, Mr./Mrs./Ms. _____. This is Mr./Mrs./Ms. _____ . I'm returning your call.</i></p> <p><i>Parent: Thank you for calling me back.</i></p> <p><i>I'm calling...</i></p> 4. Explain that a parent would generally call his/her child's school and leave a message for the teacher to call back. The return call from the teacher might follow this dialog. Have students pronounce or repeat the phrases to be sure they are comfortable with the opening lines of the dialog. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Interpersonal: Participates as a Member of a Team/ Exercises Leadership/ Works with Cultural Diversity</p> <p>Systems: Understands Social Systems</p>

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5. Form groups of 4-5 students. Have each group select one writer and two actors. Explain the group writing task: Each group will create a dialog together. The dialogs will include the opening lines provided, the reason the parent is calling the teacher, and the teacher's response.
6. Have the groups begin creating their dialogs. Circulate to provide assistance.
7. Call time when all the groups have finished. Have the groups assist the two actors in preparing to present the dialogs to the class.
8. Have the actors from each group present the dialogs. Continue until all the dialogs have been presented and the groups have discussed them all.
**
9. Collect the written dialogs from all the groups. **

Follow-up: Ask students to contact their child's teacher and ask his ELD level.

** This step serves as an evaluation of the activity.

Please check with your child's school for procedures pertaining to these rights.

Parental Rights*

As a parent, you have the right to ...

1. Observe your child's class
2. Volunteer at your child's school
3. Meet with your child's teacher and/or the principal
4. Be informed if your child is absent without permission
5. Receive information about the state testing results for the school and for your child
6. See the books and other materials the teacher is using in your child's class
7. See your child's school records
8. Request a school for your child (the District must give an answer, but does not need to say yes to the request)
9. Have a safe school for your child
10. Get information about how your child is doing in school
11. Have the name of someone to talk to at the school if your child has a problem
12. Get information in advance about school rules
13. Receive information about psychological testing for your child, and to say no to any psychological test
14. Participate in parent groups and activities

** Adapted from the 2006-07 LAUSD Parent Handbook pages 4 and 5. The LAUSD Parent Handbook is available online at LAUSD.net. It is available in English, Spanish, Korean, Armenian, Chinese, Russian, and Vietnamese.*

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Activity Suggestions for Parent Rights Handout

1. Conduct a life skills reading or a jigsaw lesson

or

1. Invite a guest speaker such as an administrator or other representative from the elementary/middle/high school to speak on one or more of these rights.

or

2. Create a dialogue in which the parent requests one or more of the items outlined in the rights.

Example:

A.) *Excuse me, I would like to:*

- *observe my child's class*
- *volunteer*
- *see the books the teacher is using*
- *see my child's school records*
- *etc.)*

B.) *Of course. Let me tell you how to do that.*

or

3. Have pairs create a role play based on one of the rights.

REQUIRED DOCUMENTS

Pre/Post Course Parent Survey Instructions	54
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CBET Tutoring Log and Student Folder Instructions	57
CBET Tutoring Log Student Folder Cover Sheet	58
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LAUSD CBET PRE/POST COURSE PARENT SURVEY INSTRUCTIONS
for the
ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET Course

The CBET Tutoring Pre/Post-Course Parent Survey is to be collected for every student enrolled in ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET (50-04-56).

The **Pre-Course Parent Survey** should be filled out at the first class meeting if feasible.

- Distribute the surveys to the students. You may elect to preprint the school name, teacher name, date, and class/section number, and to check to indicate that this is a pre-course survey.
- Ask students to write their full names and SIS number.
- Use the example question to explain the three choices (yes, no, a little) and to demonstrate how to check the appropriate box. Make sure students know that they are to check only one box.
- Read each item. Explain and clarify as needed. Help students understand that these are the skills that they will be learning in the class and they are not expected to know them at this point.
- When the survey is complete, demonstrate how students are to count all the yeses, all the nos etc., and write the total in the box at the bottom. Ask them to sign the completed form.
- Put the completed Pre-Course Parent Survey in the student's CBET Student Folder, which remains at school.
- At the conclusion of the course, students will fill out the same survey, this time called the **Post-Course Parent Survey**. Follow the same procedure cited above. As you read through each item, remind students of what you did in class to learn those skills. Again, have the students count and record the number of yeses, nos, etc, and sign the form. Put this Post-Course Survey in the student's folder.

Collection of the Pre/Post-Course Parent Survey is an important accountability measure. Make every effort to collect the surveys for all students.

LAUSD CBET Tutoring Pre/Post-Course Parent Survey

_____Pre-Course Survey _____Post-Course Survey (Check one)

School:	Class/Section Number:
Teacher Name:	Date:
Student Name:	SIS Number:

Read the sentences. Check one box for each sentence.

EXAMPLE: I can speak English.	yes	no	<input checked="" type="checkbox"/> a little
1. I can understand the American school system.	yes	no	a little
2. I can say the names of school occupations in English.	yes	no	a little
3. I can help my child prepare for tests at school.	yes	no	a little
4. I can say my child's grade level and English Language Development (ELD) Level in English.	yes	no	a little
5. I can understand my rights as a parent.	yes	no	a little
6. I can help my child with homework.	yes	no	a little
7. I can ask and answer questions in English.	yes	no	a little
8. I can talk to my child in English about school, daily routines, and past experiences.	yes	no	a little
9. I can practice English rhymes and songs with my child.	yes	no	a little
10. I can help my child understand letters and their sounds.	yes	no	a little
11. I can ask my child questions about a story.	yes	no	a little
12. I can read stories in English, out loud with expression and body language.	yes	no	a little
13. I can help my child select a book.	yes	no	a little
TOTAL NUMBER			

STUDENT SIGNATURE _____

Encuesta completada por los padres antes y después del curso de enseñanza individualizada del inglés con instructores comunitarios (CBET, por sus siglas en inglés) del LAUSD

_____ Encuesta anterior al curso _____ Encuesta posterior al curso

Escuela:	Curso/Número de sección:
Maestro:	Fecha:
Nombre y apellido:	Numero SIS:

Lea las oraciones. Marque una casilla para cada oración.

EJEMPLO: Sé hablar en inglés.	Sí	no	✓ Un poco
1. Comprendo el sistema educativo norteamericano.	Sí	No	Un poco
2. Se decir en inglés los nombres de las ocupaciones del personal escolar.	Sí	No	Un poco
3. Puedo ayudar a mi hijo a prepararse para las pruebas que se le toman en la escuela.	Sí	No	Un poco
4. Sé decir en inglés el grado escolar y el nivel de aprendizaje progresivo del inglés (ELD, por sus siglas en inglés) de mi hijo.	Sí	No	Un poco
5. Comprendo los derechos que tengo como padre.	Sí	No	Un poco
6. Puedo ayudar a mi hijo con la tarea escolar.	Sí	No	Un poco
7. Sé hacer preguntas y contestar preguntas en inglés.	Sí	No	Un poco
8. Se hablarle en inglés a mi hijo sobre la escuela, la rutina diaria y las experiencias pasadas.	Sí	No	Un poco
9. Puedo practicar las rimas y las canciones en inglés junto con mi hijo.	Sí	No	Un poco
10. Puedo ayudar a mi hijo a comprender las letras y los sonidos de las mismas.	Sí	No	Un poco
11. Sé hacerle preguntas a mi hijo sobre un cuento.	Sí	No	Un poco
12. Sé leer cuentos en voz alta en inglés con expresión en la voz y expresión corporal.	Sí	No	Un poco
13. Puedo ayudar a mi hijo a seleccionar un libro.	Sí	No	Un poco
TOTAL			

FIRMA _____

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CBET Tutoring Log Student Folder Instructions

The folder will be used to store the student's weekly tutoring logs. For students in the CBET Tutoring Class (ESL Multi-Level/Tutoring the Elementary School-Age Child/CBET), the Pre/Post-Course Parent Survey may also be kept in the folder.

- Create a folder for every CBET student in class by stapling the CBET Tutoring Log Student Folder Cover Sheet to the front of a manila folder. You may elect to preprint the adult school name, semester/trimester, year, teacher's name, class name, and section number on the CBET Tutoring Log Student Folder Cover Sheet.
- It is recommended that you affix a preprinted SIS label with the student's name to the tab of the folder. Copy the student's SIS number in the appropriate box of the CBET Tutoring Log Student Folder Cover Sheet.
- In class, ask the students to fill in their name and children's information, and to sign the cover form. Collect the folders, which are to remain at school.

Tutoring Log Instructions

Filling out the CBET Tutoring Log should be part of the weekly classroom routine for every CBET student. Students should be encouraged to keep a personal record of tutoring activities so that when they are asked to complete the tutoring log, the information is as accurate as possible. Although each tutoring log covers four weeks, the students should fill out the Tutoring Log one week at a time. The logs should be stored inside the CBET Student Folder, which remains at school. Add new logs as needed.

- Make copies of the CBET Tutoring Log with the adult school name, semester/trimester, year, teacher's name, class, and section number preprinted. (The Tutoring Log is designed to be double-sided, with pages one and two printed back-to-back)
- Distribute Tutoring Logs to the students.
- Instruct students to fill in their name and sign the form. You may ask the students to write the applicable weekly dates at the top of the box, or you may elect to preprint those dates for them.
- Instruct students to answer the 4 yes/no questions and fill in the total weekly hours and minutes that they participated in each tutoring activity. Have students total the hours and minutes of all tutoring activities at the bottom of the box.
- Collect the tutoring logs and put them in the Student Folders which are to remain at school.

Staple to front of CBET student's folder

LAUSD Division of Adult and Career Education

CBET Tutoring Log
Student Folder Cover Sheet

ADULT SCHOOL INFORMATION

ADULT SCHOOL	SEMESTER/TRIMESTER	YEAR
---------------------	---------------------------	-------------

Adult Teacher's Name:	Class:
Section Number:	Adult Student Name:
Adult Student Signature:	SIS Number:

K-12 CHILD'S INFORMATION

Name	School	Age	Grade Level

LAUSD Division of Adult and Career Education
Community-Based English Tutoring Log

Adult School	Semester/Trimester	Year
---------------------	---------------------------	-------------

Adult Teacher's Name:	Class/Section Number:
Adult Student Name:	Adult Student Signature:

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

*Other activities may include visit to library, museum, bookstore, etc., volunteering at school, K-12 school activity, speaking with child's teacher, using a computer with child, etc.

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Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

Dates for Week of _____ **to** _____

This week I read with my child/children.	Yes No	If yes, how much time? Hours ____ Minutes ____
This week I helped my child/children with school/homework.	Yes No	Hours ____ Minutes ____
This week I talked with my child/children about school.	Yes No	Hours ____ Minutes ____
*Other (write in activity)	Yes No	Hours ____ Minutes ____
TOTAL FOR WEEK		Hours ____ Minutes ____

*Other activities may include visit to library, museum, bookstore, etc., volunteering at school, K-12 school activity, speaking with child's teacher, using a computer with child, etc.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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