

# Course Outline

REVISED: April/2007



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

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

**Course:** 2:1010 ESL Beginning Literacy

**50-01-58**

**ESL Beginning Literacy**

## Course Description:

This competency-based course is designed to develop communicative competence in listening, speaking, reading, writing and numeracy for the immediate needs of adult English learners at the beginning literacy level. A sequential grammatical structure base is integrated in the context of everyday life situations. The content and instructional strategies of this course reflect the English-as-a-Second-Language Model Standards for Adult Education Programs. This course outline contains content in the following areas relevant to Community-Based English Tutoring (CBET): The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment, and Tutoring Skills. It also contains SCANS activities that reinforce CBET goals such as Decision Making, Problem Solving and Reasoning.

**Credits:** 5

**Hours:** 200

## Prerequisites:

None

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

## ***A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS***

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

## ***THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE***

Every approved CBE course outline is written by Los Angeles Unified School District educators. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or Adult Division subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate Central Office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer database. One formatted copy of an outline, with every page stamped "Draft Copy Only" is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office, an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adults Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON  
Adult Curriculum Office  
Instructional and Counseling Services

# ***CBE***

## ***COMPETENCY-BASED EDUCATION***

### Course Outline Competency-Based Component Definitions

**Course descriptions** state the major emphasis and content of the course.

**Competency areas** are units of instruction based on related competencies.

**Competency statements** are competency area goals that together define the framework and purpose of the course.

**Competencies** fall on a continuum between goals and performance objectives and denote outcome of instruction.

### Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

## ***ACKNOWLEDGEMENTS***

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TOM CALDERON was responsible for editing and preparing this course outline as competency based.

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## ***FOREWORD***

The main purposes for this course outline are 1) to provide teachers with a resource and planning tool for teaching ESL Beginning Literacy and 2) to provide administrators, teacher advisers, and department heads with a staff development resource.

The outline integrates the principle elements of Model Standards curriculum (language skills proficiencies, topics and grammatical structures competencies), critical learning strategies, sample classroom activities and references to SCANS and CASAS skills and competencies.

This outline was written, piloted and edited by adult educators for the benefit of other adult educators.

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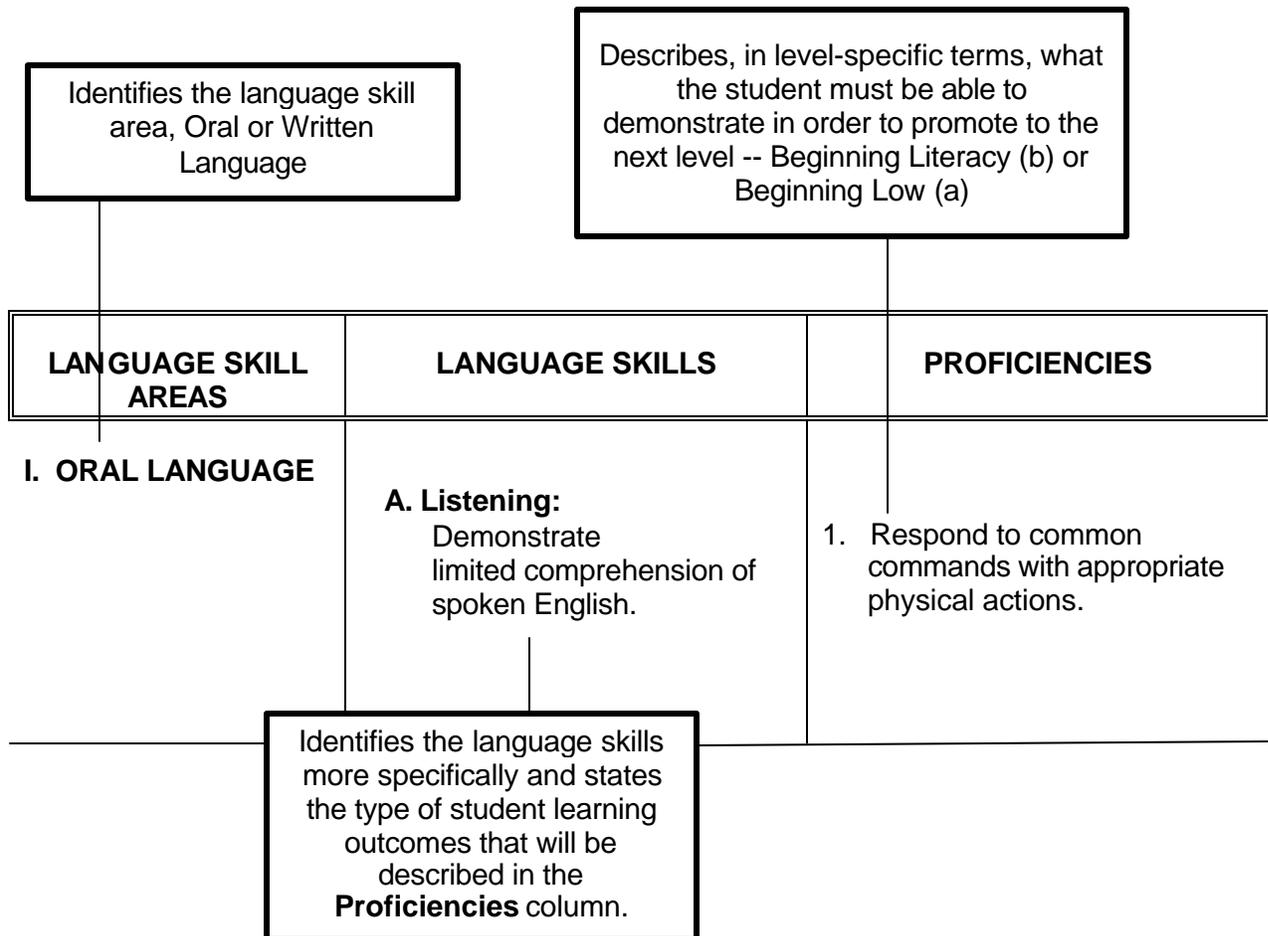


## ***HOW TO READ THIS COURSE OUTLINE***

The annotated displays below will assist teachers in understanding the structure, content and integrated nature of the ESL Beginning Literacy course outline. The teacher's task in planning lessons for and teaching this course includes combining the language skills proficiencies, topics and grammatical structures competencies, and learning strategies into an effective course of study. The skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) and CASAS competencies as well as Community-Based English Tutoring (CBET) are integrated throughout the course outline and the sample activities.

The foundation of the course outline is the list of Language Skills Proficiencies suggested in the California English-as-a-Second-Language Model Standards for Adult Education document (see page 174). All language skills proficiencies, topics and grammatical structures competencies, and learning strategies for the ESL Beginning Literacy course conform to the ESL Model Standards Document.

### **THE PROFICIENCIES SECTION**



# THE TOPICS SECTION

COMPETENCY AREAS	MINIMAL COMPETENCIES	Tri/Semester		Structures	Learning Strategies	SCANS	CASAS
		(a)	(b)				
I. PERSONAL INFORMATION	1. State, ask about and aurally comprehend personal information.  a. name (first, middle, last) b. numbers (cardinal and ordinal) i. telephone ii. address	s	r	Verb Structures <b>1a</b> (present simple of <b>be</b> )  Other Sentence Elements <b>4, 5c/d/e, 8a/c</b> (nouns, pronouns, prepositions)  Sentence Patterns <b>11, 12, 13</b> (questions; compound sentences w/ and; affirmative & negative statements)	<u>Cognitive</u> Resourcing Imagery  <u>Metacognitive</u> Advance Preparation Directed attention Self-evaluation  <u>Social Affective</u> Cooperation Self-talk	<u>Foundations</u> Basic Skills F1, F2, F5, F6 Thinking Skills F10, F11 Personal Qualities F14, F15, F16, F17  <u>Competencies</u> Information C5-7 Interpersonal C14 Systems C15, C16	Basic Communication 0.1.2 0.2.1 0.2.2
		s	r				

Identifies the competency (topic) area. (There are four in this course.)

Describes the competency, or task, that the student must ultimately master.

Identifies the components of the task, each of which must be taught in small increments. (The list shown is incomplete. See the **Topics** section for the complete list.)

Identifies sample learning strategies involved in learning and demonstrating the competency

(75 hours)  
Suggests the number of classroom hours to allocate for the topic area stated above.

Indicates if the lesson(s) on the competency or component part should stress, review or simply expose it for each Beginning Literacy level

Identifies grammatical structures that suggested in lessons for the Topic competency. The notations in **bold print** are cross-references to the **Structures** section of the course outline

Identifies the sample SCANS and CASAS skills/competencies involved in mastery of the Topic competency. For an explanation of the letter/number notations, see the **Educational and Governmental Guidelines** section of the course outline.

## THE STRUCTURES SECTION

COMPETENCY AREAS	MINIMAL COMPETENCIES	Tri/Semester (a)   (b)	
<p><b>A. Verb Structures</b></p> <p>Understand and use verb structures in meaningful communication</p>	<p>1. Understand and use the <u>simple present</u></p> <p>a. with the verb <b>be</b>:</p> <ul style="list-style-type: none"> <li>i. limited personal information (<i>e.g., My name's Rocío.</i>)</li> <li>ii. objects (<i>That's a flag.</i>)</li> <li>iii. time (<i>It's 6 p.m.</i>)</li> <li>iv. days and months (<i>e.g., January. Today's Monday. Tomorrow's Tuesday.</i>)</li> </ul>	<p>S</p>	<p>r</p>

Identifies the general competency (grammar) area and indicates *how* the student must *use* the structures in order to demonstrate mastery of the competencies

Identifies grammatical structures that the student must effectively use.

Lists specific contexts in which the structure is to be used. Each is followed by an example (in *italics*). The list shown is not complete. See the **Structures** section for the complete list.

Indicates if the lesson(s) using the structure competency should stress, review or simply expose it for each of the two Beginning Literacy levels.

***EXIT LANGUAGE SKILLS PROFICIENCIES  
for ESL BEGINNING LITERACY***

*Upon exiting ESL Beginning Literacy, students will be able to demonstrate the following proficiencies and be able to understand and produce language at a speed necessary to function effectively in ESL Beginning Low.*

LANGUAGE SKILL AREAS	LANGUAGE SKILLS	PROFICIENCIES
<b>I. ORAL LANGUAGE</b>	<p><b>A. Listening:</b> Demonstrate limited comprehension of spoken English.</p> <p><b>B. Speaking</b> Speak intelligible English with limited awareness of appropriate stress, blending between words, intonation, and speed.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate comprehension of individual vowel sounds, syllables and words.</li> <li>2. Demonstrate comprehension of simple numbers, words, phrases, and statements.</li> <li>3. Respond with appropriate physical actions to common commands.</li> <li>4. Demonstrate understanding of simple statements of information.</li> <li>5. Demonstrate understanding of previously studied statements and questions in everyday contexts.</li> <li>6. Demonstrate ability to identify specific information in simple speech.</li> <li>7. Demonstrate comprehension of requests for simple clarification.</li> <li>8. Demonstrate intelligible pronunciation of individual vowel sounds, syllables and words.</li> <li>9. State simple numbers, words, phrases, and sentences.</li> <li>10. Give common commands.</li> <li>11. State simple information.</li> <li>12. Ask and answer simple questions in everyday contexts with one-word, short phrase or "yes" or "no" responses.</li> <li>13. Respond to requests for simple clarification by self-correcting or repeating.</li> <li>14. Request clarification or check for understanding (e.g., ask for repetition.)</li> </ol>

<p><b>II. WRITTEN LANGUAGE</b></p>	<p><b>A. Reading:</b>          Demonstrate comprehension of manuscript that represents previously learned oral language.</p> <p><b>B. Writing:</b>          Copy and write manuscript that represents previously learned oral language.</p>	<p>15. Recognize similar and different shapes and letters.</p> <p>16. Demonstrate eye movement from left to right and from top to bottom of printed pages.</p> <p>17. Demonstrate phonemic awareness by associating vowel and syllable sounds with individual letters and combinations of letters in words.</p> <p>18. Associate common symbols (e.g., drawings or the white pedestrian symbol [man walking]), signs (e.g., Stop signs) and numerals with oral language and appropriate physical actions.</p> <p>19. Demonstrate comprehension of words and short sentences on familiar topics.</p> <p>20. Scan lists and forms for specific information.</p> <p>21. Hold writing tools comfortably and effectively.</p> <p>22. Copy previously learned signs and symbols, including numerals.</p> <p>23. Demonstrate knowledge of the conventions of writing (i.e., legible letter formation, from left to right, alignment to horizontal lines, and appropriate spacing between letters, words and sentences.)</p> <p>24. Copy vowel letters, syllables, and words previously studied.</p> <p>25. Write previously learned words, phrases and simple sentences on familiar topics without copying (e.g., while looking at objects, people, pictures and other visuals.)</p> <p>26. Use upper and lower case letters.</p> <p>27. Write simple lists (e.g., names) and combined lists (e.g., names and corresponding telephone numbers.)</p> <p>28. Fill out forms that require simple personal information.</p> <p>29. Sign own name with cursive script.</p>
<p><b>III. NUMERACY</b></p>		<p>Numeracy is incorporated into the ESL competency areas of Personal Information, Social Cultural Interaction and Consumer Economics.</p>

# TOPICS

Vocabulary, Language functions, Life skills

- Expose (e):** The competency appears in the lesson, but it is not extensively practiced nor are students expected to use it.
- Stress (s):** The competency is taught and practiced extensively enabling students to use it in appropriate situations.
- Review (r):** The competency should have been learned in the previous level but needs to be assessed to determine if teaching or additional practice is necessary.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Tri/Semester		Structures	Learning Strategies	SCANS	CASAS
		(a)	(b)				
I. PERSONAL INFORMATION	1. State, ask about and aurally comprehend personal information.			Verb Structures <b>1a,g</b> (present simple of <b>be</b> )	<u>Metacognitive</u> Selective Attention	<u>Foundations</u> Basic Skills F5 - F6 Thinking Skills F10, F11	Basic Communication 0.1.2 0.2.1 0.2.2
	a. Name (first, middle, last)	s	r	Other Sentence Elements <b>4</b> (nouns, pronouns), <b>5b/c/d/e</b> (determiners), <b>6b</b> (simple adjectives), <b>7c</b> (simple adverbs) <b>8a/c</b> (prepositions)	<u>Cognitive</u> Resourcing Imaging	Personal Qualities F15, F16	
	b. Numbers (cardinal and ordinal)	s	r				
	i. Telephone	s	s				
	ii. Address (e.g. "My address is 487 ½ E. 31 <sup>st</sup> St., Apt. 204.")	s	s				
	• Common abbreviations	s	s				
	• Compass points	s	s				
	iii. Age	e	s				
	iv. Birth date (e.g. Her birth date is...)	e	s				
	c. Country of origin	s	s				
i. I'm from (statements & questions in singular forms)	e	s					
ii. Where are they from? (statements & questions in plural forms)	e	s					
d. family (e.g., This is my sister. [pointing to a drawing or photo])	e	s					
e. marital status (e.g. I'm not married.)	e	s					

<p>2. Read about personal information listed in Minimal Competency #1.</p>	<p>s</p>	<p>s</p>	<p>Verb Structures <b>1a</b> (present simple of <b>be</b>)</p> <p>Other Sentence Elements <b>4</b> (nouns and pronouns), <b>5b/c/d/e</b> (determiners), <b>8a/c</b> (simple prepositions)</p> <p>Sentence Patterns <b>11</b> (questions), <b>12</b> (compound sentences), <b>13</b> (affirmative and negative statements)</p>	<p><u>Metacognitive</u> Selective Attention</p> <p><u>Cognitive</u> Resourcing Imaging Transferring</p> <p><u>Social Affective</u> Cooperation Self-Talk</p>	<p><u>Foundations</u> Basic Skills F1 Personal Qualities F15, F16</p> <p><u>Competencies</u> Interpersonal C14 Systems C15</p>	<p>Basic Communication 0.1.2 0.2.1 0.2.2</p>
<p>3. Write about personal information listed in Minimal Competency #1.</p> <p>a. Write by copying b. Write without copying</p>	<p>s</p>	<p>s</p>	<p>Verb Structures <b>1a</b> (present simple of <b>be</b>)</p> <p>Other Sentence Elements <b>4</b>(nouns, pronouns), <b>5b/c/d/e</b> (determiners), <b>8a/c</b> (simple prepositions)</p> <p>Sentence Patterns <b>11</b> (questions), <b>12</b> (compound sentences), <b>13</b> (affirmative and negative statements)</p>	<p><u>Metacognitive</u> Selective Attention Self-Monitoring</p> <p><u>Cognitive</u> Resourcing Transfer</p> <p><u>Social Affective</u> Cooperation</p>	<p><u>Foundations</u> Basic Skills F2 Personal Qualities F13, F15, F16</p> <p><u>Competencies</u> Systems C15</p>	<p>Basic Communication 0.2.1 0.2.2</p>
<p>4. Read and complete personal information forms.</p> <p>a. Scan for specific information b. Fill in blanks c. Sign name b. Darken “bubbles” on computerized forms</p>	<p>s</p>	<p>s</p>	<p>Other Sentence Elements <b>4</b> (nouns and pronouns), <b>5c/d/e</b> (determiners), <b>8a/c</b> (simple prepositions)</p>	<p><u>Metacognitive</u> Self-Monitoring Selective Attention</p> <p><u>Cognitive</u> Resourcing Transfer</p>	<p><u>Foundations</u> Basic Skills F1,F2,F5 Personal Qualities. F16</p> <p><u>Competencies</u> Information C7 Systems C15</p>	<p>Basic Communication 0.2.2</p>

(75 hours)

## II. SOCIAL / CULTURAL INTERACTION

<p>5. Initiate and respond appropriately in structured social/cultural interactions.</p> <ol style="list-style-type: none"> <li>a. maintain appropriate physical distance with speakers of English</li> <li>b. express lack of understanding non-verbally (e.g., raise shoulders, show palms of hands and open eyes wider) or verbally (e.g., <i>I don't understand/speak English.</i>)</li> <li>c. refuse non-verbally (e.g., Shake head.) or verbally (e.g., <i>No. Thank you.</i>)</li> <li>d. accept non-verbally (e.g., nod head) or verbally (e.g., <i>Yes. Thank you, or Yes. Please</i>)</li> <li>e. acknowledge gratitude (e.g., <i>You're welcome.</i>)</li> <li>f. greet (e.g., <i>Hello. Good evening.</i>)</li> <li>g. take leave (e.g., <i>Good-bye. Good night.</i>)</li> <li>h. apologize (e.g., <i>I'm sorry.</i>)</li> <li>i. Interrupt someone speaking (e.g., <i>Excuse me.</i>)</li> <li>j. indicate you would like to pass or get through a group of people (e.g., <i>Excuse me.</i>)</li> <li>k. initiate and respond to simple clarification strategies. <ol style="list-style-type: none"> <li>i. ask for repetition (e.g., <i>Pardon?</i>)</li> <li>ii. check for understanding by repeating a key topic word (e.g., <i>Name? Address?</i>)</li> </ol> </li> <li>l. meet people (e.g., <i>Nice to meet you.</i>)</li> <li>m. introduce people (e.g., <i>This is Natasha.</i>)</li> </ol>	s	s	<p>Verb Structures <b>1</b> (present simple of <b>be</b>);</p> <p>Other Sentence Elements <b>4 –10</b> (nouns and pronouns, determiners, simple adjectives with <b>BE</b>, simple adverbs, simple prepositions, nonreferential <b>It</b>, nonreferential <b>there is/are</b>)</p> <p>Sentence Patterns <b>11</b> (questions), <b>13</b> (affirmative and negative statements)</p>	<p><u>Metacognitive</u> Directed Attention Selective Attention</p> <p><u>Cognitive</u> Induction Contextualizing</p> <p><u>Social Affective</u> Questioning for Clarification Cooperation</p>	<p><u>Foundations</u> Basic Skills F5; Personal Qualities F15; Personal Qualities F16</p> <p><u>Competencies</u> Systems C15</p>	<p>Basic Communication 0.1.1 - 0.1.6</p>
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(25 hours)

<p>6. Communicate about time and weather.</p> <p>a. State and ask about the time of day (<i>e.g., What time is it?</i>) and events (<i>e.g., The class is at 6:30.</i>) and read and write time in analog and digital forms.</p> <p>b. State and ask about the day of the week (<i>What day is today?</i>)</p> <p>c. State and ask about the date</p> <p>d. State and ask about the temperature and weather (<i>e.g., How's the weather? It's hot.</i>)</p>	<p>s</p> <p>s</p> <p>s</p> <p>e</p>	<p>r</p> <p>r</p> <p>s</p> <p>s</p>	<p>Verb Structures <b>1d-f</b> (present simple with <b>BE</b>);</p> <p>Other Sentence Elements <b>4a-d</b> (nouns and pronouns), <b>5 d/e</b> (determiners), <b>7a</b> (simple adverbs), <b>9</b> (nonreferential <b>It</b>)</p> <p>Sentence Patterns <b>11</b> (questions), <b>13</b> (affirmative and negative statements)</p>	<p><u>Metacognitive</u> Selective Attention</p> <p><u>Cognitive</u> Induction Deduction Contextualizing Imaging</p> <p><u>Social Affective</u> Cooperation</p>	<p><u>Foundations</u> Basic Skills F1, F2, F5, F6; Personal Qualities F15, F16; <u>Competencies</u> Information C7; Systems C15</p>	<p>Basic Communication 0.1.1 - 0.1.6, Community Resources 2.3.1 2.3.2</p>
<p>7. State, ask, read and write about feelings.</p>	<p>-</p>	<p>s</p>	<p>Verb Structures <b>1a</b> (present simple of <b>BE</b>) (personal information);</p> <p>Other Sentence Elements 4f (personal pronouns), <b>6c</b> (adverbs);</p> <p>Sentence Patterns <b>11</b> (questions), <b>13</b> (affirmative and negative statements)</p>	<p><u>Metacognitive</u> Selective Attention Self-monitoring</p> <p><u>Cognitive</u> Imaging</p> <p><u>Social Affective</u> Self-Talk</p>	<p><u>Foundations</u> Basic Skills F1-F2, F5-F6; Personal Qualities F15, F16; <u>Competencies</u> Information C7</p>	<p>Basic Communication 0.1.2 - 0.1.4 Learning to Learn 7.5.6</p>

(50-01-58)

**III. COMMUNITY and OCCUPATIONAL KNOWLEDGE**

A. School, Classroom and the Workplace

- 8. Identify and ask about colors and classroom objects (*e.g., What's that? A mop./An eraser.*)
  - a. nonverbally, by pointing to and grouping objects
  - b. orally
  - c. in writing

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Verb Structures **1b** (present simple of **BE**); Imperative Mode **2** (common commands); Other Sentence Elements **4** (nouns and pronouns), **5** (determiners), **6a** (simple adjectives); Sentence Patterns **11** (questions), **12** (compound sentences), **13** (affirmative and negative sentences)

Metacognitive  
Directed Attention

Cognitive  
Contextualizing  
Imaging

Social/Affective  
Cooperation

Foundations  
Basic Skills F1, F2, F5, F6; Thinking Skills F10; Personal Qualities F15, F16

Basic Communication  
0.1.1 – 0.1.5-0.1.6,

-10-

- 9. Understand and use oral and written commands.
  - a. to have others identify, give, take or put objects in different places
  - b. to identify a limited number of body parts
  - c. to prepare for earthquakes: (*i.e., Drop and hold!*)

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Imperative Mode **2** (common commands); Other Sentence Elements **4a-e** (nouns and pronouns), **5a-d** (determiners), **6** (simple adjectives), **7b** (simple adverbs), **8a** (simple prepositions)

Metacognitive  
Directed Attention

Cognitive  
Resourcing

Social/Affective  
Cooperation

Foundations  
Basic Skills F5, F6; Thinking Skills F10; Personal Qualities F15, F16  
Competencies  
Interpersonal C10Systems C15

Basic Communication  
0.1.1 – 0.1.2, 0.1.5  
Health  
3.1.1, 3.4.2; Employment  
4.6.1

B. Neighborhood/City and Workplace

- 10. Read and physically respond to safety signs (*e.g., Do not enter. Don't walk. Stop.*).

s

s

Imperative Mode **3** (common commands); Other Sentence Elements 7b (simple adverbs)

Metacognitive  
Self-Monitoring

Cognitive  
Imaging

Social/Affective  
Cooperation

Foundations  
Basic Skills F1; Personal Qualities F16; Systems C15

Consumer Econ.  
1.9.1; Employment  
4.3.1, 4.4.3, 4.6.3

(50 hours)	11. State and orally comprehend references to approximate locations with <b>here &amp; there</b> (e.g., <i>Where's my book? Here. Where's the exit? There.</i> ).	s	r	Verb Structures <b>1b</b> (simple present of BE);  Other Sentence Elements <b>4</b> (nouns and pronouns), <b>5</b> (determiners), <b>6</b> (simple adjectives), <b>7b</b> (simple adverbs), <b>8a</b> (simple prepositions)  Sentence Patterns <b>11</b> (questions), <b>13</b> (affirmative and negative statements)	<u>Metacognitive</u> Self-Monitoring  <u>Cognitive</u> Resourcing  <u>Social/Affective</u> Cooperation	<u>Foundations</u> Basic Skills F5, F6; Personal Qualities F15, F16; <u>Competencies</u> Systems C15	Basic Communication 0.1.1, 0.1.2, 0.1.6; Consumer Econ. 1.3.7
IV. CONSUMER ECONOMICS  A. Shopping	12. Identify and ask about U.S. coins and bills through physical actions, speaking, reading and writing (e.g., <i>a dime, 10 cents; There are five pennies.</i> )  13. State, ask, read and write prices of items (e.g., <i>\$.56, \$29.99.</i> )	r	s	Verb Structures <b>1b</b> (present simple of <b>BE</b> );  Other Sentence Elements <b>4a-d, f</b> (nouns and pronouns), <b>5a-d</b> (determiners),  Sentence Patterns <b>13</b> (affirmative and negative statements)	<u>Metacognitive</u> Selective Attention  <u>Cognitive</u> Imaging  <u>Social/Affective</u> Cooperation	<u>Foundations</u> Basic Skills F1, F2, F5, F6; Personal Qualities F15, F16; <u>Competencies</u> Systems C15	Basic Communication 0.1.1 – 0.1.6; Consumer Econ.. 1.1.6
		s	s	Verb Structures <b>1a</b> (present simple of <b>BE</b> ); Imperative Mode <b>2</b> (common commands);  Other Sentence Elements <b>4f</b> (nouns and pronouns), <b>5a-d</b> (determiners);  Sentence Patterns <b>11a/c,iv</b> (questions); <b>13</b> (affirmative and negative statements)	<u>Metacognitive</u> Advance Preparation  <u>Cognitive</u> Grouping  <u>Social/Affective</u> Cooperation	<u>Foundations</u> Basic Skills F1, F2; Personal Qualities F16; <u>Competencies</u> Systems C15	Consumer Econ. 1.2.1, 1.2.2

(50 hours)

<p>14. Nonverbally identify a limited number of common foods and clothing items (<i>e.g., by pointing or grouping</i>).</p>	<p>e</p>	<p>s</p>	<p>Imperative Mode <b>2</b> (common commands);  Other Sentence Elements <b>4a-c</b> (nouns and pronouns); <b>6</b> (simple adjectives)  Sentence Patterns <b>11a-c</b> (questions)</p>	<p><u>Metacognitive</u> Selective Attention  <u>Cognitive</u> Grouping  <u>Social/Affective</u> Cooperation</p>	<p><u>Foundations</u> Basic Skills F5; Personal Qualities F15, F16; <u>Competencies</u> Systems C15</p>	<p>Basic Communication 0.1.1 – 0.1.6; Consumer Economics 1.3.8, 1.3.9</p>
<p>15. Compute simple arithmetic without using carrying or borrowing operations.</p> <p>a. Simple addition (<i>e.g., 5 + 3 = 8</i>) b. Simple subtraction (<i>e.g., 5 – 3 = 2</i>)</p>	<p>-</p>	<p>s</p>	<p>Verb structures <b>1b</b> (present simple of <b>BE</b>)  Other sentence elements <b>4</b> (nouns and pronouns), <b>5d</b> (determiners)  <u>Sentence Patter</u></p>	<p><u>Metacognitive</u> Selective Attention  <u>Cognitive</u> Induction Deduction  <u>Social/Affective</u> Cooperation</p>	<p><u>Foundations</u> - Basic Skills F3 Personal Qualities F15, F16; <u>Competencies</u> Systems C15</p>	<p>Consumer Econ. 1.1.6; Computation 6.0.1, 6.0.2, 6.1.1 6.1.2</p>

	<p>8. Simple prepositions, e.g.,  a. of place: <b>in, on</b>  b. of time: <b>at</b>  c. of origin: <b>from</b></p> <p>9. Nonreferential <b>It</b>  (e.g., <i>It's 7 o'clock. It's cloudy. It's Tuesday.</i>)</p> <p>10. Nonreferential <b>there is/are</b>  (e.g., <i>There are five pennies. There are fifteen people in the classroom.</i>)</p>	<p>s s s e</p>	<p>r s s s</p>
<p><b>D. Sentence Patterns</b>  Understand and use sentences in meaningful communication</p>	<p>11. Understand and use the following question types:  a. <b>“Yes/No”</b> questions and answers  b. <b>“Or”</b> questions and answers (e.g., <i>Coffee or tea?</i>)  c. <b>“Wh-”</b> questions and short answers  i. <b>what, how</b>  ii. <b>when, where</b>  iii. <b>how many</b>  iv. <b>how much</b> (e.g., <i>with prices. “How much is this?”</i>)  v. <b>which</b></p> <p>12. Understand compound sentences with <b>and</b> (e.g., <i>He's from Mexico, and she's from China.</i>)</p> <p>13. Understand and use simple affirmative and negative statements.</p>	<p>s e s s s s e e s</p>	<p>s s s s s s s s s</p>

## ***STRUCTURES***

*Language forms to be integrated with Topics*

**Expose:** The competency appears in the lesson, but it is not extensively practiced nor are students expected to use it.

**Stress:** The competency is taught and practiced extensively enabling students to use it in appropriate situations.

**Review:** The competency should have been learned in the previous level but needs to be assessed to determine if teaching or additional practice is necessary.

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	Literacy (a)	Literacy (b)
<p><b>A. Verb Structures</b> Understand and use verb structures in meaningful communication</p>	<p>1. Understand and use the <u>simple present</u> with the verb <b>BE</b>:</p> <ul style="list-style-type: none"> <li>a. limited personal information (<i>e.g., My name's Rocío.</i>)</li> <li>b. objects (<i>That's a flag. These are books.</i>)</li> <li>c. time (<i>It's 6 p.m.</i>)</li> <li>d. days and months (<i>e.g., January. Today's Monday. Tomorrow's Tuesday.</i>)</li> <li>e. calendar (<i>What's the date?</i>)</li> <li>f. temperature, weather (<i>It's warm and sunny.</i>)</li> <li>g. family (<i>e.g., This is my sister. These are my children.</i>)</li> </ul>	<p>s s s s e e e</p>	<p>s</p>
<p><b>B. Imperative Mode</b> Understand and use the imperative mode in meaningful communication</p>	<p>2. Understand and state common commands (<i>e.g., point to, look, listen, write, stand up</i>)</p> <p>3. Understand high frequency safety and emergency signs. (<i>e.g., Don't Walk. Stop.</i>)</p>	<p>s s</p>	<p>s s</p>

<p><b>C. Other Sentence Elements</b> Utilize various sentence elements in meaningful communication</p>	<p>4. Nouns and Pronouns</p> <ul style="list-style-type: none"> <li>a. proper and common (<i>e.g., Silvia, desk</i>)</li> <li>b. singular and plural <ul style="list-style-type: none"> <li>i. regular (<i>e.g., chair, chairs</i>)</li> <li>ii. irregular (<i>e.g., woman, women</i>)</li> </ul> </li> <li>c. simple count nouns (<i>e.g., book, books</i>)</li> <li>d. 's as possession indicator (<i>e.g., John's book.</i>)</li> <li>e. object pronouns: <ul style="list-style-type: none"> <li>i. <b>me</b></li> <li>ii. <b>him, her, you</b></li> </ul> </li> <li>f. personal pronouns: <ul style="list-style-type: none"> <li>i. <b>I, you, he, she, it,</b></li> <li>ii. <b>we, you (plural), they</b></li> </ul> </li> </ul>	<p>s s e s e s e</p>	<p>s r s s s s r s</p>
<p>-14-</p>	<p>5. Determiners</p> <ul style="list-style-type: none"> <li>a. Articles: <b>a, an, the</b></li> <li>b. Demonstratives: <ul style="list-style-type: none"> <li>i. <b>This, that,</b></li> <li>ii. <b>These, those</b></li> </ul> </li> <li>c. Possessive adjectives: <ul style="list-style-type: none"> <li>i. <b>my, your, his, her,</b></li> <li>ii. <b>our, your (plural), their</b></li> </ul> </li> <li>d. cardinal numerals and words for numbers to 1000 (<i>e.g., 1, 2, 3 . . . and one, two, three . . .</i>)</li> <li>e. ordinal numerals and words for numbers to 31<sup>st</sup> (<i>e.g., 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> . . . first, second, . . . thirty-first</i>)</li> </ul>	<p>s s s e s e</p>	<p>s r s s s</p>
	<p>6. Simple Adjectives: BE + adjective</p> <ul style="list-style-type: none"> <li>a. colors (<i>e.g., This book is red.</i>)</li> <li>b. marital status (<i>e.g., He's single.</i>)</li> <li>c. feelings (<i>e.g., They are happy.</i>)</li> </ul> <p>7. Simple adverbs</p> <ul style="list-style-type: none"> <li>a. of time: <b>today, tomorrow</b></li> <li>b. of place: <b>here, there</b></li> <li>c. of quantity: many</li> </ul>	<p>s e e s s s s</p>	<p>r s s r r s s</p>

	<p>8. Simple prepositions, e.g.,  a. of place: <b>in, on</b>  b. of time: <b>at</b>  c. of origin: <b>from</b></p> <p>9. Nonreferential <b>It</b>  (e.g., <i>It's 7 o'clock. It's cloudy. It's Tuesday.</i>)</p> <p>10. Nonreferential <b>there is/are</b>  (e.g., <i>There are five pennies. There are fifteen people in the classroom.</i>)</p>	<p>s s s e</p>	<p>r s s s</p>
<p><b>D. Sentence Patterns</b>  Understand and use sentences in meaningful communication</p>	<p>11. Understand and use the following question types:  a. <b>“Yes/No”</b> questions and answers  b. <b>“Or”</b> questions and answers (e.g., <i>Coffee or tea?</i>)  c. <b>“Wh-”</b> questions and short answers  i. <b>what, how</b>  ii. <b>when, where</b>  iii. <b>how many</b>  iv. <b>how much</b> (e.g., <i>with prices. “How much is this?”</i>)  v. <b>which</b></p> <p>12. Understand compound sentences with <b>and</b> (e.g., <i>He's from Mexico, and she's from China.</i>)</p> <p>13. Understand and use simple affirmative and negative statements.</p>	<p>s e s s s s e e s</p>	<p>s s s s s s s s s</p>

## ***CHARACTERISTICS of ESL LITERACY STUDENTS***

All ESL Literacy students share two main characteristics:

- Their primary oral language is not English.
- They have marked difficulty in reading or writing English or have no ability at all.

Marked difficulty in reading or writing may manifest itself by slowness in completing a task. Some ESL Literacy students, for example, can associate sounds with letters in order to read aloud but use an inordinate amount of time to do so. Others may be able to complete writing tasks common to ESL Beginning Low but with great difficulty. It is not unusual for students to remain in ESL literacy classes for a number of tri/semesters or even years. Each student learns at his or her own pace.

***NOTE: Many ESL Literacy students are mistaken for ESL Beginning Low students because they can complete certain learning tasks. Teachers need to look for signs of students' inner struggles in completing learning tasks.***

Some ESL literacy students may demonstrate one or more of the learning difficulties listed below:

### Speaking

- Speaks slowly, perhaps even in primary language
- Speaks rapidly but perhaps unintelligibly
- Speaks in a halting manner

### Writing

- Reverses the order of letters when copying a word
- Looks up at original text many times while copying
- Erases and rewrites the same letter or portion of text many times
- Leaves no spaces between letters or words when copying
- Places letters inappropriately in relation to horizontal lines

### Reading Aloud

- Loses place often
- Reads each word in a staccato manner
- Reads a few words then pauses mid-sentence
- Misreads words of similar appearance

### Reading Silently

- Mouths words
- Whispers words
- Re-reads the same word or words a number of times

### Other Non-Linguistic Indicators

- Responds slowly to oral or written instructions
- Distracts self easily
- Is hyperactive
- Holds face very close to page or chalkboard when reading
- Tightly grips pencils or pens

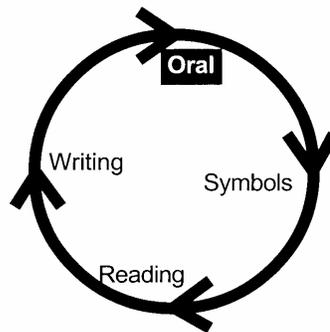
Teachers must also be aware that because of educational, social and personal experiences, many ESL literacy students have a low self-concept, are afraid of making mistakes and are reluctant to participate in activities which may not seem threatening from a teacher's perspective. Therefore it is important to give students step-by-step tasks that are small enough to ensure their success.

## *INSTRUCTION of ESL LITERACY STUDENTS*

The ESL Literacy Subcommittee of the Literacy Instruction for Today (LIFT) project of the Division of Adult and Career Education Instruction has incorporated a step-by-step program of instruction for ESL literacy. There are four steps to literacy in this approach:

1. Teaching oral language,
2. Teaching how to interpret and manipulate symbols,
3. Teaching reading of letters and words, and
4. Teaching copying and writing of letters.

The interrelationship among these four steps is illustrated in the literacy circle below. The first step, oral, is highlighted in this illustration to emphasize the importance of oral language. It is much easier learn the written form of a language if some level of oral communicative competence is achieved first.



Next, familiar symbols (e.g., traffic signs, shapes, colors) and drawings (e.g., an image of a bee and an image of a snake to visually remind students of the voiced [vibrating] sound of the <s> in **his**, versus the hissing sound of a snake in **hiss**) are then associated with some sounds and words to introduce the concept and practice of using symbols to represent sounds. Then, using familiar symbols as resources, students quickly learn to read the unfamiliar and arbitrary set of English alphabetic signs in words and sentences. Finally, students learn to copy and then write.

As students gain some mastery of each step, the order of the steps will vary depending upon the learning objective, and all the steps will recur in the same lesson so as to integrate listening, speaking, reading and writing. Later lessons may begin with a reading or writing task followed by a speaking activity. The use of symbols may wane, but teachers should permanently post the most used symbols so that students can independently resource them whenever needed. A literacy circle accompanies each ESL Sample Activity (see pages 26-152) to illustrate which step(s) is being emphasized. For example, if the focus is on interpreting symbols, the word symbol is highlighted.

Since instruction is done step-by-step, it is possible and critical to assess student progress in both presentation and practice parts of a lesson (see Lesson Planning, page 153). The importance of integrating assessment into all ESL literacy activities cannot be over emphasized. Many literacy students have low self-esteem and are reluctant to reveal their acquisition or lack of acquisition of literacy skills.

The implementation of a step-by-step approach to literacy instruction and integrated assessment is illustrated in the detailed description of fifteen sample activities (see pages 26-152) and a sample lesson plan (pages 154-168). The extensive detail in the sample activities and the sample lesson plan is intended to aid novice teachers and those unfamiliar with the special needs of ESL literacy students. Teaching ESL literacy is a rewarding experience, and students are especially grateful to their teachers. However, teaching ESL literacy requires intense sensitivity to the fragile, step-by-step progress of becoming literate as an adult.

## ***INTEGRATING TECHNOLOGIES into the ESL LITERACY CLASSROOM***

ESL literacy teachers greatly enhance instruction when they integrate different technologies into lessons. Sample uses are listed below.

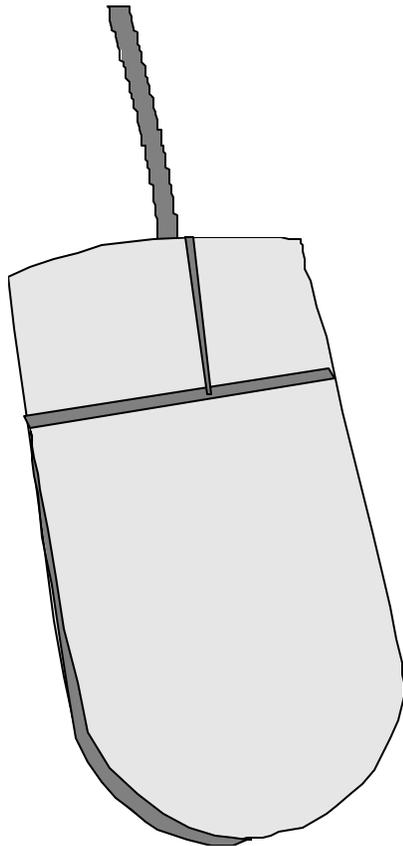
**Self-Correction:** Tape recorders, magnetic card readers, and camcorders can be used to record the oral language students produce in the sample activities and lesson plan in this course outline. With teacher guidance, students can practice independently, correcting errors by listening to the recordings.

**Reading, Copying, and Writing:** The reading, copying, and writing activities detailed in this course outline can be done on computers. For example, a student can copy or write something on a computer as a projector displays the letters, words, or sentences on a big screen for all to read. Word-processing programs provide both literacy teachers and students with the ability to customize and individualize instruction. Teachers can design lessons, however brief, that present or practice knowledge and skills that directly relate to the sample activities and to students' specific and often unpredictable responses. For example, if students tend to run words together when they write, they can learn simple editing skills such as using the arrow keys and the space bar to separate a string of letters into words, phrases, or sentences.

**Imagery:** The sample activities and lesson plan included in this course outline refer to the use of overhead projectors to display graphics and cutout letters. But digital cameras can also capture pictures, which can be downloaded to a computer and then either printed or displayed with an overhead or computer projector for oral or written exercises. Polaroid cameras can be used to take photographs of students, teachers, and other school personnel that students can identify both orally and in writing. In the same manner, teachers can use digital cameras and camcorders to take pictures of objects, places and people on campus, and places in the community. Computer clipart and scanned graphics are additional and customizable sources of visuals. Additionally, a search on the Internet will provide teachers with seemingly limitless sources of free graphics.

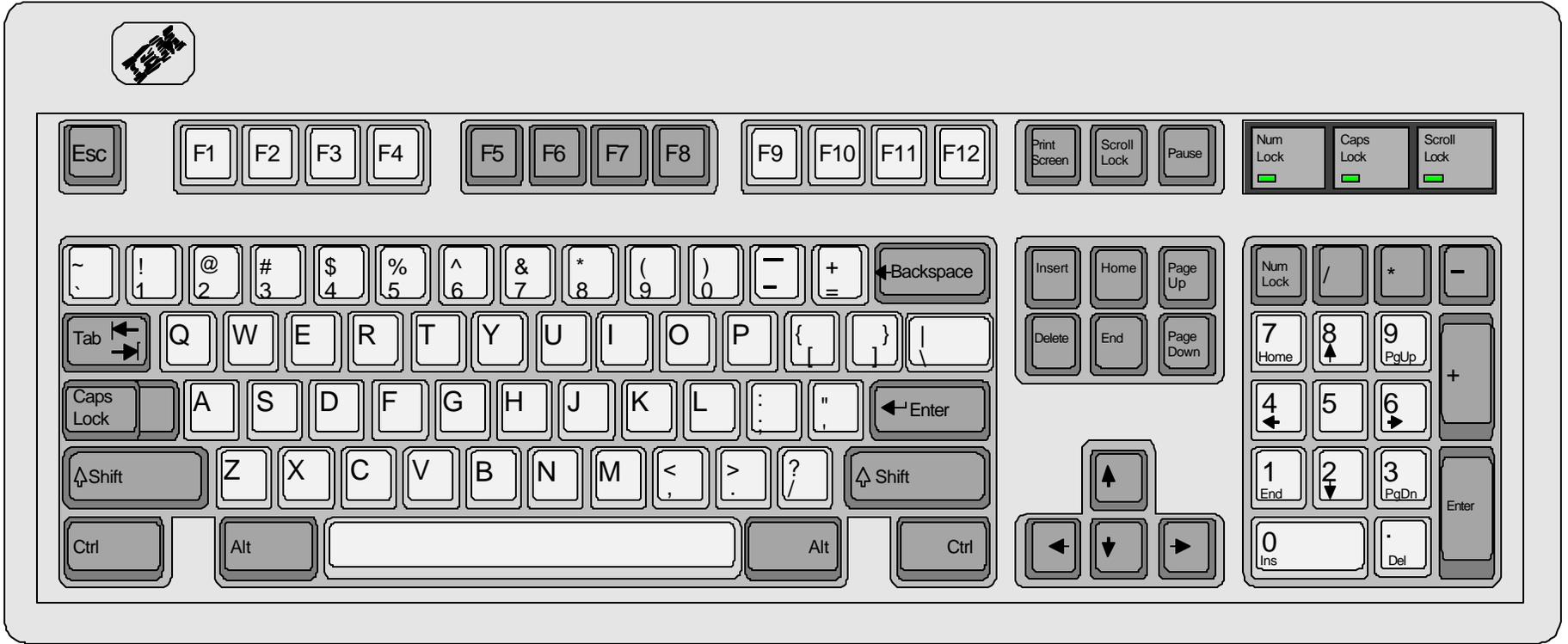
**Accommodating Different Learning Styles:** Students can manipulate cutout letters on an overhead projector transparency; write or copy words, phrases, or sentences on an overhead transparency, and manipulate realia specially designed for the overhead projector (e.g., overhead coins and bills or clocks). Typing letters using a computer keyboard can lower the frustration level of students who have difficulty forming letters by hand.

**Computer Lessons Without Computers:** Finally, computer technology can be incorporated into lessons without using computers. Teachers can distribute copies of a computer keyboard for students to match lower case letters with the set of upper case letters on the keyboard. (See sample visuals on the following three pages.) Students can also practice dictating words to each other: One dictates while the other "types" the word on the keyboard. Students can reverse roles so that the "typist" visually dictates to the other students. Teachers and students can practice commands by stating how and where to move a cutout mouse. Teachers can make overhead transparencies of the keyboard and the mouse for both presentation and practice purposes.



Student/Teacher Technology Visual #1







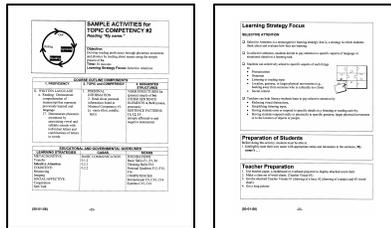
## OVERVIEW OF SAMPLE ACTIVITIES

The sample activities on pages 26 through 152 illustrate a possible activity for each of the fifteen Topics competencies. Each activity is on four pages and contains the following key features:

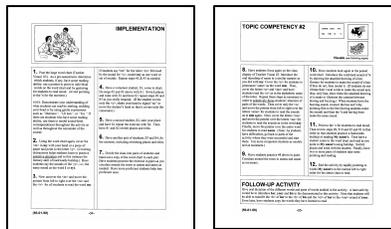
1. Focus on a specific learning strategy (see pages 170-171) for learning strategy definitions).
2. Focus on a specific literacy skill.
3. Assessment as an integral part of each phase of the activities.

The first two facing pages include information about the activity. The first page includes the lesson objective; estimated length of the activity; whether oral language, symbols, reading or writing is highlighted in the activity; and correlations to educational and governmental guidelines.

The second page gives a detailed explanation of the learning strategy focus for that activity; a list of what students must be able to do before they do the activity; and a list of things for teachers to do in preparation for the activity.



The third and fourth pages explain how to implement the activity. They also suggest possible follow-up activities. Because the two implementation pages face each other, they can be conveniently laid out on the teacher's desk during the activity for easy reference.



All of the necessary visuals immediately follow each activity and miniatures of the visuals appear on the fourth page of the activity.

To provide teachers with a quick reference to all of the sample activities, a Chart of Sample Activities follows (pages 24-25). This chart helps teachers:

1. Find an activity that illustrates a particular Topics competency.
2. Understand the learning objective of each activity.
3. Find an activity that teaches a particular literacy skill or learning strategy.
4. Decide whether the activity is appropriate for ESL Literacy (a) or ESL Literacy (b).

## CHART OF SAMPLE ACTIVITIES

Topics Competency and Activity Number	Tri/ Sem- ester	Learning Objective	Lang. Skill Focus	Literacy Skill Focus	Learning Strategy Focus
<b>I. Personal Information</b>					
1. Name (pg. 26)	(a)	Increase listening and speaking proficiency by identifying self and others using possessive adjectives and the simple present of <b>be</b> . <b>30-45 min.</b>	Speaking and Listening	Associating spoken words with meaning in preparation for reading.	Self-Talk and Cooperation
2. Name (pg. 32)	(a)	Develop reading proficiency through phonemic awareness and phonics by reading about names using the simple present of <b>be</b> . <b>30 min.</b>	Symbols and Reading	Learning phonemic awareness and phonics through visual symbols and “backwards buildup”.	Selective Attention
3. Name (pg. 40)	(a)	Develop writing proficiency by copying personal information using correct alignment and spacing of letters. <b>30 min.</b>	Writing	Learning alignment and spacing by manipulating cutout letters.	Resourcing
4. Fill out Forms (pg. 46)	(a)	Increase reading proficiency by scanning personal information forms that use nouns such as <b>name, first, middle</b> and <b>last</b> . <b>30-40 min.</b>	Reading	Recognizing identical words in different forms and formats.	Transfer
<b>II. Social/ Cultural Interaction</b>					
5. Checking for Understanding (pg. 52)	(a)	Increase listening & speaking proficiencies by requesting clarification using rising intonation and days of the week. <b>30 min.</b>	Speaking and Listening	Associating intonation with meaning in preparation for reading.	Questioning for Clarification
6. Telling Time (pg. 60)	(a)	Increase listening, speaking, and reading proficiencies by reading aloud the time using numerals. <b>35-40 min.</b>	Symbols and Reading	Associating graphic and numeric symbols with words.	Induction
7. Expressing Feelings (pg. 68)	(b)	Increase writing proficiency (without copying) by describing peoples’ feelings using the adjectives <b>happy, sad, angry</b> and <b>tired</b> . <b>30 min.</b>	Writing	Learning to spell using meaning and phonemic awareness.	Self-Monitoring

<b>III. Community and Occupational Knowledge</b>					
8. Colors and Classroom Objects (pg. 78)	(a)	Increase reading proficiency by responding physically to written commands that use the imperative mode. <b>30-40 min.</b>	Reading	Improving reading for comprehension using visual dictation.	Contextualizing
9. Commands (pg. 84)	(a)	Increase writing proficiency by writing and responding to classroom commands using common nouns and prepositions of place. <b>45 min.</b>	Writing	Learning to write through oral and visual dictation.	Directed Attention
10. Safety Signs (pg. 90)	(b)	Increase reading proficiency by reading safety signs that use the imperative mode. <b>45 min.</b>	Symbols and Reading	Learning phonemic awareness and phonics by focusing on selected sounds symbolized by the same and different letters.	Cooperation (and Imaging)
11. Locations (pg. 96)	(b)	Increase writing proficiency writing by copying sentences about the location of common classroom items using <b>wh-</b> questions and <b>here</b> and <b>there</b> . <b>30-45 min.</b>	Writing	Learning to copy through visual dictation.	Resourcing
<b>IV. Consumer Economics</b>					
12. Bills & Coins (pg. 102)	(b)	Increase listening and speaking proficiencies by identifying the values of U.S. coins and using the simple present of <b>be</b> . <b>30 min.</b>	Speaking and Listening	Associating objects with words.	Imaging
13. Prices (pg. 114)	(b)	Increase writing proficiency by writing about prices of classroom items using correct symbols and placement of numerals. <b>30 min.</b>	Symbols and Writing	Learning alignment and spacing by inserting digits and symbols along horizontal lines.	Advance Preparation
14. Food & Clothing (pg. 128)	(b)	Increase listening and speaking proficiencies by grouping items of clothing according to vowel sounds. <b>30 min.</b>	Listening and Speaking	Learning phonemic awareness by grouping words according to similar sounds.	Grouping
15. Mathematics (pg. 146)	(b)	Increase reading proficiency and computation skills by reading simple addition problems and illustrating them through physical actions. <b>30-40 min.</b>	Symbols and Reading/Computation	Using literacy to learn numeracy.	Deduction

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #1</h2> <p style="text-align: center;"><i>Saying "My name."</i></p>
	<p><b>Objective:</b> Increase listening and speaking proficiencies by identifying self and others using possessive adjectives and the simple present of <b>be</b>.</p> <p><b>Time:</b> 30-45 minutes</p> <p><b>Learning Strategy Focus:</b> Self-talk and Cooperation (See also page 91.)</p>

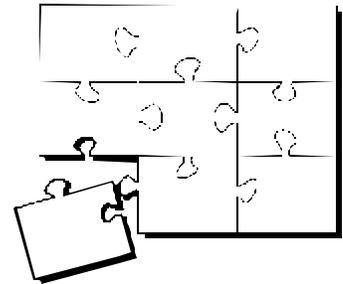
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
I. ORAL LANGUAGE B. Speaking 10. State simple information.	I. PERSONAL INFORMATION 1. State, ask about and aurally comprehend personal information. a. name (first, middle, last)	VERB STRUCTURES <b>1a</b> (present simple of <b>be</b> ) OTHER SENTENCE ELEMENTS <b>4, 5c</b> (nouns, pronouns) SENTENCE PATTERNS <b>13</b> (simple affirmative and negative statements)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention Self-Monitoring COGNITIVE: Induction Contextualizing SOCIAL/AFFECTIVE: <b>Cooperation</b> <b>Self-Talk</b>	BASIC COMMUNICATION 0.1.1 0.2.1 0.2.2	FOUNDATIONS Basic Skills F5, F6 Thinking Skills F13 Personal Qualities F15, F16 COMPETENCIES Interpersonal C9, C10, C14 Systems C15, C16

# Learning Strategy Focus

## SELF-TALK

- Self-Talk is an affective strategy; that is, a strategy in which students use affective control to reduce anxiety about performing a task.
- In self-talk students use mental or physical techniques, such as taking a deep breath, to relax and thereby assure themselves that one can complete a learning task.
- Students practice self-talk when they do such things as
  - Take a deep breath
  - Listen to certain kinds of music
  - Take risks
  - Exercise
  - Laugh at their mistakes
  - Invent and use slogans of encouragement
  - Step or sit back from a task for a brief time
- Teachers can help literacy students practice self-talk by
  - Having students take a deep breath when they feel anxious,
  - Playing “background” or “upbeat” music – depending on the students – when students enter the classroom or are copying,
  - Creating a supportive relationship with students in which they may laugh or smile at their own mistakes,
  - Exaggerating physical movements or role-play in a humorous manner,
  - Having students do mild exercises, including stretching.



## Preparation of Students

Before doing this activity, students must have been:

1. Introduced to identifying themselves and others orally in short statements using **my, your, his, her.**

## Teacher Preparation

1. Get the attached Teacher Visuals #1 and #2 (drawings of a man and a woman).
2. Get a long pointer.

## IMPLEMENTATION



**1.** Show Teacher Visuals #1 and #2. Tape them to the board or use overhead transparencies.

**2.** Flatten your hand on your chest and say, “*My name’s*” [teacher’s name]. Then point to the female drawing and say, “*Her name’s Maria.*” (or use another female name) and point to the male drawing and say, “*His name’s Tran* (or another male name).”

**3.** Repeat the sequence, this time only point to the Visuals and have the class make the appropriate statements. Help students as necessary until they sound fairly confident on their own as a class.

**4.** Now point to yourself with your hand about two feet in front of you and help students say, “*Your name’s . . .* [teacher’s name].” Point alternatively to yourself and the two drawings a few times in different sequences. Help students make the appropriate statements.

**5.** Have a volunteer student (S1) come to front of room and look at the teacher.

**6.** Look at the S1. Point to each drawing, the student, and finally yourself as you say the appropriate identifying statement.

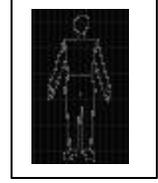
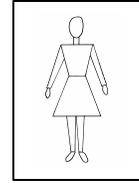
**7.** Change places and reverse roles. Then have S1 look at you and repeat the exercise but in a different order.

**8.** Have S1 take your place and role and have a second volunteer (S2) take S1’s former place and role. Have S1 and S2 do the exercise then reverse places and roles.

**9.** Have a third student, S3, join the pair of students and do the exercise while looking directly at S1. Then have each student do the exercise in a different order. Encourage the students to cooperate by helping each other.

**10.** Have a fourth student join the other three and practice the exercise.

# TOPIC COMPETENCY #1



**Visuals** (see following pages)

**11.** Invite a new group of four students to take the place of the original four. Have each student introduce himself or herself. Then have one student face another and begin the exercise of identifying each student and themselves in complete sentences. Continue the exercise until the group is fairly confident and can correct themselves individually and as a group. Have students take a deep breath or step back a moment when they have difficulty remembering names, other words or the correct grammar.

**12.** Invite a third group up to do the exercise with maximum cooperation and minimal teacher involvement. Again, have students take a deep breath or step back for a moment if they freeze in the task.

**13.** Divide the class into groups of four and have them cooperate to practice the exercise in different orders.

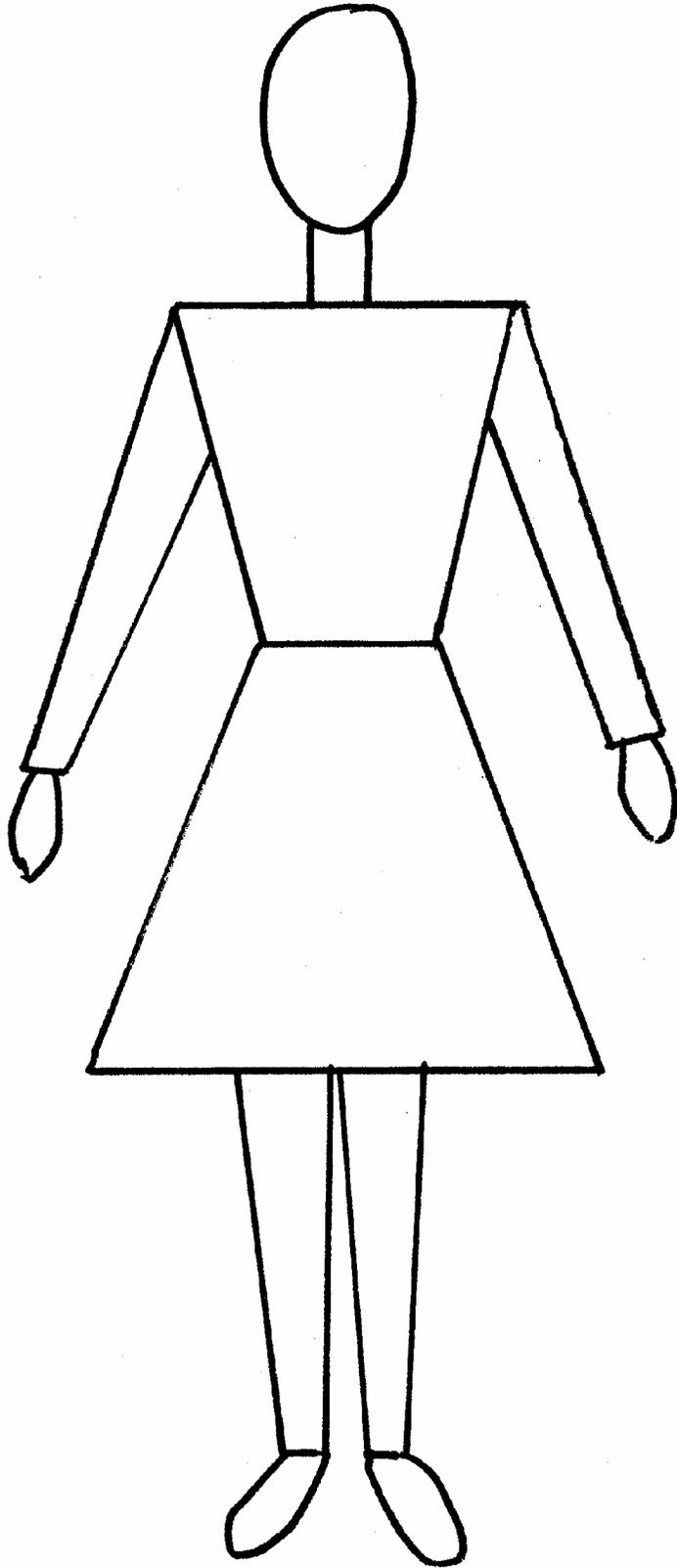
**14.** Circulate around the room to monitor students' pronunciation, grammar, and appropriate eye contact (e.g., so that one student doesn't look at another and say **his** or **her** when they mean **your**.)

**15.** Have students switch partners after about 5 minutes.

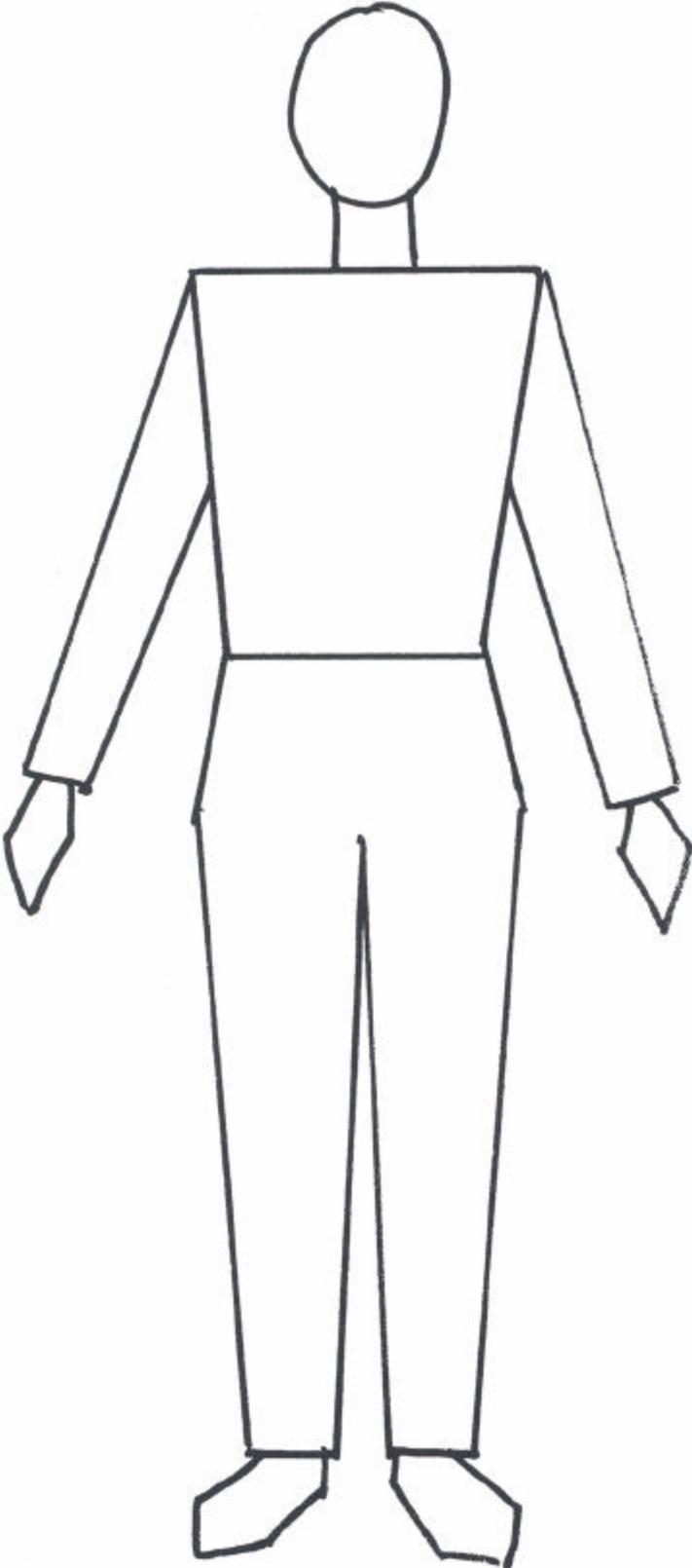
**16.** End the activity by having one student from each group introduce themselves and each member of the group to you. Have each student who introduces his or her group pause and take a deep breath before beginning the task.

## FOLLOW-UP ACTIVITY

Teach students how to read the words and sentences in Sample Activity #1. Refer to Sample Activities #2 (page 32) for techniques of teaching reading.



Saying "My name."



**Topic Competency #1**  
Saying "My name."  
**(50-01-58)**

**Teacher Visual #2**

	<h2 style="margin: 0;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #2</h2> <p style="margin: 0;"><i>Reading “My name.”</i></p>
	<p><b>Objective:</b> Develop reading proficiency through phonemic awareness and phonics by reading about names using the simple present of <b>be</b>.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Learning Strategy Focus:</b> Selective Attention</p>

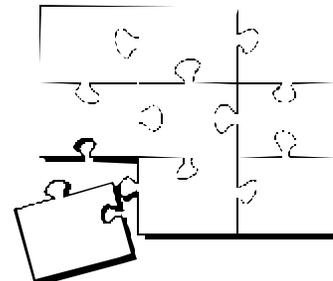
<b>COURSE OUTLINE COMPONENTS</b>		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE a. Reading: Demonstrate comprehension of manuscript that represent previously learned oral language.  17. Demonstrate phonemic awareness by associating vowel and syllable sounds with individual letters and combinations of letters in words.	I. PERSONAL INFORMATION 2. Read about personal information listed in Minimal Competency #1. [a. name (first, middle, last)]	VERB STRUCTURES <b>1a</b> (present simple of <b>be</b> ) OTHER SENTENCE ELEMENTS <b>4, 5c/d</b> (nouns, pronouns) SENTENCE PATTERNS <b>11, 12, 13</b> (simple affirmative and negative statements)

<b>EDUCATIONAL AND GOVERNMENTAL GUIDELINES</b>		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Transfer <b>Selective Attention</b> COGNITIVE: Resourcing Imaging SOCIAL/AFFECTIVE: Cooperation Self-Talk	BASIC COMMUNICATION 0.1.2 0.2.1 0.2.2	FOUNDATIONS Basic Skills F1, F5, F6 Thinking Skills F10 Personal Qualities F13, F15, F16 COMPETENCIES Interpersonal C9, C10, C14 Systems C15, C16

# Learning Strategy Focus

## SELECTIVE ATTENTION

- Selective Attention is a metacognitive learning strategy; that is, a strategy in which students think about and evaluate how they are learning.
- In selective attention, students decide to pay attention to specific aspects of language or situational details in a learning task.
- Students can selectively attend to specific aspects of such things as
  - Pronunciation
  - Grammar
  - Listening or reading input
  - Location, gestures, or larger physical movements (e.g., backing away from someone who is culturally too close)
  - Social context
- Teachers can help literacy students learn to pay selective attention by
  - Reducing visual distractions,
  - Simplifying listening input,
  - Having students note or respond to specific details in a listening or reading activity,
  - Having students respond orally or physically to specific gestures, larger physical movements or to the location of objects or people.



## Preparation of Students

Before doing this activity, students must be able to:

1. Intelligibly state their own name with appropriate stress and intonation in the sentence, **My name's . . .**

## Teacher Preparation

1. Use butcher paper, a chalkboard or overhead projector to display attached word chart.
2. Make a class set of word charts. (Teacher Visual #3)
3. Get the attached Teacher Visuals #1 (drawing of a bee), #2 (drawing of a snake) and #3 (word chart).
4. Get a long pointer.

# IMPLEMENTATION



**1.** Post the large word chart (Teacher Visual #3). As a pre-assessment, determine which students, if any, have some reading ability: use a pointer to point to individual words on the word chart and by gesturing for students to read aloud. (Avoid pointing to the 's for the moment.)

NOTE: Demonstrate your understanding of what students can read by smiling, nodding your head or by using gentle expressions such as “*Mhmm*”, “*Uh huh*”, or “*Yes.*” If there are students who have some reading ability, use them to model sound/letter correspondences throughout the activity as well as throughout the remainder of the course.

**2.** Using the word chart again, cover the <m> in **my** with your hand or a piece of paper and point to the letter <y>. (Covering distractions helps students learn to practice selective attention and in this instance the literacy skill of backwards buildup.) Have students say the sounds of the <y>, i.e., the same sound as the word **I** or **eye**.

**3.** Now uncover the <m> and move the pointer from left to right over the <m> and the <y> for all students to read the word **my**.

If students say “*em*” for the letter <m> followed by the sound for <y>, model **my** as one word or set of sounds. Repeat steps #2 & #3 as needed.

**4.** Have a volunteer student, S1, come to chart. Do steps #2 and #3 above with S1. Switch places and roles with S1 and have S1 repeat steps #2 and #3 as you orally respond. (If the student covers only the <y>, shake your head to signal “no” or move the student’s hand so that it covers only the consonant.)

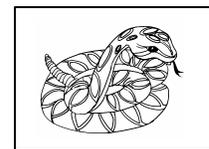
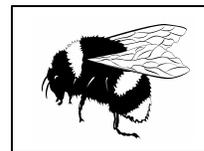
**5.** Have a second student, S2, take your place and have S1 repeat the exercise with S2. Then have S1 and S2 switch places and roles.

**6.** Have another pair of students, S3 and S4, do the exercise, including switching places and roles.

**7.** Divide the class into pairs of students and hand out a copy of the word chart to each pair. Have students practice the exercise in pairs as you circulate around the room to assess and assist as needed. Have more proficient students help less proficient ones.

## TOPIC COMPETENCY #2

name your my  
his her is 's



**Visuals** (see following pages)

**8.** Have students focus again on the class display of Teacher Visual #3. Introduce the oral decoding of name in a similar manner as you did with **my**: Cover the <n> for students to pronounce <ame> as the word **aim**. Then, cover the letters <n> and <me> and have students read the <a> as in the alphabetic name of the letter. Repeat these steps as necessary in order to selectively focus students' attention of parts of the words. Then cover only the <n> and move the pointer from left to right over the letters <ame> for students to read the sounds as in **aim** again. Next, cover the letters <me> and move the pointer over the letters <na> for students to read the sounds as in the word **nay**. Finally, move the pointer over the entire word for students to read **name**. (Note: As students have difficulties, go back to parts of the activity where they were successful and start there. Use more competent students as models and as assistants.)

**9.** Have students practice #8 above in pairs. Circulate around the room to assess and assist as necessary.

**10.** Have students look again at the posted word chart. Introduce the combined sound of 's by showing the attached drawing of a bee. Gesture for students to make the sound of a bee. If they do not, then model it. (If students do not vibrate their vocal cords to make the sound and, thus, only hiss, show them the attached drawing of a snake to illustrate the contrast between hissing and buzzing.) When students have the buzzing sound, connect the bee and 's by pointing first to the bee (having students make the sound) and then the 's and having them make the same sound.

**11.** Point to the 's for students to read aloud. Then review steps #8, #10 and #2 and #3 in that order so that students practice a backwards buildup of reading **My name's**. Then have a student come to the word chart and read as you point to **My name's** using buildup. Switch places and roles with the student. Finally, have two or more pairs of students take turns pointing and reading.

**12.** End the activity by rapidly pointing to words **My name's** in the normal left to right order for the entire class to read.

## FOLLOW-UP ACTIVITY

Give oral dictation of the different words and parts of words studied in the activity. A later activity would be to introduce **her**, **your** and **his** in the demonstrated in this activity. Note that students will be able to transfer the <h> of **her** to the <h> of **his** and the <er> of **her** to the <our> sound of **your**. Even later, have students copy the words they have learned to read.

**name your my  
his her is 's**

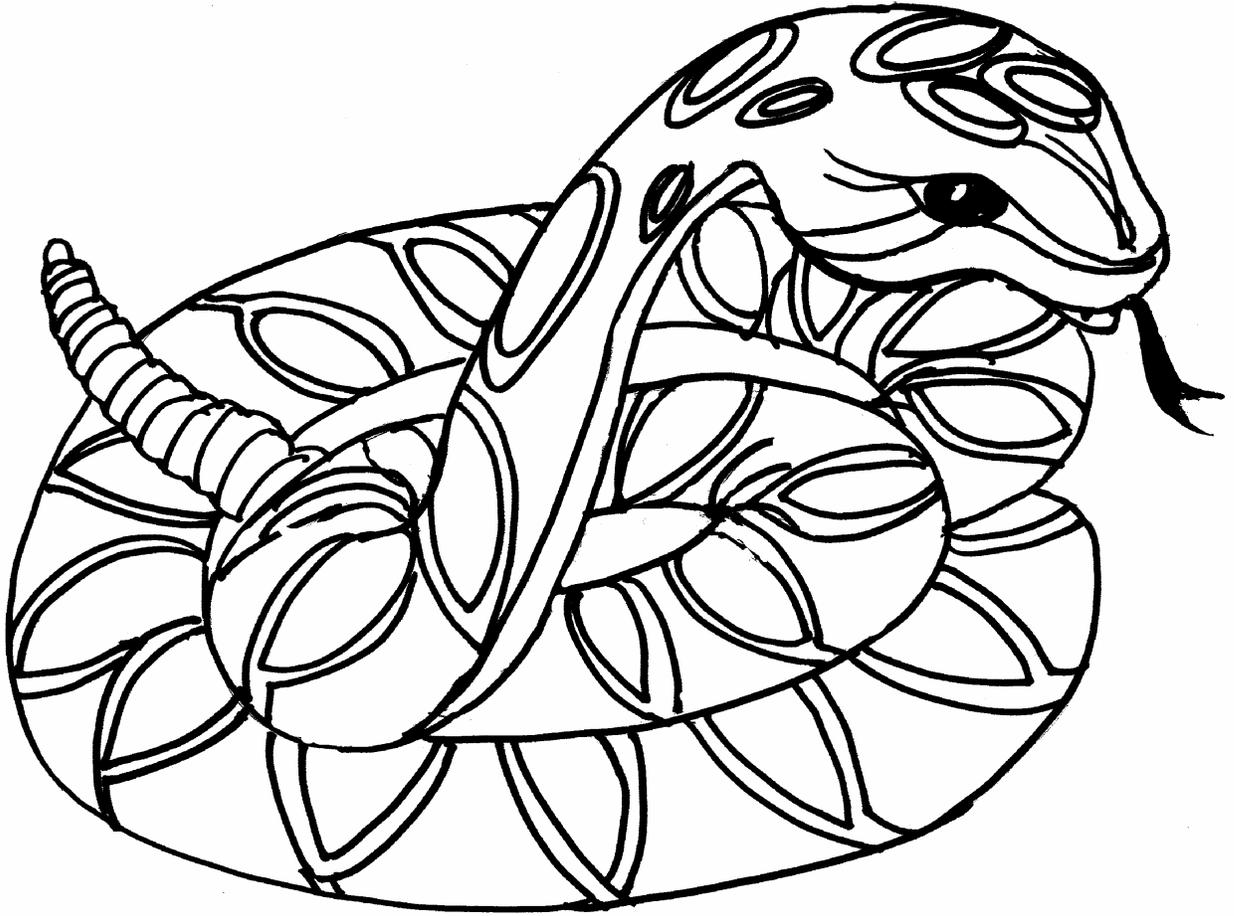


Topic Competency #2  
Reading "My name."

(50-01-58)

Teacher Visual #2





	<h2 style="margin: 0;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #3</h2> <p style="margin: 0;"><i>Copying "My name."</i></p>
	<p><b>Objective:</b> Develop writing proficiency by copying personal information using correct alignment and spacing of letters.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Learning Strategy Focus:</b> Resourcing</p>

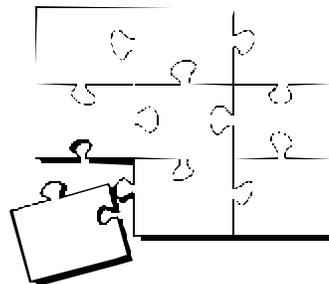
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE A. Writing 23. Demonstrate knowledge of conventions of writing (i.e., legible letter formation, writing from left to right, alignment to horizontal lines, and appropriate spacing between letters, words . . . 25. Write previously learned words . . .	I. PERSONAL INFORMATION 2. Write about personal information listed in Minimal Competency #1. a. Write by copying	VERB STRUCTURES <b>1a</b> (present simple of <b>be</b> ) OTHER SENTENCE ELEMENTS <b>4, 5c/d/e</b> , (nouns, pronouns) SENTENCE PATTERNS <b>11, 12, 13</b> (affirmative statements)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: <b>Resourcing</b> Selective Attention COGNITIVE: Resourcing Induction SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.2.1 0.2.2	FOUNDATIONS Basic Skills F1, F2, F5, F6 Thinking Skills F10 Personal Qualities F13, F15, F16 COMPETENCIES Interpersonal C9, C10, C14 Systems C15, C16

# Learning Strategy Focus

## RESOURCING

- Resourcing is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- In resourcing, students use references in or about the target language.
- Students may resource such things as
  - Objects
  - Pictures
  - Word banks or charts
  - Textbooks
  - Picture dictionaries
- Teachers can help literacy students learn to practice resourcing by
  - Using realia that students manipulate or talk about.
  - Posting pictures to talk or write about,
  - Posting charts of words to ease memory, to help create mental images of words, to use in the constructing sentences, or for oral or visual dictation,
  - Posting punctuation signs for writing reference,
  - Providing sets of rubber or plastic letters for students to serve as tactile models.



## Preparation of Students

Before doing this activity, students must be able to:

1. Read aloud and understand the sentence **My name's . . .** or **My name is . . .** followed by their own name, the teacher's and a few simple names of student. Knowledge of the difference between lower case and upper case letters is not necessary for this activity.

## Teacher Preparation

1. Get Teacher Visual/Student Handout #1 (large letters) and Teacher Visual #2 (small letters).
2. Get an overhead projector (best), table or other large, flat surface that all students can see; string; and plastic, rubber or the cutout letters from Teacher Visual #2.
3. Make copies of Teacher Visual/Student Handout #1 and cut out sets of letters (one set per pair of students in the class). Cut out the capital <M> only if you have already taught the upper and lower case letters. You could also use the apostrophe with more advanced students. Except for the letter <y>, you may want to cut out the letters in blocks rather than attempting to cut out all the holes and spaces within the letters.
4. Get a chalkboard, white board or butcher paper.

# IMPLEMENTATION



1. Write **My name is . . .** (add your own name) on a chalkboard, white board, or butcher paper and have students read aloud. Substitute a student's name for that student to read the sentence aloud. Substitute other students' names to continue the reading practice.

2. Place the cutout letters in the correct order, but at different heights and without spaces between them, on the overhead projector or other flat surface so all students can see, e.g., **m am is**  
**yn e**

3. Stretch a 12" or so length of string underneath the letters. Use the string to slowly push up the letters until they are aligned on the string, e.g., something like **m<sup>y</sup> name is**.

4. Remove the string, then look at the class and say, "Look," as you slowly and deliberately move the <y> down so the tail of the letter is below the line of the other letters. Then lay the string over the tail of the <y> and under the other letters. The letters should appear in correct alignment as if on a lined piece of paper.

5. Place the letters out of alignment again but in a different pattern of raised and lowered letters and repeat the demonstration.

6. Place the letters out of alignment again and have a volunteer (S1) come up and use the string as in the demonstration. Make certain S1 places the <y> and the string correctly.

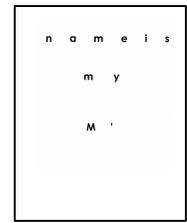
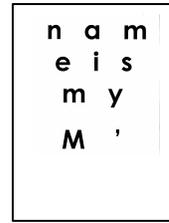
7. Have a few pair of students do the demonstration: Have one student misalign the letters and have the other align them.

8. After the last student aligns the letters, space the letters apart into words: **my name is**.

9. Have the same pair of students repeat the entire demonstration, adding the spacing of the letters into words. Have a few more pairs of students repeat complete demonstration.

10. Draw a line on a chalkboard, whiteboard or butcher paper and have a student copy **my name is** on it while looking at the aligned and spaced letters on the overhead projector or other flat surface.

## TOPIC COMPETENCY #3



**Visuals** (see following pages)

**11.** Point out any differences between what the student copies and the demonstration letters. Have the student make any corrections and copy the corrected sentence for the class to see.

**12.** Hand out lined paper and have students use the displayed words as a resource to copy and check their own work individually and in pairs. Circulate around the room to assess and point out any discrepancies between the model sentence and what they copy.

## FOLLOW-UP ACTIVITY

Introduce **her**, **your** and **his** in the same manner as demonstrated in this activity. Cut out letters for the teacher's and students' names and practice alignment and spacing. Cut out sets of lower and upper case letters for students to match and appropriate place in the sentences. Refer to Sample Activities #2 for techniques of teaching reading.

**n a m**

**e i s**

**m y**

**M ,**

**n a m e i s**

**m y**

**M ’**

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #4</h2> <p style="text-align: center;"><i>Scanning for words on a form.</i></p>
	<p><b>Objective:</b> Increase reading proficiency by scanning personal information forms that use nouns such as <b>name</b> and adjectives such as <b>first, middle, and last.</b></p> <p><b>Time:</b> 30-45 minutes</p> <p><b>Learning Strategy Focus:</b> Transfer</p>

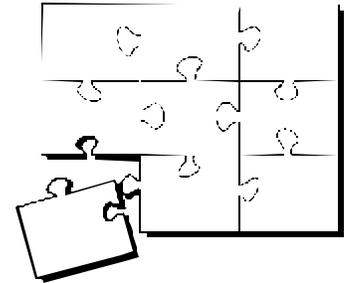
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE A. Reading 17. Scan lists and forms for specific information.	II. PERSONAL INFORMATION 4. Read and complete personal information forms. a. Scan for specific information.	IMPERATIVE MODE 2 (common commands) OTHER SENTENCE ELEMENTS 6 (adjectives)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention Self-Monitoring COGNITIVE: <b>Transfer</b> Resourcing SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.2.2	FOUNDATIONS Basic Skills F1, F5 Thinking Skills F13 Personal Qualities F16 COMPETENCIES Information C5, C7 Systems C15, C16

# LEARNING STRATEGY FOCUS

## TRANSFER

- ❑ Transfer is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- ❑ In transfer, students use previously acquired knowledge or skills to facilitate learning in another situation. (Positive or negative transfer through translation is not addressed in this course outline.)
- ❑ Students can positively transfer such things as
  - Knowledge and skills about producing sounds,
  - Knowledge and skills about decoding words (relating sounds to combinations of letters),
  - Knowledge and skills about the conventions of reading (e.g., reading from left to right in English) and writing (e.g., standard alignment and spacing of letters),
  - Knowledge and skills about formal and informal social situations.
- ❑ Teachers can help literacy students learn to practice transfer by
  - Having students combine previously learned vowel sounds with different consonant combinations to produce different words (e.g., substituting <m> in the known word **me** with <h> or <sh> to produce **he** and **she**.)
  - Having students read new words based on their knowledge of other words,
  - Having students copy new words that contain letters they have copied in other words,
  - Have students choose and read the appropriate greeting (e.g., “*Hi!*” or “*Good evening, sir.*”) or leave-taking (e.g., “*See ya!*” or “*Good night, madam.*”) in a dialogue, depending upon the social situation.



## Preparation of Students

Before doing this activity, students must be able to:

1. State & ask about first, middle and last names
2. Read aloud and comprehend the words **name**, **first**, **middle** and **last**.
3. Recognize a sample of a school registration form and understand its purpose.

## Teacher Preparation

1. Make a poster-size chart of words for the lesson and handouts of the same. (See Teacher Visual #1.)
2. Get an overhead projector and transparencies or make posters of two basic personal information forms with different name formats and handouts of the same. (See Student Handout #1.)
3. Get a blank school registration form for each student.
4. Get a long pointer

# IMPLEMENTATION



**1.** Display the prepared chart of personal information words. Review the words **name**, **first**, **middle**, and **last** by dictating the words one at a time for different student volunteers to find and point to with a pointer. Have other students help locate the words, if necessary, by having them give directions such as “up,” “down,” “left,” “right,” “yes,” “no.”

**2.** Present the information form poster or overhead transparency, exposing only the first form (**first name**, **middle name**, **last name**.) Give students about 30 seconds to look at it.

**3.** Position the word chart as close as possible to the information form transparency display or poster. Gesture to students to look at both the word chart and the form. Stand aside and give students another 30-60 seconds to do this.

**4.** Standing to the side of both the word chart and the form, point to the word **first** on the word chart with the pointer and gesture for the students to read it aloud. Point to the word **first** on the information form display and gesture for the students to read it aloud. This step guides students toward transferring their knowledge of previously studied words to a new context (the personal information form).

**5.** Have a student volunteer (S1) stand to the side of both the word chart and the form. Gesture for the class to be silent.

**6.** Point to a word on the word chart. Pass the pointer to S1 and gesture toward the information form. Have S1 scan the form for the same word and point to it.

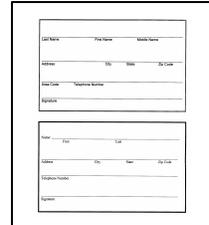
**7.** Reverse roles with S1. Gesture for S1 to point to a word on the word chart and repeat Step 6 with the roles reversed.

**8.** Have a second student (S2) take your place. Have S1 and S2 repeat Steps 6 and 7.

**9.** Have another pair of students, S2 and S3, do Steps 6 and 7 with different words.

**10.** Have all the students form pairs. Distribute handouts of the word chart and the information forms to each pair. Have students practice the exercise in pairs as you walk around the room to assess and assist as needed.

# TOPIC COMPETENCY #4



**Visuals** (see following pages)

**11.** As each pair of students masters this exercise, collect their information form handout and replace it with an authentic school registration form. Have the pair continue to practice with the word chart and the authentic form. In this way students transfer what they have learned from two forms to a third one.

## FOLLOW-UP ACTIVITY

Have students identify words from oral rather than visual prompts.

state first city code

name last

zip area telephone

middle number

Last Name			First Name		Middle Name	
Address			City		State	Zip Code
Area Code		Telephone Number				
Signature						

Name: _____						
First			Last			
Address			City		State	Zip Code
Telephone Number						
Signature						

	<p><b>SAMPLE ACTIVITIES for TOPIC COMPETENCY #5</b>  <i>Speaking with rising intonation as a clarification strategy.</i></p>
	<p><b>Objective:</b>          Increase listening and speaking proficiencies by requesting clarification using rising intonation and days of the week.  <b>Time:</b> 30 minutes  <b>Learning Strategy Focus:</b> Questioning for Clarification</p>

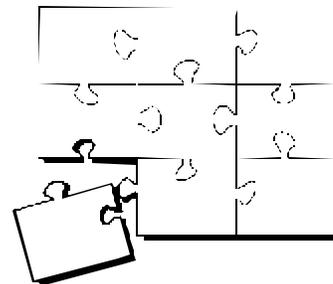
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. ORAL LANGUAGE B. Speaking 10. Use simple strategies to check for understanding.	II. SOCIAL/CULTURAL INTERACTION 5. Initiate and respond appropriately in structured social/cultural interactions. k. Initiate and respond to simple clarification strategies ii. Check for understanding by repeating a topic word.	OTHER SENTENCE ELEMENTS <b>4a</b> (proper and common nouns) SENTENCE PATTERNS <b>11a/c</b> (questions); <b>13</b> (simple affirmative and negative statements)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention Self-Monitoring COGNITIVE: Induction Contextualizing SOCIAL/AFFECTIVE: <b>Questioning for Clarification</b> Cooperation	BASIC COMMUNICATION 0.1.2 0.1.5	FOUNDATIONS Basic Skills F5, F6 Personal Qualities F13, F15, F16 COMPETENCIES Information C5, C7 Interpersonal C14 Systems C15, 16

# Learning Strategy Focus

## QUESTIONING FOR CLARIFICATION

- o Questioning for clarification is a social strategy; that is, a strategy in which students interact with each other to promote learning.
- In questioning for clarification, students may ask for repetition, different wording, verification, and examples or may pose questions to themselves.
- Students question for clarification about such things as
  - Pronunciation
  - Meanings of spoken words
  - Instructions and directions
  - Gestures
  - Written text
- Teachers can help literacy students learn to question for clarification by
  - Teaching students question formation;
  - Teaching students vocabulary specific to questioning for clarification;
  - Designing simple oral, written and physical contexts that require students to question for clarification in order to complete a task.



## Preparation of Students

Before doing this activity, students must be able to:

1. Say, understand and read days of the week and their simple abbreviations.
2. Understand and read the word **test**.

## Teacher Preparation

1. Post Teacher Visual #1 on the board or make an overhead transparency and display it on an overhead projector.
2. Replicate a calendar grid similar to Student Handout #2 on the board or butcher paper.
3. Make a copy (*not* back-to-back) of Student Handout #1 and #2 for each pair of students.
4. Cut out the drawing of a question mark from each copy of Student Handout #1 and give one to each pair of students.

# IMPLEMENTATION



**1.** Point to the calendar grid on the board or other display. Ask students, “*What day is today?*” Put a checkmark on the board over the current day. (**Tuesday** will be our example here.)

**2.** Write a question mark under the **Tuesday** and ask, “*What day is today? Tuesday?*” Model rising intonation to question for clarification. The students should answer, “*Yes.*” Even if they don’t, model the response, “*Yes, Tuesday.*” Erase the question mark.

**3.** Write a new question mark under a different day (e.g. **Monday**) and ask, “*Monday?*” Students should answer, “*No.*” After the students answer, say, “*No, Tuesday.*” Erase the question mark. Repeat this step with the remaining days of the week, but periodically go back to Tuesday to practice to practice the positive response.

[If students have difficulty with intonation, have them say/sing “*la la?*” (use rising intonation) for a question and “*la la.*” (use falling intonation) for a statement for each day of the week. Note: Saturday has three syllables.]

**4.** Check student understanding by repeating Step 3 with individual students.

**5.** Reverse roles with students. Repeat Steps 2 and 3 by writing the question marks and gesturing for the class to ask questions for you to answer.

**6.** Have pairs of students come to the board and practice.

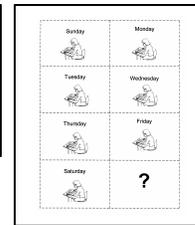
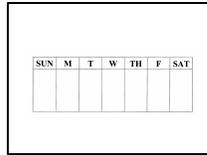
**7.** Post Teacher Visual #1 (test-taker) on the grid under the **Thursday** heading. Say, “*Test Thursday.*” Check comprehension by asking students, “*Test Thursday?*” Prompt students to say, “*Yes, Thursday.*”

**8.** Write a question mark under Sunday’s heading and ask, “*Sunday?*” Allow students to answer. Then say the appropriate answer (“*No, Thursday.*”) Erase the question mark and write a question mark under another day (not **Thursday**) and say the day with rising intonation. Have students respond on their own this time. Repeat this procedure with the remaining days of the week and end by asking, “*Thursday?*” so students will say, “*Yes, Thursday.*”

**9.** Repeat Step 7, but this time, have individual students respond.

**10.** Reverse roles. Have a student put the test-taker visual on a different day, then write question marks and ask all the different possible questions for you to answer.

## TOPIC COMPETENCY #5



**Visuals** (see following pages)

**11.** Have two student volunteers come to the board. Give the chalk to one student to indicate that the student should write the question marks. Have the students do Step 10 with each other. Then have the students reverse roles and repeat Step 10 again. Have a few more pairs of volunteers perform the exercise.

**12.** Group students into pairs. Give one student in each pair, S1, a set of cut out test day drawings from Student Handout #1. Have all students put the test day drawings face down in a pile. Give the other student in each pair, S2, the question mark drawing and a copy of Student Handout #2 (calendar grid.) Have each S2 position the calendar so both partners can see it.

**13.** Gesture for all students to remain silent. Use a pair of students to demonstrate the following exercise for the class. Have one of the pair, S1, take the top test day drawing from the pile and hold it so the other student, S2, can't see it. Gesture again for students to remain silent as you show S1's drawing to the class but not to S2. Give S2 a copy of the

question mark to place under any day on the large class calendar grid and ask, for example, "Monday?" Have S1 answer. If the answer is negative, have S2 move the question mark to a different day on the grid and ask about that day. Continue until S1 gives an affirmative answer. Then have S1 show the test day drawing to S2. Repeat the demonstration with S1 and S2 in reversed roles. Repeat with a few other pairs of students but do not show the test day drawing to the class.

**14.** Have all students do the exercise in their own pairs.

**15.** Circulate around the room to assist students and assess student performance.

## FOLLOW-UP ACTIVITY

Have students practice this same learning strategy of clarifying information with personal data (i.e. birth dates, telephone numbers), class and break times (8:00, 10:30, etc.) or to direct each other in putting stickers and/or labels for holidays and school events on their own calendars.



**Sunday**



**Monday**



**Tuesday**



**Wednesday**



**Thursday**



**Friday**



**Saturday**



**?**



<b>SUN</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>SAT</b>

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #6</h2> <p style="text-align: center;"><i>Saying the time.</i></p>
	<p><b>Objective:</b> Increase listening, speaking and reading proficiencies by reading aloud the time (exact hours, e.g., 1:00, 2:00) using numerals.</p> <p><b>Time:</b> 30-45 minutes</p> <p><b>Learning Strategy Focus:</b> Induction</p>

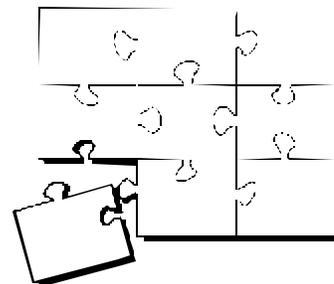
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. ORAL LANGUAGE B. Speaking 7. In everyday contexts, use: <ul style="list-style-type: none"> <li>• simple numbers</li> <li>• words</li> <li>• phrases</li> <li>• statements</li> </ul>	II. SOCIAL/CULTURAL INTERACTION 6. Communicate about time. <ol style="list-style-type: none"> <li>a. State and ask about the time of day and read and write time in analog and digital forms.</li> </ol>	VERB STRUCTURES <b>1</b> (simple present of to be) OTHER SENTENCE ELEMENTS <b>5d</b> (cardinal numerals; <b>9</b> (Nonreferential <b>it</b> ))

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention COGNITIVE: <b>Induction</b> Deduction Contextualizing Imaging SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.1.1 0.1.6	FOUNDATIONS Basic Skills F1, F2, F5, F6 Personal Qualities F13, F15, F16 COMPETENCIES Information C7 Systems C15, C16

# Learning Strategy Focus

## INDUCTION

- o Induction is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- In induction, students discover or become aware of a rule as a result of discovering a pattern of linguistic or physical behavior.
- Students may induce patterns or rules related to such things as
  - Pronunciation
  - Grammar
  - Location, gestures, or larger physical movements (e.g., the accepted distance between two speaks of English)
  - Vocabulary appropriateness
  - Speaking or writing style
  - Listening or reading comprehension
- Teachers can help literacy students learn to induce by presenting them with numerous activities in which students are challenged to discover a pattern or rule. Such activities include,
  - Having students reason that oral commands are connected to certain physical actions by observing how others respond to commands given by a teacher or other student,
  - Having students determine when they are pronouncing correctly or are using the correct vocabulary by observing the teacher or students' responses to their commands,
  - Having students reason that certain letters extend below the line by observing the teacher consistently place rubber or plastic letters such as <g>, <j> and <y> appropriately on a string that represents a line on a paper,
  - Having students reason that **his** refers to males and **her** refers to females by listening and observing the teacher use the appropriate word when introducing students to the class.



## Preparation of Students

Before doing this activity, students must be able to:

1. Say and write cardinal numerals 1-12.
2. Demonstrate understanding of and say the word **clock**.

## Teacher Preparation

1. Get a long pointer.
2. Cut out the centers of Teacher Visuals #1 and #2 (clocks).
3. Post Teacher Visuals #1, #2 and #3 (large dot and clock) on the board.

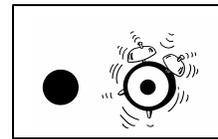
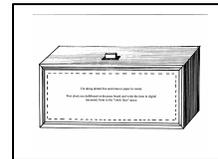
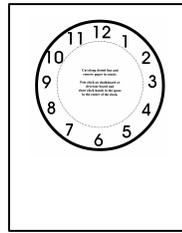
# IMPLEMENTATION



- 1.** Point to the clocks on Teacher Visuals #1, #2, and #3. Ask students to identify the objects to establish that they are clocks.
- 2.** Have students take about 20 seconds or more to look at all the different clocks.
- 3.** Go to the digital clock on Teacher Visual #1 and draw a **2** on the left side of the cutout area. Go to the analog clock on Teacher Visual #2 and draw an hour hand that points to the **2** in the cutout area. Point to the **2** on one clock, then the other clock, then both clocks. Have students say the number as you point to each clock.
- 4.** Point to the **2** and say, “*Two.*” Then quickly point to the dot in Teacher Visual #3 (the large dot and the clock) as you pronounce the <o> in o’clock, and finish by pointing to the clock in Teacher Visual #3 as you say “*clock.*” (Note that the letter <o> in **clock** has the sound of <a> in **above**.) Repeat the sequence, but more quickly.
- 5.** Point to the number **2** on the analogue clock and continue by pointing to the dot and the clock. Invite the class to say, “*two o’clock.*” Repeat this with other hours, e.g., 6:00, 8:00, 1:00. Have student volunteers take turns with the pointer, pointing to the dot and the clock at the appropriate moment while the class says, “*two o’clock.*”

- 5.** Return to the digital clock and draw **:00** to the right of the **2**. Ask for a volunteer to read the time aloud. If no students can answer correctly, say “*two o’clock*” yourself. Return to the analog clock on Teacher Visual #2 and draw a minute hand that points to **12**. Ask for a volunteer to read the time aloud or say “*two o’clock.*”
- 6.** Repeat Steps 3 through 5 with the time 3:00, then again with 4:00. Give students sufficient examples to be able to induce the pattern of using *o’clock* with on the hour time expressions. (See Activity #15 for another example of an activity that requires induction.)
- 7.** Change the two clocks to on Teachers Visuals #1 and #2 to **5:00**. Give students a moment to think. Have student volunteers read the time aloud. Repeat this step with **6:00** and **7:00**.
- 8.** Erase the hour indicators on both clocks (leaving in place the digital **:00** and the analog minute hand.) Have three student volunteers (S1, S2, and S3) come to the board. Position S1 near the digital clock, S2 near the analog clock, and S3 near Teacher Visual #3 (dot and clock).

## TOPIC COMPETENCY #6



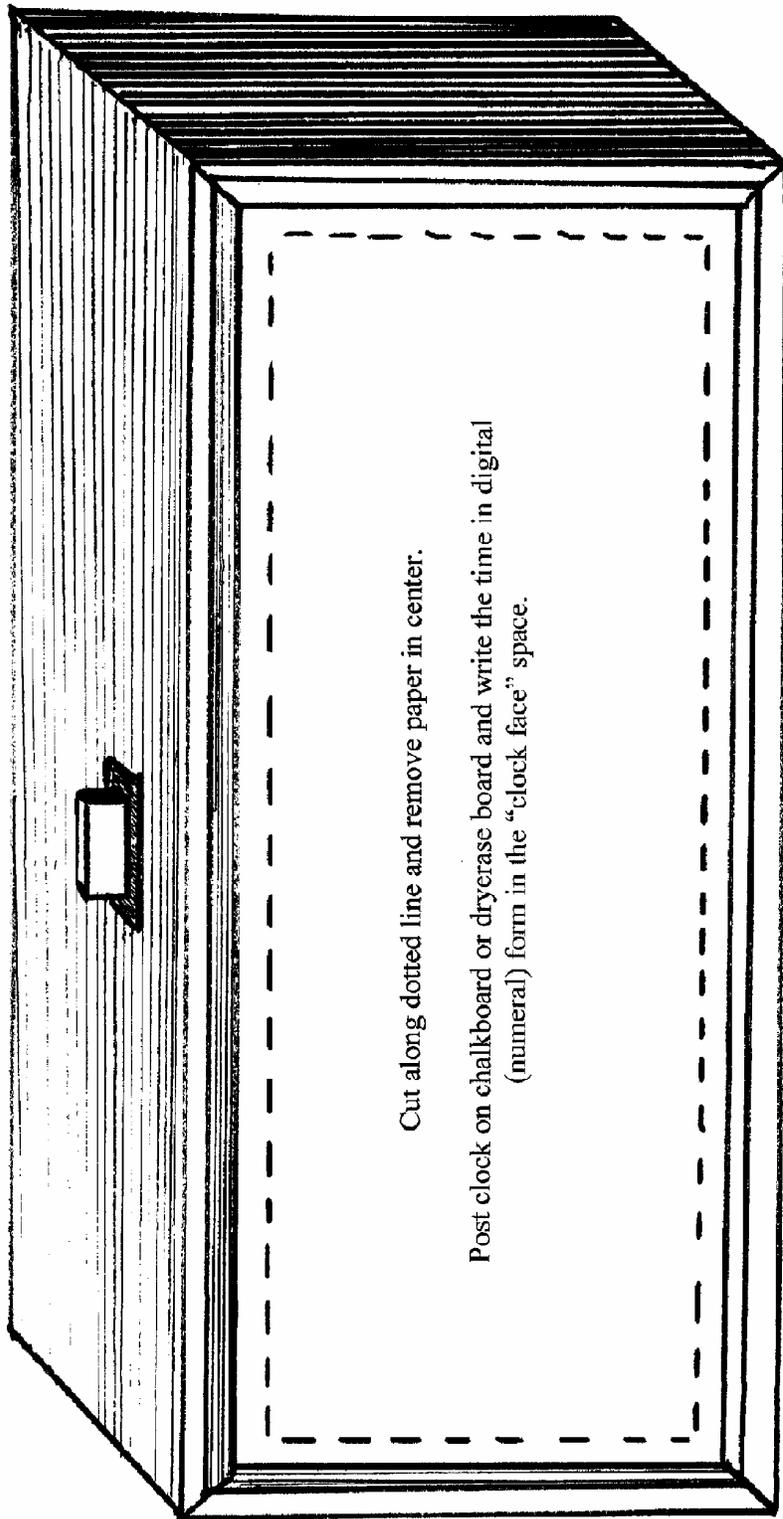
**Visuals** (see following pages)

**9.** Have S1 select a number between one and twelve and write the numeral on the digital clock. Then have S2 draw the hour hand for the same hour on the analog clock. Have S3 point to the number on the analogue or digital clock followed by the visual symbols for **o'clock** (in this activity). Gesture for the class to read aloud. Have S1, S2, and S2 rotate positions and take a turn at the board in all three roles.

**10.** Repeat Step 9 with different trios of students until all students have had a turn at the board in all three roles (using all 12 hours on the clocks.)

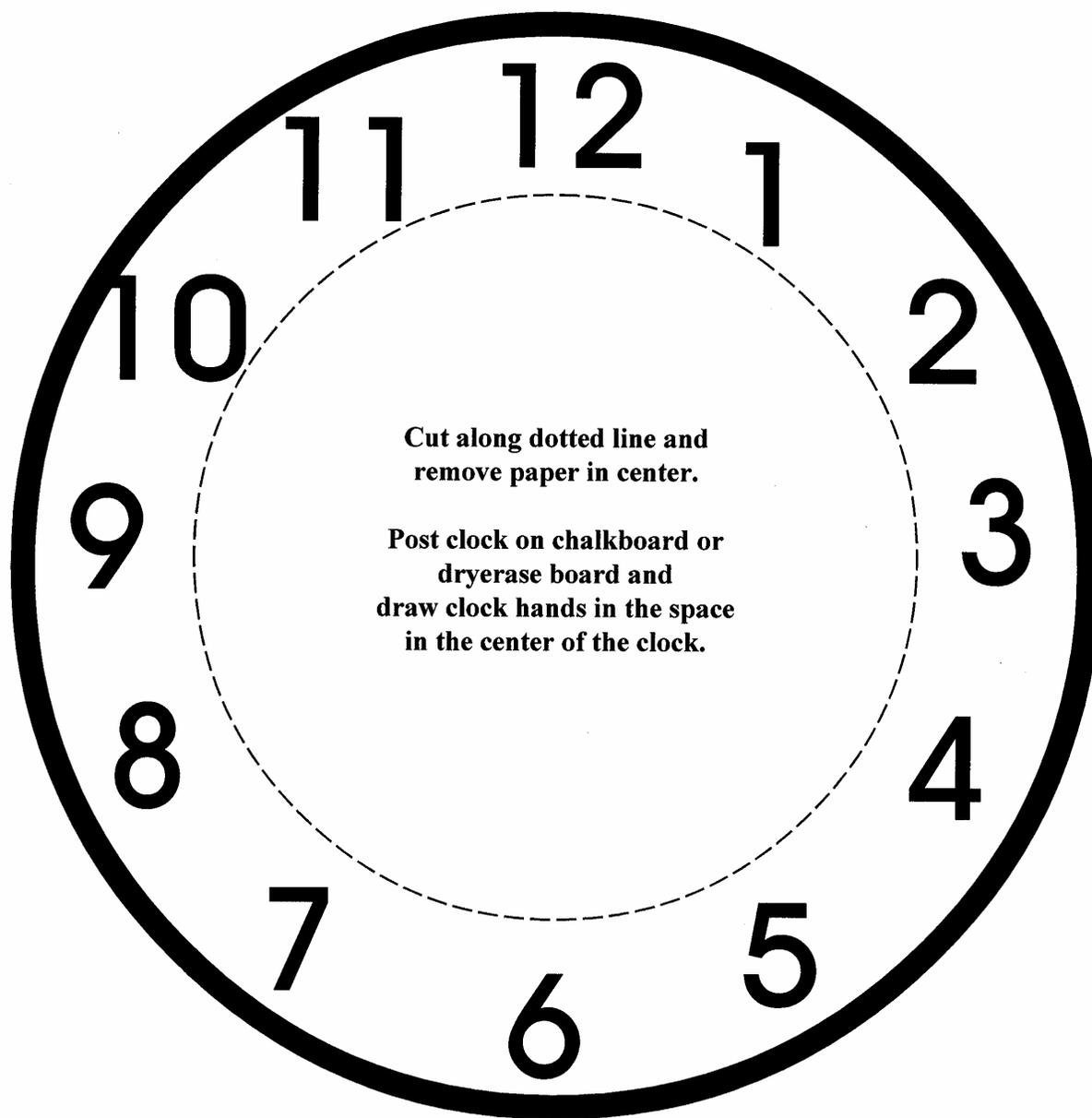
## FOLLOW-UP ACTIVITY

Have students look at analog clock pictures of the times used in this activity and write the time using numerals. Follow this with an oral dictation: Say or have a student volunteer say the times aloud and have the class draw the hands in the appropriate positions on pictures of analog clocks or write the times in numerals.



**Topic Competency #6**  
**Saying the time.**

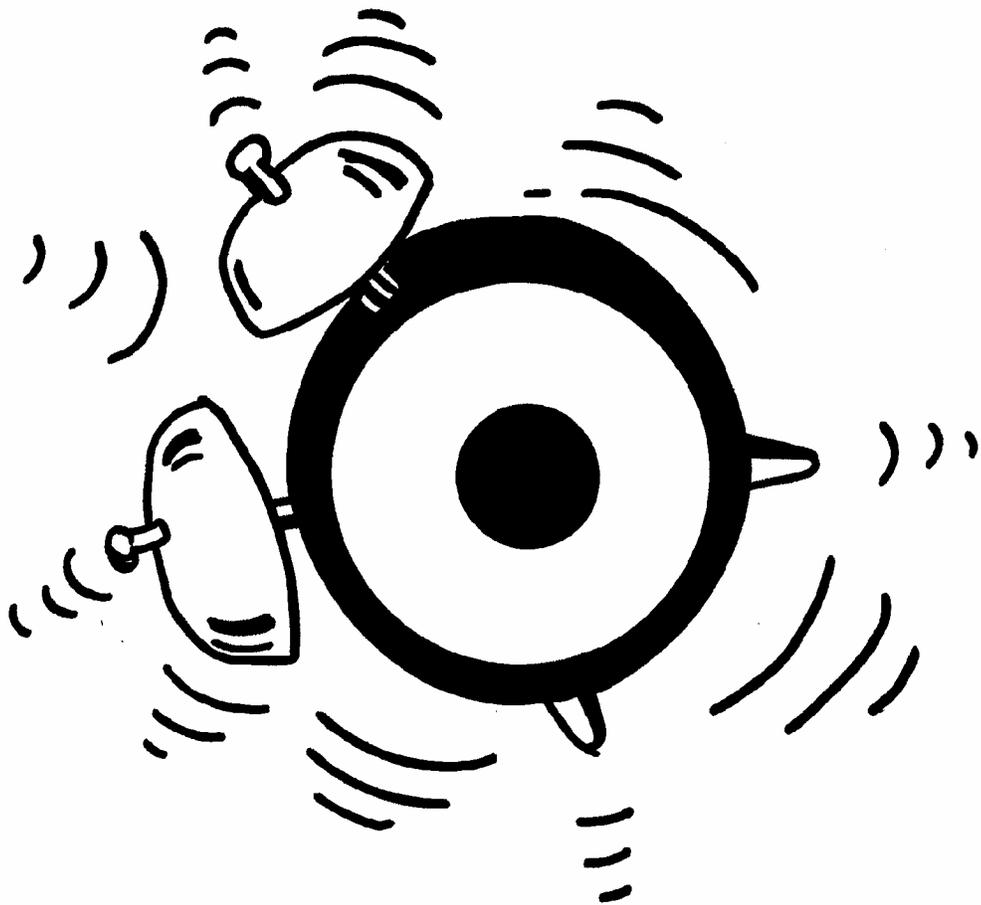
**Teacher Visual #1**



**Cut along dotted line and  
remove paper in center.**

**Post clock on chalkboard or  
dryerase board and  
draw clock hands in the space  
in the center of the clock.**





	<h2 style="margin: 0;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #7</h2> <p style="margin: 0;"><i>Writing “happy, sad, angry and tired.”</i></p>
	<p><b>Objective:</b> Increase writing proficiency (without copying) by describing people’s feelings using the adjectives, <b>happy, sad, angry and tired</b>.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Learning Strategy Focus:</b> Self-Monitoring</p>

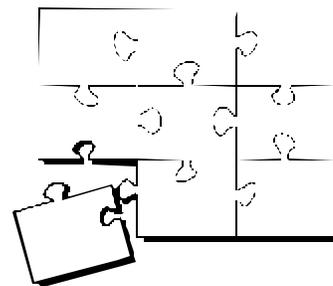
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE B. WRITING 21. Write previously learned words, phrases and simple sentences on familiar topics without copying.	II. SOCIAL/CULTURAL INTERACTION 7. [State, ask, read and] write about feelings.	OTHER SENTENCE ELEMENTS 6 (adjectives)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: <b>Self-Monitoring</b> Selective Attention COGNITIVE: Imaging SOCIAL/AFFECTIVE: Self-Talk	BASIC COMMUNICATION 0.1.2 0.2.1 0.2.2	FOUNDATIONS Basic Skills F1, F2, F5, F6 Thinking Skills F10, F11 Personal Qualities F13, F14, F15, F16, F17 COMPETENCIES Information C5, C6, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

## SELF-MONITORING

- Self-Monitoring is a metacognitive learning strategy; that is, a strategy in which students think about how they are learning.
- In self-monitoring, students pay attention to their language comprehension or performance and compare it to inner or external criteria for correctness or appropriateness.
- Students who self-monitor also attempt to repair any mistakes they notice.
- Students may monitor such things as their own
  - Pronunciation
  - Gestures
  - Speaking or writing grammar
  - Auditory or reading comprehension
  - Speaking or writing vocabulary appropriateness
  - Speaking or writing style
  - Success in monitoring
- Teachers can help literacy students learn to self-monitor
  - First, by helping students to establish or recognize criteria of language correctness and appropriateness;
  - Second, by designing numerous activities that provide opportunities for individual and cooperative groups to monitor themselves;
  - Third, by allowing students time to self-monitor in all learning activities.



## Preparation of Students

Before doing this activity, students must be able to:

1. State and read about feelings using the adjectives happy, sad, angry and tired;
2. Demonstrate the conventions of writing;
3. Understand and state the words yes and no;
4. Count from one to five.

## Teacher Preparation

1. Use Teacher Visuals #1-4, large drawings of people or make an overhead transparency of Student Handout #1 and cut the transparency into four drawings.
2. Get masking tape or an overhead projector.
3. Make copies of Student Handout #1.
4. Get a yardstick or other long pointer.
5. Make sure students have note paper to write on (e.g., from their notebooks).
6. Optional: Get a class set of scissors.

# IMPLEMENTATION



**1.** Show the class the faces in Teacher Visuals #1 - #4, one by one. Point to the sad person and say, “*sad*.” Point to a second drawing, and motion for the class to describe the person themselves. Repeat with the third and fourth drawings.

**2.** Draw three short lines on the board, one for each letter in the word **sad**. Point to the drawing of the sad person to again elicit the description, “*sad*” from the class. Point to the middle of the three lines and offer a piece of chalk to indicate a student should write the correct letter. (If no one knows the letter, write it yourself.) Follow the same procedure to add the consonants **s** and **d**. Allow students time to think of the letters themselves and to monitor themselves and each other. Follow the same procedure, pointing to the vowels first, to get all four adjectives on the board. If students get stuck, point to one of the letters they have already written. If the letter is not already on the board, write it yourself.

**3.** When all the words are on the board, go to the word **sad** and cover up the consonants with your fingers or pieces of paper. Motion for the students to pronounce the vowel sound the sound of “*a*” as in **sad**. Use the fingers of one hand or a piece of paper to alternately cover the **s** and the **d** and have students read aloud the consonant-vowel combinations of “*sa*,” “*ad*,” “*a*,” and

“*sad*.” Use the other hand to draw an imaginary line under the letters with a pointer, pen, pencil or your finger to guide them in reading from left to right. Have a student come to the board and follow your model. Repeat with several more students. [Compare this procedure with Sample Activities: Topic Competency #2.]

**4.** Repeat #4 with the words **happy**, **angry** and **tired**, in that order and using the following guidelines. Point to the **a** in **sad** to give students a visual cue for the correct pronunciation. Do the same, if necessary, when students read the **a** in **angry**. When working with the word **happy**, use the following order: **a**, **y**, **h**, and the two **p**'s. With **angry**, introduce the **y** (pointing to the **y** in **happy**.) Follow with the **r**, then the **g**, and finally the combination nasal and back of the throat pronunciation of **an**. With **tired**, begin with the **i**. For the <re>, say “*ur*.” Then continue with the **d** and the **t**.

**5.** Do not erase the board. Distribute the student handout of the four faces. Have students fold and tear or cut (with a class set of scissors) the handout to make four handouts for each student.

**6.** Have students find their drawing of the sad person and write/copy the word **sad** on the back of it. Demonstrate by writing **sad** on the back of your large drawing. Do not allow students to write on the front of their drawings.

## TOPIC COMPETENCY #7



**Visuals** (see following pages)

**7.** Have students count the number of letters in the word **sad** (“*three*”) and write the number of letters **3** on the back of the drawing. Demonstrate this by writing the number on the back of your large drawing. Check every student paper to make sure they have done this step correctly (have students hold up their drawings so you can quickly see them). Repeat this with each drawing.

**8.** Erase the board.

**9.** Demonstrate the following exercise: Show your four large drawings to a volunteer. Have the volunteer choose one of the drawings and show it to you, (e.g., the angry person). Write **angry** on the board. Read **angry** aloud, using a pointer, pen, pencil or your finder to draw an imaginary line under **angry** as you read it. Count the letters in **angry** by pointing to the first letter and saying “*one*,” then continue to point to each successive letter to end with “*five*.” Hold up the picture of the angry person, turning it over to display the number **5** written on the back and the correct spelling of **angry**. Say “*Yes?*” to the student holding the drawing. Nod “*yes*” and gesture for the student to verify by saying “*Yes*.”

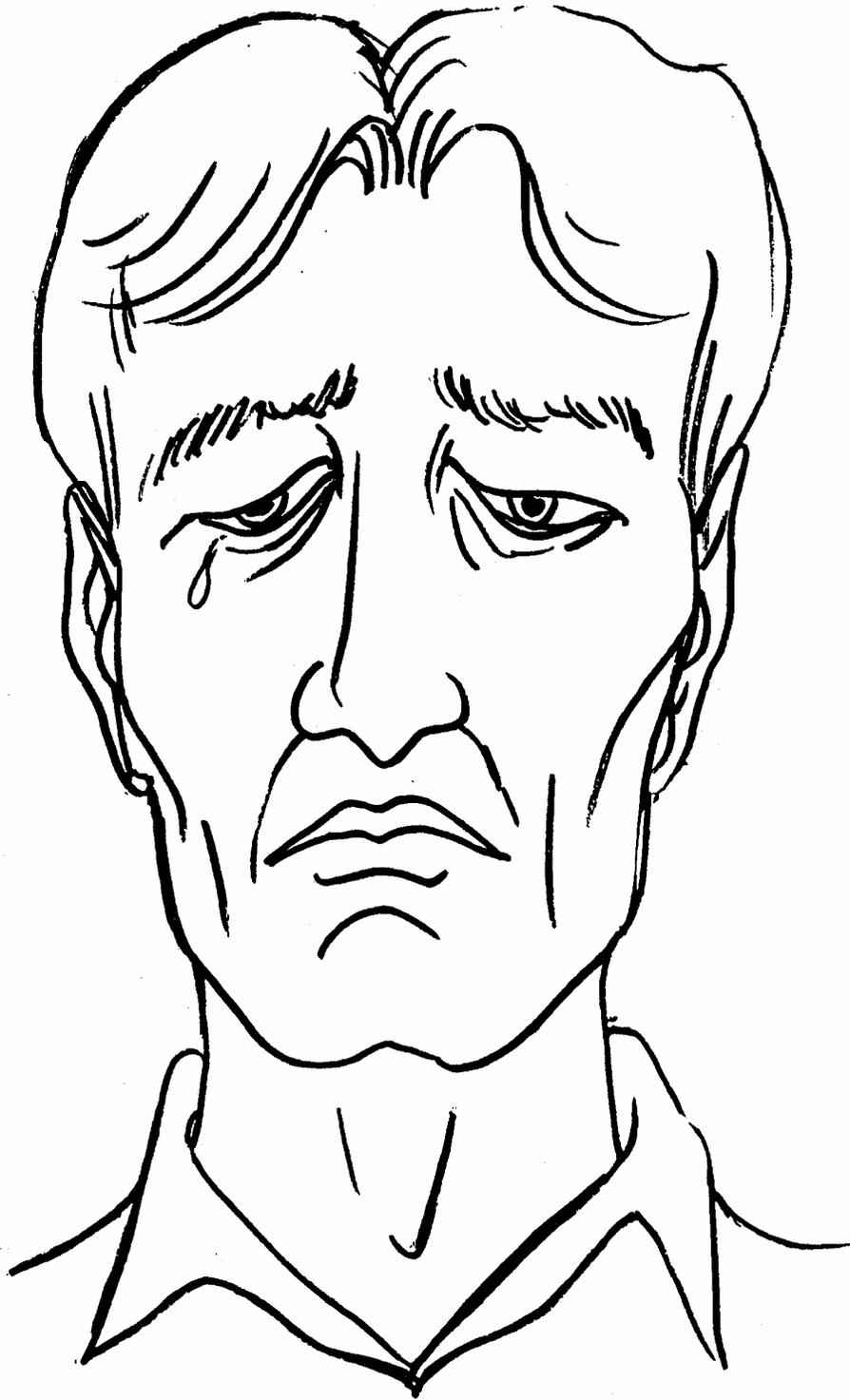
**10.** Repeat Step 9 with another student and another drawing, (e.g., **tired**). Write **t-i-r-d** (intentionally misspelled) on the board. Count aloud the number of letters and ask the student for verification by saying “*Yes?*” Gesture to the student to verify the response by checking the word on the back of your large drawing. Gesture to the student to demonstrate the correct spelling and letter count by counting aloud while pointing to the board and showing the back of the large picture.

**11.** Have another volunteer take the teacher role and a second volunteer choose a different drawing and purposefully misspell the word. Have several more pairs of students repeat the exercise.

**12.** End by having students form pairs and repeat Step 10 at their desks using their note paper to write on. Have students switch roles.

## FOLLOW-UP ACTIVITY

Oral dictation.









Topic Competency #7  
Writing "happy, sad, angry and tired."  
(50-01-58)

Teacher Visual #4





	<p><b>SAMPLE ACTIVITIES for TOPIC COMPETENCY #8</b>  <i>Reading, "Take the blue paper."</i></p>
	<p><b>Objective:</b>          Increase reading proficiency by responding physically to written commands that use the imperative mode.  <b>Time:</b> 30-40 minutes  <b>Learning strategy focus:</b> Contextualizing</p>

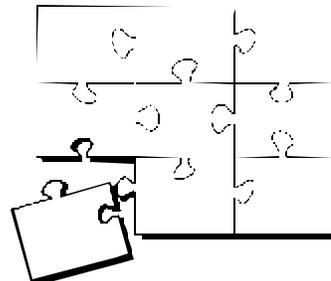
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE A. READING 16. Demonstrate Comprehension of words and short sentences on familiar topics.	III. COMMUNITY AND OCCUPATIONAL KNOWLEDGE A7. [Identify, ask about, and] read the names of colors and classroom objects by pointing, [naming and writing].	VERB STRUCTURES 2 (imperative mode) OTHER SENTENCE ELEMENTS 4, 5, 6 (nouns, articles, adjectives)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Directed Attention COGNITIVE: <b>Contextualizing</b> Imaging SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.1.2 0.2.1 0.2.2	FOUNDATIONS Basic Skills F1, F2, F5, F6 Thinking Skills F10, F11 Personal Qualities F14, F15, F16, F17 COMPETENCIES Information C5, C6, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

## CONTEXTUALIZING

- Contextualizing is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- In contextualizing, students place elements of language in meaningful language situations or sequences.
- Students can contextualize
  - Sounds
  - Letters
  - Spoken or written words
  - Spoken or written phrases
  - Spoken or written sentences and lengthier amounts of oral or written discourse
- Teachers can help literacy students learn to contextualize by
  - Having them form words with sounds,
  - Have them form words with letters,
  - Having them form sentences with spoken words,
  - Having them form sentences with written words.



## Preparation of Students

Before doing this activity, students must be able to:

1. Orally identify basic colors and read the words for the colors, as well as the words **take**, **the**, and **paper**. (See Practice Activities: Topic Competency #3 for teaching reading techniques.)
2. Orally give and physically respond to the command, “Take the blue paper.”
3. Recognize the period as final punctuation.

## Teacher Preparation

1. Make construction paper strips approximately 3 inches long and ½ inch wide. (Strips are easily stored in plastic baggies.) Use red, yellow, blue, green, black, brown, white, pink, and purple. Do not use orange to avoid the use of the word **an**.
2. Have a set of strips (one of each color) for each pair of students.
3. Make a copy of Student Handout #1, word chart, for each pair of students (See Master). (Optional: overhead transparency of Student Handout #1).
4. Get a yardstick or other long pointer.

# IMPLEMENTATION



**1.** Write the names of the colors in random order on the board, butcher paper, or overhead transparency (See Student Handout #1). Also write the words **take**, **the**, and **paper** in random order and draw a large period. Gesture to the students that **there is to be no talking until Step 9**.

**2.** Draw three long dashes, one series of short dashes or a zigzagged line (which will be a place holder for the different colors) and a period on the board above the words, e.g.,

\_\_\_\_\_ - - - - - \_\_\_\_\_ .  
(See Student Handout #1). Using a long pointer, silently point to the 4<sup>th</sup> dash, then point to the word **paper**. Point to the series of short dashes (zigzagged line), then point to several colors. Point to the 2<sup>nd</sup> dash, then point to **the**. Point to the 1<sup>st</sup> dash, then point to **take**.

**3.** Point to the 2<sup>nd</sup> dash and gesture to a volunteer to come up and silently point to the appropriate word. Continue with several more volunteers, alternating among the dashes.

**4.** In the front of the room, place one paper strip of each color on a desk, table, chair seat, or other furniture suitable for demonstration. Hold up the blue paper and point to the words, **the blue paper** for students to read. Repeat the process with each of the papers.

**5.** Have a volunteer (S1) come up to the front of the room and watch as you silently construct the sentence, take the blue paper by first pointing to each of the four dashes in succession from left to right, then by pointing to each word on the board once, and ending with the period. Gesture to S1 to take the blue paper.

**6.** Repeat Step 4 substituting another color, e.g., **green**. Gesture to the student to take the green paper.

**7.** Have a second volunteer (S2) come to the front. Have S1 take the teacher role by handing S2 the pointer and gesturing that S2 is to point out the dashes, then the words to construct a sentence. (If S1 does not use the correct word order, point to each of the dashes as a memory cue. If S1 needs more help, write the first letter of each word on the dashes, e.g., t \_ \_ t \_ r \_ \_ \_ p \_ \_ . If S1 still needs more help, write the full words on the dashes, e.g., take the red paper.) If S2 does not take the red paper, gesture to S2 to take it.) Have S1 continue to construct sentences until it is clear that both S1 and S2 can appropriately contextualize each of the words for colors in commands without prompting.

## TOPIC COMPETENCY #8

blue green . take  
white paper black  
the brown yellow  
red pink purple

**Visual** (see following page)

**7.** Erase the letters or words, if any, you have used for memory cues and replace them with dashes. Hand the pointer to S2 and gesture to S1 to sit down. Have a third student, S3, come to the front. This time with S2 taking the role of teacher, have S2 and S3 repeat Step 6. Have a fourth volunteer (S4) come to the front and have S2 sit down. This time with S3 taking the role of teacher, have S3 and S4 repeat Step 6, using letter cues only if required. Repeat this exercise with several more students to allow for learning and to assess student comprehension.

**8.** Choose a pair of students to work at their desks, hand them one word chart and one set of colored paper strips. Have them demonstrate Step #6 at their desks, substituting a pencil eraser tip for the pointer. Have students switch roles.

**9.** Have the remainder of the students form pairs and work at their desks. Hand out word charts and sets of colored strips.

**10.** Circulate around the room to assess student progress and to help as needed. Instruct students that there is to be no talking as they practice.

## FOLLOW-UP ACTIVITY

Have students read sentences aloud to the class or to each other.  
Do a visual dictation. See Sample Activities for Topic Competency #11.





**blue green . take**

**white paper black**

**the brown yellow**

**red pink purple**

	<h2>SAMPLE ACTIVITIES for TOPIC COMPETENCY #9</h2> <h3><i>Writing Classroom Commands.</i></h3>
	<p><b>Objective:</b> Increase writing proficiency by writing and responding to classroom commands using common nouns and prepositions of place.</p> <p><b>Time:</b> 45 minutes</p> <p><b>Learning strategy focus:</b> Directed Attention</p>

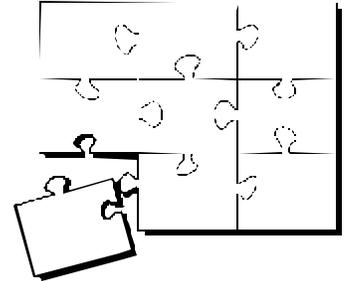
<b>COURSE OUTLINE COMPONENTS</b>		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE B. Writing 19. Write previously learned words, phrases and short sentences from oral dictation.	III. COMMUNITY AND OCCUPATIONAL KNOWLEDGE 9. Understand and use oral and written commands to have others identify, give, take or put objects in different places.	IMPERATIVE MODE 2 OTHER SENTENCE ELEMENTS <b>4a/b/c</b> (nouns), <b>5a/d</b> (determiners), <b>8a</b> (prepositions)

<b>EDUCATIONAL AND GOVERNMENTAL GUIDELINES</b>		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: <b>Directed Attention</b> COGNITIVE: Resourcing SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.1.2 0.1.5 EMPLOYMENT 4.6.1	FOUNDATIONS Basic Skills F1, F2, F5, F6 Personal Qualities F13, F15, F16 COMPETENCIES Resources C3 Interpersonal C9, C10, C12, C14 Systems C15, C16

# Learning Strategy Focus

## DIRECTED ATTENTION

- Directed Attention is a metacognitive learning strategy; that is, a strategy in which students think about and evaluate how they are learning.
- In directed attention, students decide in advance to pay attention to a learning task and to ignore external distractions.
- Students can learn to direct their attention to a learning task by ignoring such distractions as
  - Pictures on the wall
  - Teachers' mannerisms
  - Other students' dress
  - Students entering class late
  - Other students' chit chat
- Teachers can help literacy students learn to direct their attention by
  - Reducing visual distractions,
  - Monitoring their own speech and mannerisms,
  - Setting up tasks that force students to direct their attention in order to complete the task, e.g., tasks that requires students to talk in pairs or groups that are next to each other or tasks that require that some students read or write while others talk about a picture.



## Preparation of Students

Before doing this activity, students must be able to:

1. Respond with appropriate physical action to the spoken and written commands used in the activity.

## Teacher Preparation

1. Make a transparency of Student Handout #2 for the overhead projector or replicate the word chart on butcher paper or on the board.
2. Get a long pointer.
3. Assemble sets of manipulatives -- at least 2 blank sheets of paper, 2 pens and 3 pencils -- for each group of four students.
4. Put one set of the manipulatives on a desk near the front of the room.
5. Make photocopies of Student Handouts #1 (dictation commands) and #2 (word chart), one each for every group of four students.

## IMPLEMENTATION



**1.** Have three student volunteers (S1, S2, and S3) come to the front of the room. Position S1 just to one side of the large word chart and give S1 the pointer. Position S2 near a board or blank butcher paper and hand S2 a marker or piece of chalk. Position S3 near the table with the pens, pencils and paper.

**2.** Look at the words on the word chart and orally dictate a command.

- Have S1 point to the command words on the word chart.
- Have S2 write the words as S1 points to them.
- Have S3 perform the action using the appropriate objects from the table.
- Have S1, S2, and S3 switch roles.

**3.** Have another student (S4) take the teacher's role and give an oral command. Help the students as necessary, then step back and let students do the activity alone. Repeat Step 2 with students switching roles until all student volunteers have had a turn in each role of the four roles.

**4.** Have the class form groups of four. While students are forming groups, arrange Student Handouts #1 (dictation commands) and #2 (word charts), blank paper, pens, and pencils in separate piles on a desk near the front of the room.

**5.** After the students have formed their groups, have them number off one through four within their groups. Use the following steps to model commands, distribute materials, and check students' comprehension:

- Point to Student Handout #1 pile (dictation commands) and command all #1 students, "*Walk to the desk and take a paper.*" Wait until all #1 students come and get the papers and return to their group.
- Point to the Student Handout #2 pile (word charts) and give the same command to all the #2 students. Wait until all #2 students have responded.
- Point to the blank paper and pencils and command all #3 students, "*Walk to the desk and take one paper and one pencil.*" Wait until all #3 students have responded.
- Point to the blank paper, pens, and pencils and command all #4 students, "*Walk to the desk and take [at least] one paper, two pens, and two pencils.*" Wait until all #4 students have responded.

# TOPIC COMPETENCY #9

Walk to the desk.  
Walk back.

Take two pencils.  
Put one pencil back.

Take a pen.  
Put the pen back.

Take two pens.  
Put the pens on the paper.

one two three four  
five six seven  
eight nine ten take  
and put walk pen  
desk pencil paper  
pens back to  
on a the -s

**Visuals** (see following pages)

**6.** Have one group of four students perform the same practice that was demonstrated in the front of the room. Student #1 will resource the Student Handout #1 and read aloud a command from it. Student #2 will resource the word chart by pointing to the words on the word chart. Student #3 will resource the word chart by writing the command. Students #4 will resource the written sentence and perform the action. The group should work together to make any necessary corrections. Students should rotate roles after every two commands.

**7.** Have each group begin and perform the exercise.

**8.** Because there will be considerable noise and movement in the classroom during the small group activity, each student will be practicing directed attention to get the information required for successful completion of his/her task. Walk around the room to observe and assist students.

## FOLLOW-UP ACTIVITY

Have students form pairs and take turns using Student Handout #2 to silently create and write commands for the other partner to respond to.

Walk to the desk.

Walk back.

Take two pencils.

Put one pencil back.

Take a pen.

Put the pen back.

Take two pens.

Put the pens on the paper.

one two three four

five six seven

eight nine ten take

and put walk pen

desk pencil paper

pen back to

on a the -s

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #10</h2> <h3 style="text-align: center;"><i>Reading Safety Signs.</i></h3>
	<p><b>Objective:</b> Increase reading proficiency by reading safety signs that use the imperative mode.</p> <p><b>Time:</b> 45 minutes</p> <p><b>Learning strategy focus:</b> Cooperation</p>

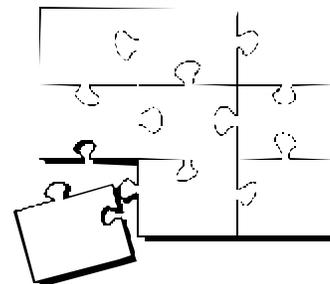
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE A. Reading 15. Associate common signs and symbols with oral language and appropriate physical actions.	III. COMMUNITY AND OCCUPATIONAL KNOWLEDGE B. Neighborhood/City and Workplace 10. Read and physically respond to safety signs.	IMPERATIVE MODE 3

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Self-Monitoring COGNITIVE: <b>Imaging</b> SOCIAL/AFFECTIVE: <b>Cooperation</b>	CONSUMER ECONOMICS 1.9.1 EMPLOYMENT 4.3.1 4.3.3 4.6.3	FOUNDATIONS Basic Skills F1 Personal Qualities F13, F16, COMPETENCIES Information C5 Systems C15, C16

# Learning Strategy Focus

## COOPERATION

- Cooperation is a social strategy; that is, a strategy in which students interact with each other to promote learning.
- In cooperation, students work with other students to do such things as obtain language models, get feedback, pool information and problem solve.
- Students can cooperate
  - In pairs
  - In small groups
  - In large groups
  - Whole class groups
  - In heterogeneous groups
  - In homogeneous groups
- Teachers can help literacy students learn to cooperate by
  - Having them ask real questions (questions that the asking student doesn't know the answer to);
  - Having them pool information to complete a task together, e.g., to fill in a chart of students names and their country of origin;
  - Having them give each other positive or negative feedback on such things as pronunciation and writing;
  - Having students model individual sounds, intonation or physical behavior.



## Preparation of Students

Before doing this activity, students must be able to:

1. Respond with appropriate physical action to the spoken safety commands used in the activity.
2. Read both upper and lowercase letters.

## Teacher Preparation

1. Make a transparency for the overhead projector of Student Handout #1 (word chart), or replicate the word chart on butcher paper or on the board.
2. Get a long pointer.
3. Make copies of Student Handout #1 (word chart), one for each student.
4. Review Sample Activities #3 on teaching reading.

## IMPLEMENTATION



**1.** Point to the word **do** on the large word chart for the class. Have a volunteer (S1) read the word aloud. If there are no volunteers, read the word aloud yourself. Have the class repeat.

**2.** Cover the <d> in **do** with one hand. With the other hand, point to the <o> in the word **do**. Have S1 say only the sound “oo” as in **too**. Have the class repeat the sound.

**3.** Have students pay close attention as you take a marker or piece of chalk and heavily underline only the letter <o> in **do**. Have individual students say the “oo” again.

**4.** Point to the word **no**. Have a volunteer (S2) read the word aloud. Cover the letter <n> and point to the letter <o>. Ask a volunteer to say the sound represented by the letter <o> in **no**. Have the class repeat the sound.

**5.** Point again to the word **do**. Cover the letter <d> and point to the letter <o>. Have the class say the sound. Point again to the word **no**. Cover the letter <n> and point to the letter <o>. Have the class say the sound. Repeat this several times so students can note the contrast.

**6.** Using a marker or chalk, circle the letter <o> in the word **no**. Have individual students say the sound represented by the <o> in **no**.

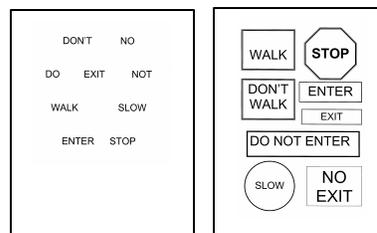
**7.** Point to the word **not**. Have a volunteer (S3) read the word **not** aloud. Cover both the <n> and the <t> with your hands or two pieces of paper. Have S3 say aloud the sound represented by the letter <o> in the word **not**. Have the class repeat the sound.

**8.** Double-underline the letter <o> in the word **not**. Have individual students say the sound represented by the letter <o> in **not**.

**9.** Point to the letter <o> in the words **do** and **no**. Have students say the sounds represented by these letters as you point to them. Point again to the <o> in **not** and have students say the sound again. Have students say the sounds represented by the letter <o> in each of the three words as you point to each of them several times.

**10.** Point to the word **slow**. Have a volunteer (S4) read the word aloud. Cover the letters <sl> with one hand and point to the letters <ow> with the other. If the student says the wrong word, point to the circled <o> in the word **no**. Have S4 point to the <o> in **slow** and the <o> in **no**. Have S4 take the marker or chalk and mark the <ow> in **slow** appropriately (with a circle). Have S4 read the sound aloud. Have the class read the sound aloud.

## TOPIC COMPETENCY #10



**Visuals** (see following pages)

**11.** Repeat Step #10 with the appropriate sounds represented by the <o> in the words **don't** and **stop**.

**12.** Distribute Student Handout #1 (word chart). Point to the letters representing each of the target sounds marked in the large word chart and have students locate the appropriate letters on their own charts. Have students mark the letters with the appropriate symbols (underline, double underline, or circle). Have students say each sound as they mark the letters.

**13.** Have students form groups of four. Have students practice cooperation by taking turns pointing to the letter(s) that represent the target sounds for other students to say aloud. Call for students to switch roles every few minutes.

**14.** Circulate around the room to assist students and assess their performance.

## FOLLOW-UP ACTIVITY

Repeat the procedure described in Steps #1-10 for the other vowel sounds in the word chart, such as the sound represented by <e> in the first syllable of **enter** and **exit**. Use different markings for the different sounds of <e>. (Teachers can develop their own system of markings.) Then work with students to read whole words on the same chart (see the Practice Activities for Topic Competency #2 on teaching students to decode unfamiliar words). Have students match the words on the word chart with words on the safety signs illustrated on Student Handout #2. Then create safety sign flashcards from Student Handout #2 and use them for a final assessment in which students read and physically respond to each of the signs.

DON'T

NO

DO

EXIT

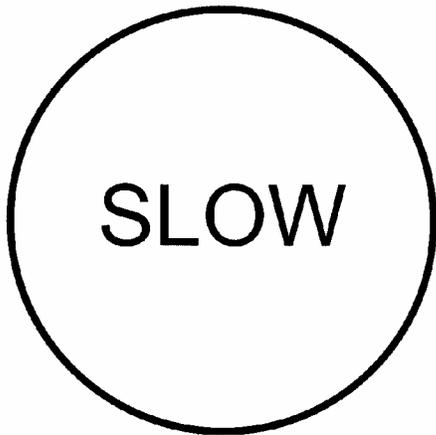
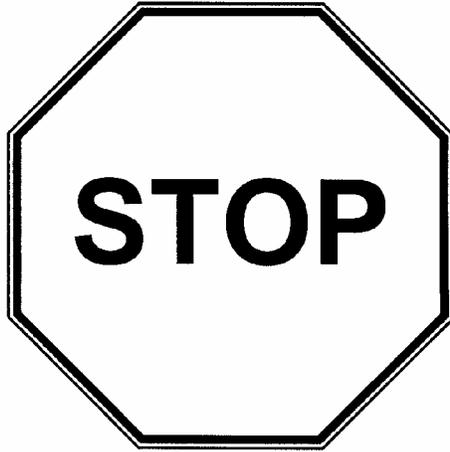
NOT

WALK

SLOW

ENTER

STOP



	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #11</h2> <p style="text-align: center;"><i>Copying “Where is the pen? Here.”</i></p>
	<p><b>Objective:</b> Increase writing proficiency by copying sentences about the location of common classroom items using <b>wh-</b> questions and <b>here</b> and <b>there</b>.</p> <p><b>Time:</b> 30-45 minutes</p> <p><b>Learning strategy focus:</b> Resourcing</p>

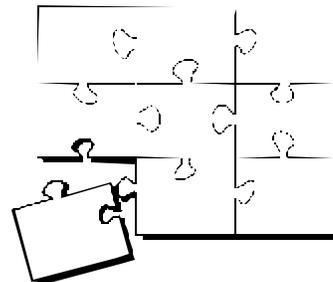
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE B. WRITING 21. Copy previously learned words, phrases and simple sentences on familiar topics.	II. SOCIAL AND CULTURAL INTERACTION 7. Communicate in written forms about approximate locations with <b>here</b> and <b>there</b> .	VERB STRUCTURES 1 ( <b>to be</b> ) OTHER SENTENCE ELEMENTS 4, 5, 7b (nouns, determiners, adverbs of place) SENTENCE PATTERNS 11 ( <b>Wh-</b> questions)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Self-Monitoring COGNITIVE: <b>Resourcing</b> SOCIAL/AFFECTIVE: Cooperation	CONSUMER ECONOMICS 0.1.1 0.1.2 0.1.5	FOUNDATIONS Basic Skills F1, F2, F5, F6 Thinking Skills F10 Personal Qualities F13, F14, F15, F16 COMPETENCIES Information C5, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

## RESOURCING

- Resourcing is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- In resourcing, students use references in or about the target language.
- Students may resource such things as
  - Objects
  - Pictures
  - Word banks or charts
  - Textbooks
  - Picture dictionaries
- Teachers can help literacy students learn to practice resourcing by
  - Using realia that students manipulate or talk about.
  - Posting pictures to talk or write about,
  - Posting charts of words to ease memory, to help create mental images of words, to use in construction sentences, or for oral or visual dictation,
  - Posting punctuation signs for writing reference,
  - Providing sets of rubber or plastic letters for students to serve as tactile models.



## Preparation of Students

Before doing this activity, students must be able to:

1. State and read about common classroom objects and their approximate locations using **here** and **there**.
2. Write the words being used in the activity, including the contraction 's.
3. Demonstrate the conventions of writing.
4. Respond appropriately to the question, "*Is this correct?*"
5. Take oral dictation, including the numbering of each dictated word or sentence.

## Teacher Preparation

1. Use Teacher Visual #1 to make a word chart on the board, butcher paper, or on an overhead transparency.
2. Get a long pointer.
3. Make sure students have paper to write on.
4. Have students all sit in a single grouping of desks or tables near the front of the room. Put two classroom objects (e.g., **eraser**, **book**) on a desk/table in the front row of students.
5. Put two different classroom objects (e.g., **pen**, **pencil**), on a desk, table or other furniture suitable for demonstration at the back of the room away from the students.

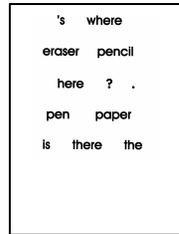
# IMPLEMENTATION



- 1.** Have the class read aloud as you point to each word on the word chart.
- 2.** Gesture to the class that there is to be no talking during Step #2. Have a student volunteer (S1) come to the front of the room. Construct the question **where is the pen?** by pointing to the words on the word chart in the correct order, ending with the question mark. Repeat the procedure. Do not say the words as you point to them. Point quickly enough to make students focus on the entire sentence. Gesture to S1 to copy the question on the board without saying any of the words aloud. (If the student does not use the correct word order or misspells a word, construct the entire question again, slowing down only as necessary. Let students notice their errors by resourcing. If necessary, point only to the missing words or letters.)
- 3.** Point to the question on the board and say, “*Is this correct?*” (If it is **not**, have a student volunteer take the teacher role of constructing the question on the word chart to provide a resource for S1.)

- 4.** Have S1 remain. Have another volunteer (S2) come to the board and silently read the question on the board. Have S2 point to the book on the desk/table at the back of the room, then point to the word **there**. Gesture to S2 to copy **there** on the board. The board should now read, **where is the pen? there**.
- 5.** Repeat Steps #2-4 with additional student volunteers by pointing to the different classroom objects. Exchange the objects on the desk/table in front of the students with objects from the back and visually dictate additional questions.
- 6.** Hold up a blank piece of paper and pencil and gesture that students at their desks are to write the sentences you construct.
- 7.** Say, “*Number one*” and construct the question, **where’s the eraser?** by pointing to words on the displayed word chart. Give students sufficient time to write the question. Point out the words in the correct sequential order as necessary for all students to finish. Circulate around the room to continually check students’ papers.

# TOPIC COMPETENCY #11



**Visual** (see following page)

**8.** Construct the question again, then say, “*Number two*” and point to the correct response (**here** or **there**) on the word chart. Continue the visual dictation for the remainder of the classroom objects.

**9.** Have volunteers write their questions and answers (one student a question and one student the answer) on the board. Ask the class to check the sentences on the board for accuracy. Have students correct any mistakes. Have students check their own papers against the corrected sentences on the board.

## FOLLOW-UP ACTIVITY

Repeat the exercise by having students work in groups, taking turns in the teacher role. (You will need to provide additional classroom objects and add words to the word charts for each group.)



's where

eraser pencil

here ? .

pen paper

is there the

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #12</h2> <p style="text-align: center;"><i>Stating, “A penny is one cent.”</i></p>
	<p><b>Objective:</b> Increase listening and speaking proficiencies by identifying the values of U.S. coins and using the simple present of <b>be</b>.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Learning strategy focus:</b> Imaging</p>

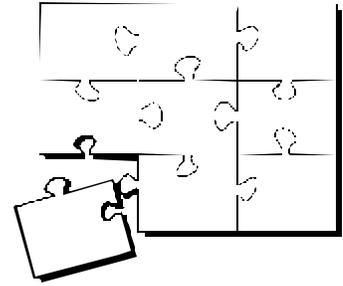
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
I. ORAL LANGUAGE B. Speaking 7. In everyday contexts, use: simple numbers; words 8. Ask and answer simple questions with one-word, short phrase or “yes” or “no” responses.	IV. CONSUMER ECONOMICS A. Shopping 12. Identify and ask about U.S. coins and bills through physical actions, speaking, reading, and writing.	VERB STRUCTURES <b>1</b> (simple present of <b>to be</b> ) OTHER SENTENCE ELEMENTS <b>4b, 5a/d</b> , (singular/plural nouns, determiners, cardinal numerals) SENTENCE PATTERNS <b>13</b> (affirmative statements)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention COGNITIVE: <b>Imaging</b> SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION: 0.1.2 1.1.6 1.3.6	FOUNDATIONS Basic Skills F1, F5, F6 Thinking Skills F10 Personal Qualities F13, F14, F15, F16 COMPETENCIES Information C5, C6, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

## IMAGING

- Imaging is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- When imaging, students make or recall mental pictures that represent language or other information.
- Students can image such things as symbols, pictures or remembered physical actions to aid them with
  - Pronunciation
  - Grammar
  - Speaking and writing
  - Listening or reading input
  - Interpretation of gestures or larger physical movements
- Teachers can help literacy students learn to create images for language by
  - Making visual associations between symbols, drawings, gestures, or objects and sounds,
  - Displaying a word bank or chart of words common to all contexts, e.g., names of colors, possessive adjectives, articles and some prepositions,
  - Designing exercises, which allow students to demonstrate their association of mental images with language, e.g., having students touch objects they or another speaker are referring to.
  - Using non-specific realia such as colored rods or Legos to represent such things as food, furniture, houses, places, people, words, grammatical structures or sounds.



## Preparation of Students

Before doing this activity, students must be able to:

1. Make statements using the verb **to be**.
2. Identify a penny, nickel, quarter, half dollar, and dollar using correct pronunciation.
3. Count and read numerals from 1 to 100.
4. Read the words **coins**, **cents**, **bill**.
5. Recognize the cents symbol (*¢*).

## Teacher Preparation

1. Get Teacher's Visuals #1 - #6 (large drawings of coins) and masking tape. [Optional: make an overhead transparency of Student Handout #1, or use overhead money with a blank overhead transparency to put under the coins so that you can write on it.]
2. Get a long pointer.
3. Get a real penny, nickel, dime, quarter, half dollar, and a dollar bill, as well as play money for the class, or make copies of the Student Handouts #1 and #2.
4. Optional: Get a class set of scissors.

## IMPLEMENTATION



**1.** Assess and review by holding up a penny as you point to an “overhead projector penny,” or point to the Teacher’s Visual #2 (large drawing of a penny). Ask the class, “*What’s this?*” Have a student who says it correctly repeat for the class, and have the class repeat after the student, “*a penny.*” Continue the identification process with **nickel, dime, quarter, half-dollar, and one-dollar bill**. Do not repeat the names of the coins yourself unless no student can do so correctly.

**2.** Tape the Teacher’s Visual #2 (large drawing of the penny) on the board. Point to the penny with the pointer and say, “*A penny is one cent.*”

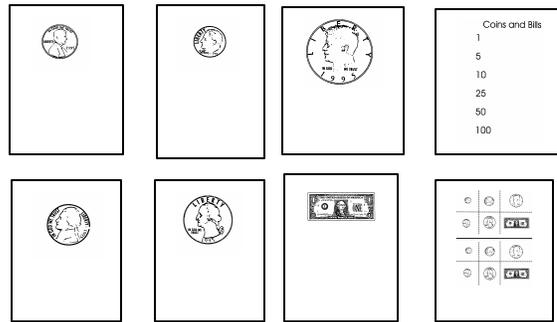
**3.** Gesture to the students that they are to look and listen. Hold up your left hand, palm towards the class with your fingers spread apart. Touch your thumb with your right index finger and say the word **a** (pronounced “*uh*”). Touch your left index finger and say the word **penny**. Touch your left middle finger and say the word **is**. Touch your left ring finger and say the word **one**. Touch your left little finger and say the word **cent**.

**4.** Use your right index finger to touch the fingers on your left hand again in the same order as in Step #3, this time pausing for the students to say the word imaged and associated with the finger.

**5.** Assess whether or not students can identify each word in the sentence by using your right index finger to touch various fingers of your left hand in random order, e.g., students should say the word **cent** when you touch your left little finger, the word **is** when you touch your left middle finger. (If necessary, have a student who knows the word(s) act as a model. Do not orally repeat any of the words unless no student in the class can produce the correct word.)

**6.** Have the class practice phrasing or grouping of words using a backwards build-up technique. For example, have the students say, “*one cent*” when you touch together your left ring finger and your left little finger. Then add your left middle finger to the backwards buildup for students to produce “*is one cent.*” Add your left index finger and finally your left thumb one at a time until all fingers of your left hand are touching and students say all five words in the correct order at normal speaking speed.

## TOPIC COMPETENCY #12



**Visuals** (see following pages)

**7.** Repeat Steps 2, 3, and 4 with the remaining coins and the one-dollar bill.

**8.** If students still are having difficulty remembering the sentences, draw five dashes on the board, one to represent each word. Point to the first dash and have the students say the word **a** (uh). Continue to point to each of the dashes in order, then point to them in random order. (See Sample Activities for Topic Competency #8, page #, for another example of using dashes to symbolize words.)

**9.** Distribute play money if available. If play money is not available, distribute Student Handout #1. Have students fold and then tear out the coins and dollar bill or cut them with scissors. Pass out Student Handout #2. Demonstrate the following activity: Students work in pairs. Student 1 holds up, for example, a nickel or the drawing of a nickel and says, “*A nickel is five cents.*” Student 2 finds his/her nickel and places it next to the **5** on the handout. When all the drawings of the coins have been placed, students switch roles.

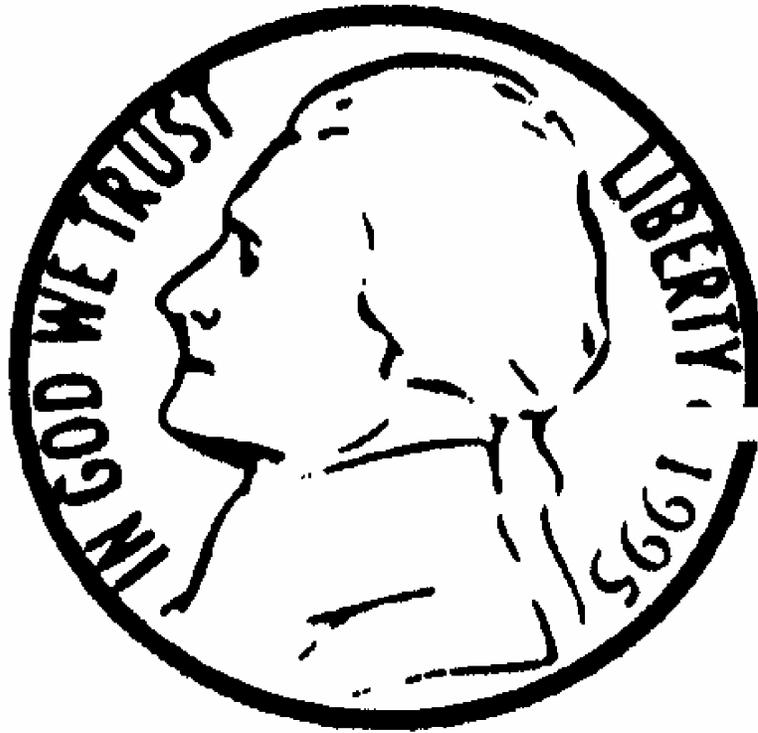
## FOLLOW-UP ACTIVITY

Follow the same procedures to teach the question, “*How much is a penny?*”  
Follow the same procedures using bills from one to one hundred dollars instead of coins.



Topic Competency #12  
Stating, "A penny is one cent."

Teacher Visual #1



Topic Competency #12  
Stating, "A penny is one cent."  
(50-01-58)

Teacher Visual #2



Topic Competency #12  
Stating, "A penny is one cent."

Teacher Visual #3



Topic Competency #12  
Stating, "A penny is one cent."  
(50-01-58)

Teacher Visual #4



Topic Competency #12  
Stating, "A penny is one cent."

(50-01-58)

Teacher Visual #5



Topic Competency #12  
Stating, "A penny is one cent."  
(50-01-58)

Teacher Visual #6

# Coins and Bills

1

5

10

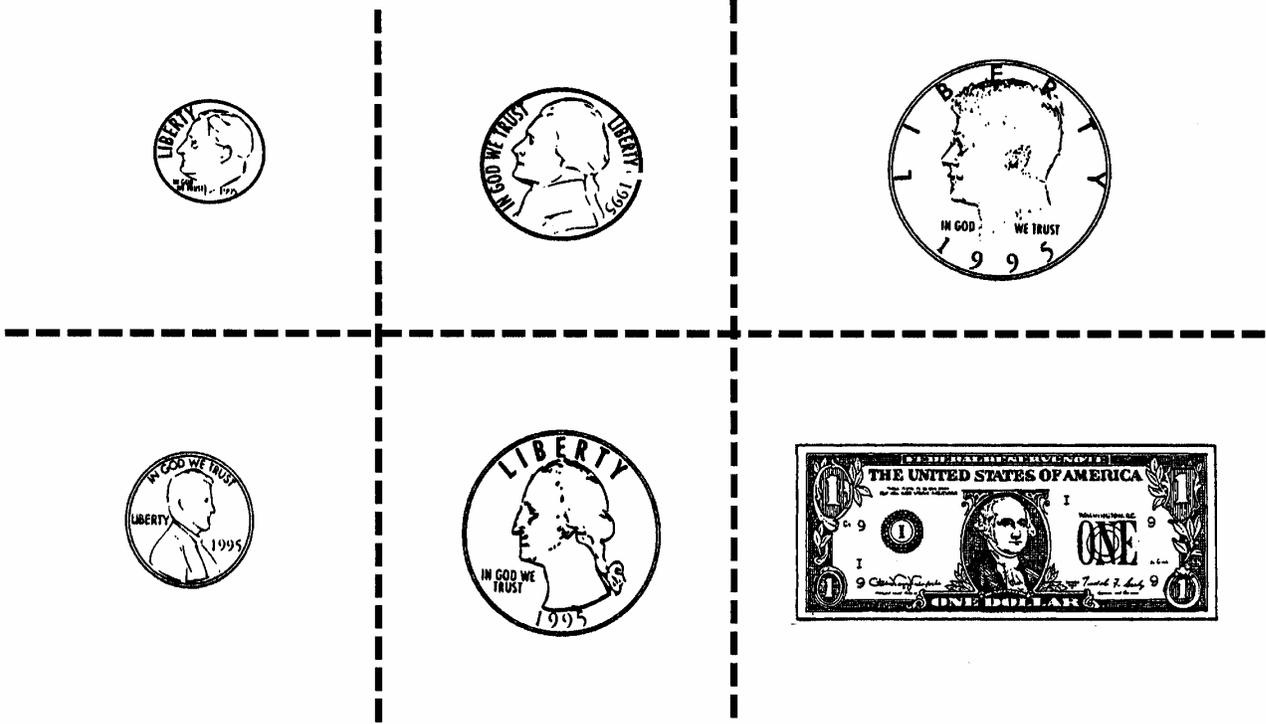
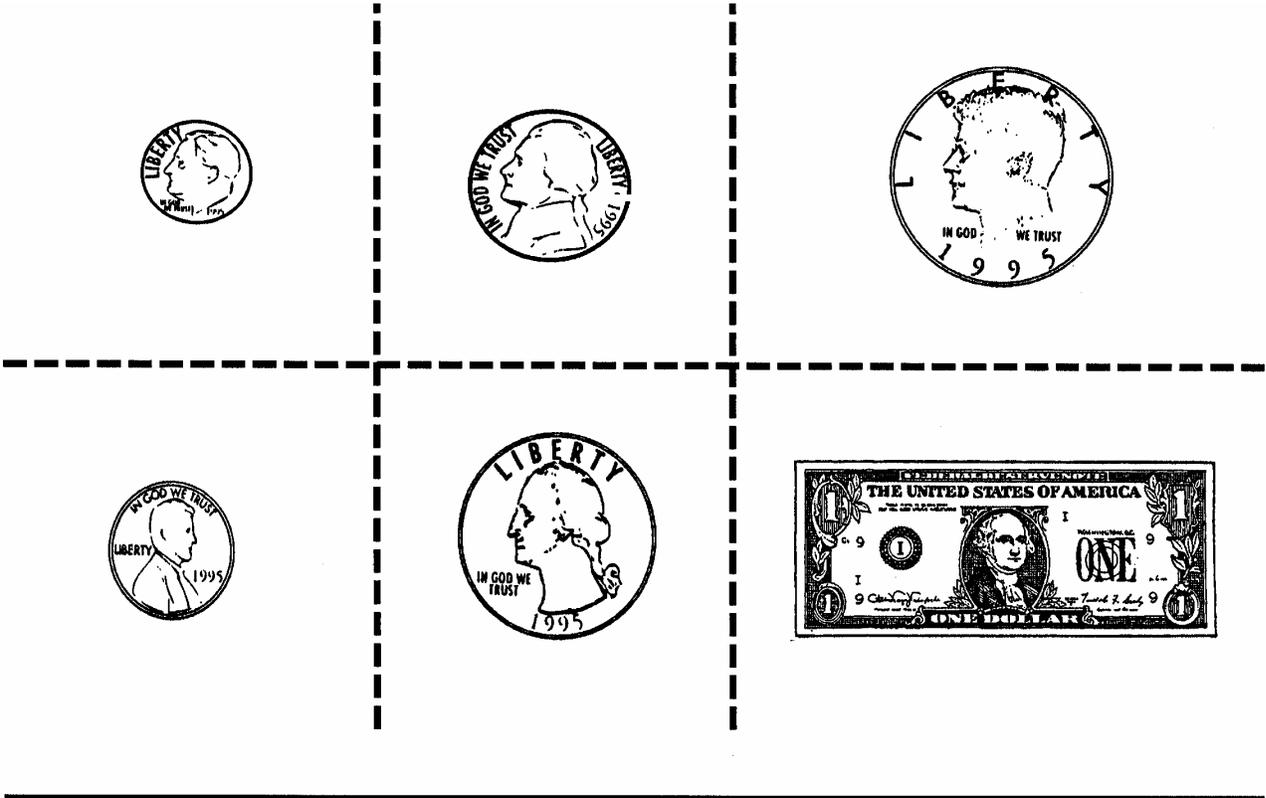
25

50

100

cents

¢



Topic Competency #12  
Stating, "A penny is one cent."

Student Handout #2

	<h2 style="text-align: center;">SAMPLE ACTIVITIES for TOPIC COMPETENCY #13</h2> <p style="text-align: center;"><i>Copying prices of classroom objects.</i></p>
	<p><b>Objective:</b> Increase writing proficiency by writing prices of classroom items using correct symbols and placement of numerals.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Learning strategy focus:</b> Advance Preparation</p>

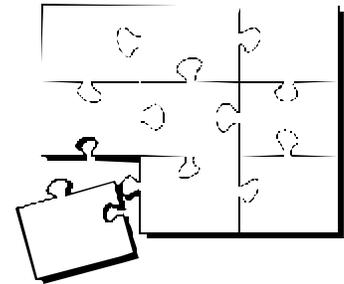
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE B. WRITING 19. Copy previously learned signs and symbols, including numerals.	IV. CONSUMER ECONOMICS A. Shopping 14. State, ask and read and write prices of items.	VERB STRUCTURES <b>1</b> (simple present of to be) OTHER SENTENCE ELEMENTS <b>4a, 5a/d,</b> (nouns, determiners, cardinal numerals and words for numbers) SENTENCE PATTERNS <b>11civ</b> (How much is...)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: <b>Advance Preparation</b> COGNITIVE: Grouping SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION: 0.1.2 1.1.6 1.3.6	FOUNDATIONS Basic Skills F1, F5, F6 Thinking Skills F10 Personal Qualities F13, F14, F15, F16 COMPETENCIES Information C5, C6, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

## ADVANCE PREPARATION

- Advance Preparation is a metacognitive learning strategy; that is, a strategy in which students think about and evaluate how they are learning.
- In Advance Preparation, students ready themselves to meet new material or learning tasks.
- Students can advance prepare by
  - Previewing the material or task
  - Making associations with previously learned material or tasks
  - Proposing which learning strategies to use
  - Generating a mental organizational plan
- Teachers can help literacy students learn to advance prepare by
  - Directing students' attention to a word bank or chart before beginning the lesson,
  - Directing students' attention to objects or posted pictures as students enter the room,
  - Giving students a word bank or chart of words, objects or pictures as they enter the room,
  - Asking students questions or having students make their own statements and questions about a familiar picture or set of objects,
  - Modeling a task or giving instructions for the task and giving students a few seconds or minutes to think or ask questions about what they are to do.



## Preparation of Students

Before doing this activity, students must be able to:

1. Count from 1 to 100
2. Write the cardinal numbers from 1 to 10
3. Recognize and name the equivalent values of U.S. coins and bills up to \$100.00.
4. Demonstrate the conventions of writing.
5. State, ask about ("How much is...") and read prices with decimals.
6. Recognize and name common classroom items.

## Teacher Preparation

1. Attach large drawings of classroom objects (Teacher's Visuals #1-#6) to the board or wall. (For a more advanced class, use Teacher's Visuals #1-#9.)
2. Get a long pointer.
3. Make copies of Student Handout #1 (classroom objects). If you choose to use only six of the drawings, use the first six on the handout by cutting off the bottom three drawings.

## IMPLEMENTATION



**1.** Direct students' attention to the posted drawings (Teacher's Visuals) and wait 15 to 20 seconds for students to study the words in advance preparation of the activity.

**2.** Point to and say the name of the object in the first posted drawing, e.g., **pencil**, then gesture for the class to say, "*pencil.*" If they do not, say it and have the class say it afterwards. Then point to the rest of the objects in the same manner.

**3.** Point to the drawing of the pencil again. Ask the class, "*How much is the pencil?*" If there is disagreement, make the final decision, e.g., **\$.25** (or any amount under \$1.00).

**4.** Repeat the price of the object, "*The pencil is \$.25,*" and write the price on the dashes under the picture. Use the yardstick or long pointer to focus student attention on each digit as they read the price aloud.

**4.** Write **.25** on the board without using dashes.

Draw a line underneath the digits and the dollar sign. Add the dollar sign in **\$.25** so that it falls below the line rather than being properly aligned on the line. Ask the class, "*Is this correct?*" (If students say, "*yes,*" say "*no,*" and make the correction, then do the demonstration with a different price.) Ask a volunteer to come to the board to re-write the price with proper alignment of the dollar sign.

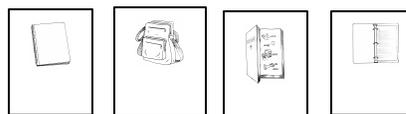
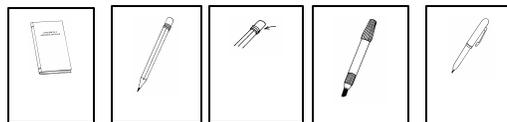
**5.** Write **\$2.5** (intentionally incorrect) on the board. Ask the class, "*Is this correct?*" If students say, "*yes,*" correct as in Step 4 above. Ask a volunteer to come to the board to re-write the price with proper decimal placement

**6.** Repeat Steps 2 and 3 for eraser.

**7.** Point to the marker. Tell the students that it costs **\$1.00**. Write the price under the drawing of the marker. Point to the zeros as you read the price aloud to emphasize that you need zeros as placeholders when there is a dollar amount, but no cents.

**8.** Repeat Steps 2 and 3 for pen. Choose a price over \$1.00, e.g., **\$1.29**.

## TOPIC COMPETENCY #13



**Visuals** (see following pages)

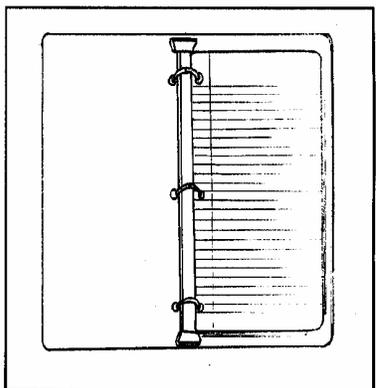
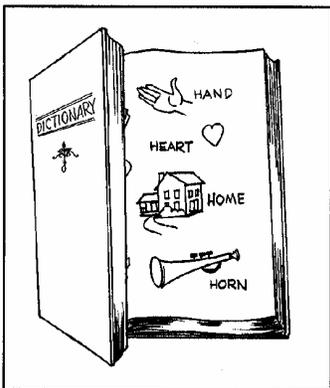
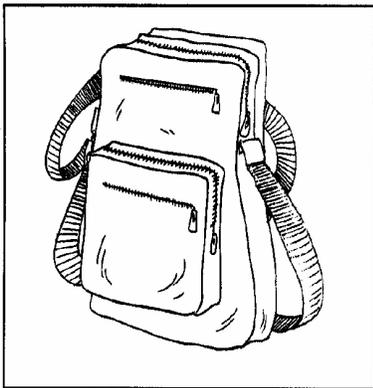
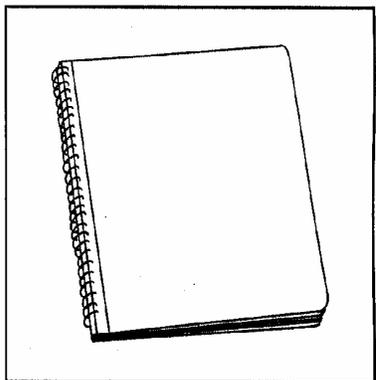
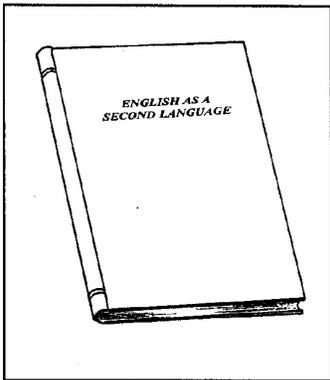
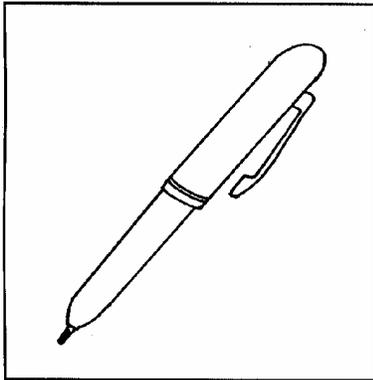
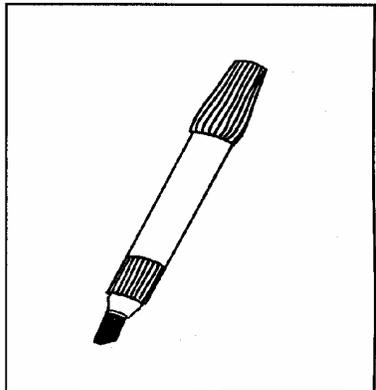
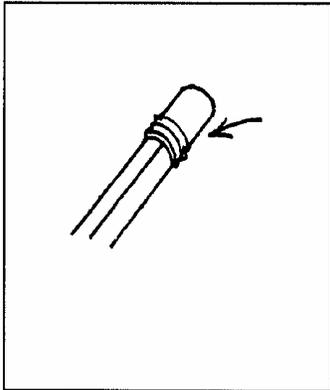
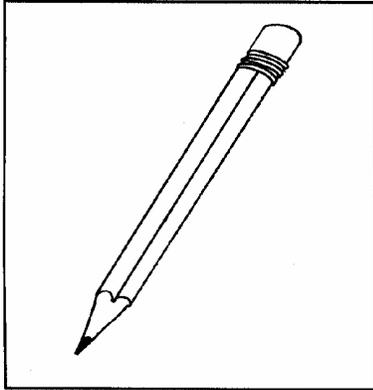
**9.** Repeat Steps 2 and 3 with the rest of the objects.

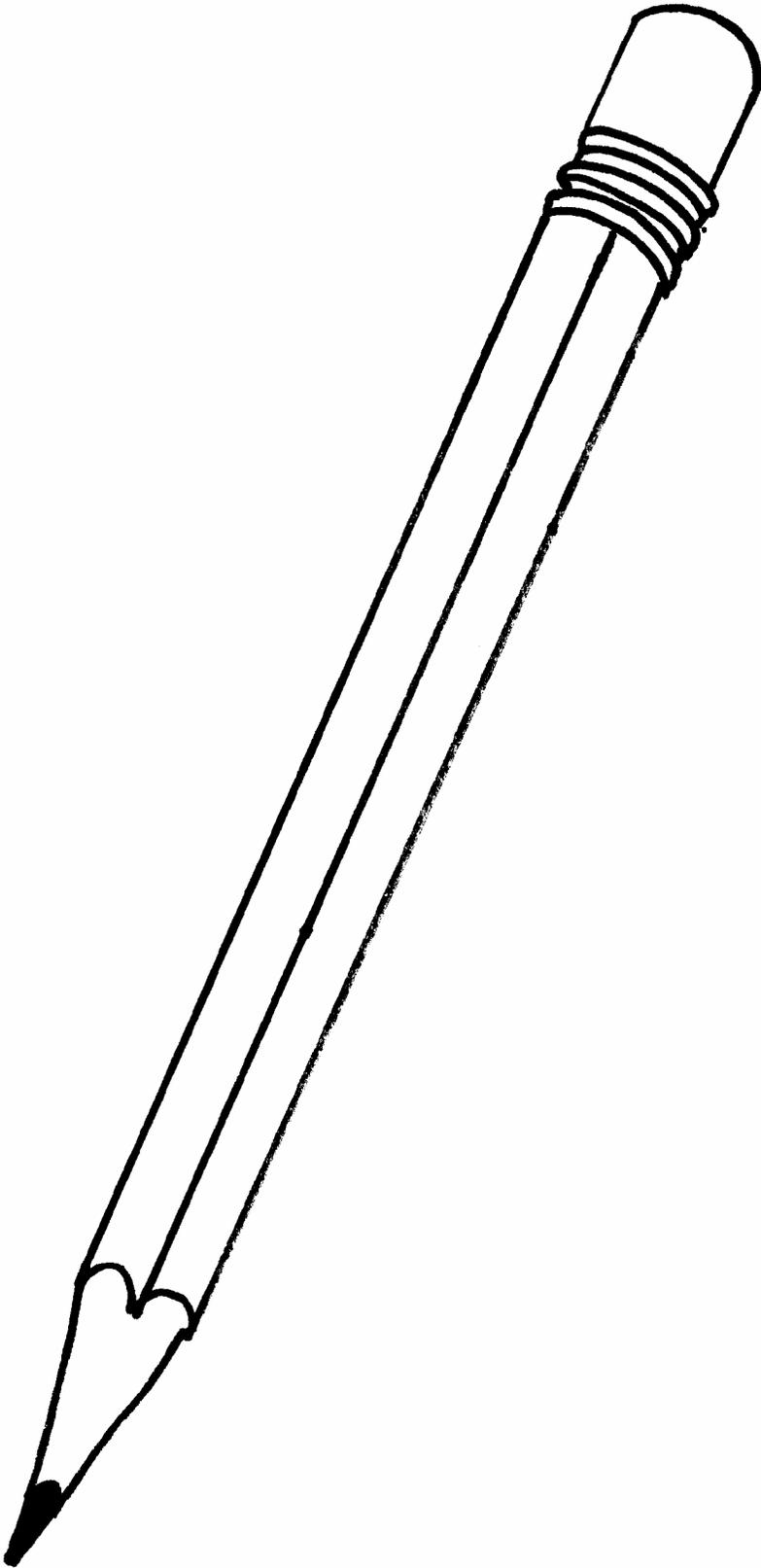
**10.** Pass out the student handout and let students study the handout for 15 to 20 seconds in advance preparation for the activity. Then have students copy the prices from the board. Circulate around the room to check that they are writing the prices correctly.

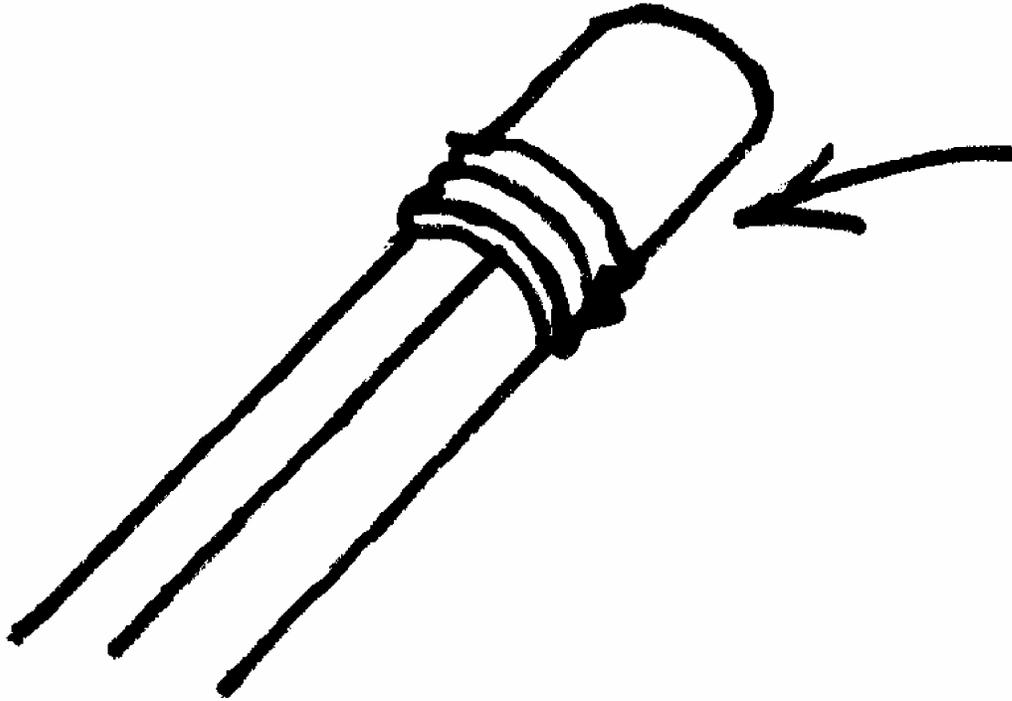
## FOLLOW-UP ACTIVITY

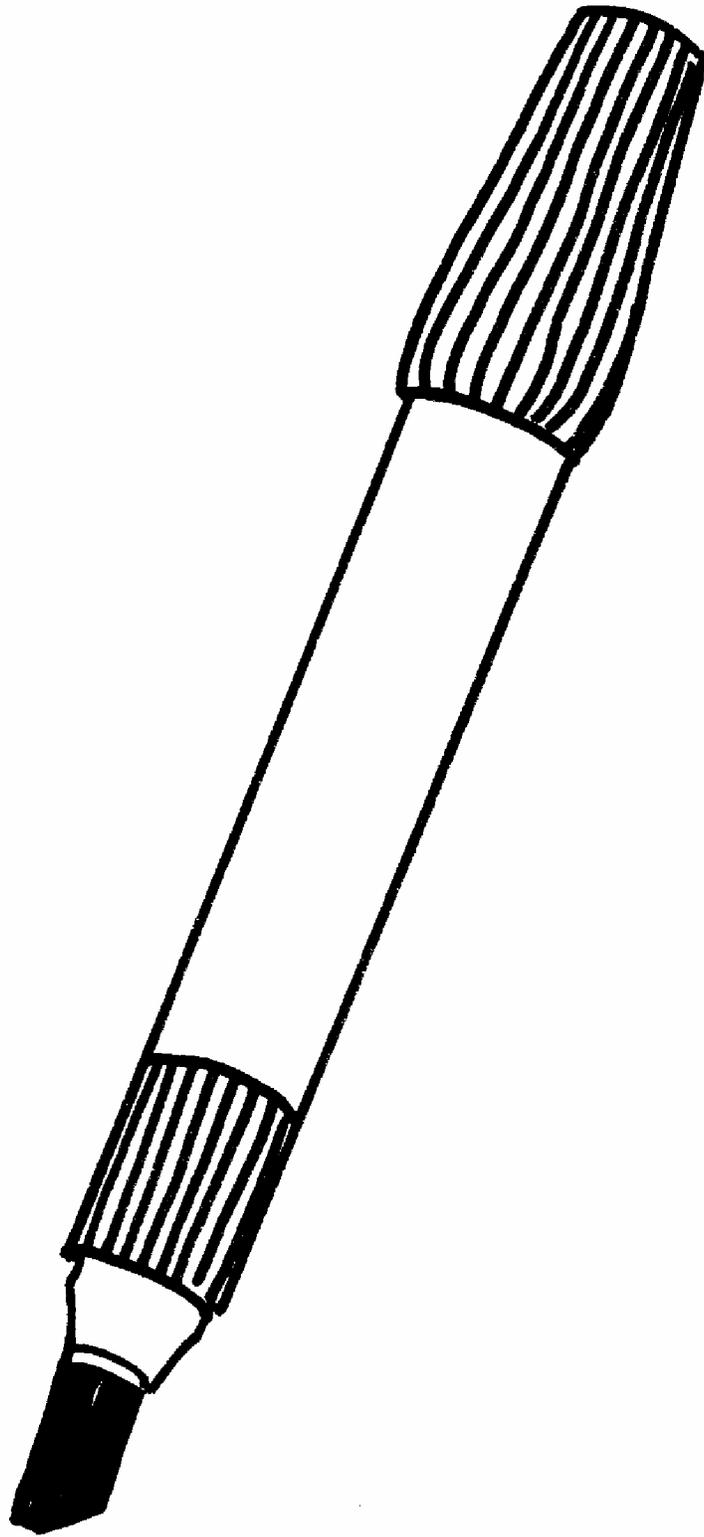
1. Do an oral dictation using prices, having as many students go to the board as possible while the remainder of the class writes at their desks.
2. Demonstrate the following exercise: Use the same handout as in the Advanced Preparation activity. Have Student A use a Handout with the prices for the objects written in, while Student B has a Handout without prices. Student B sits with his/her back facing Student A. Student B chooses an item from the handout, e.g., the pen, and asks Student A, e.g., “How much is the pen?” Student A answers. Student B writes the price given by Student A on the dashes under the drawing of the pen. Students switch roles.
3. Demonstrate pricing items with several objects you have placed on a demonstration table, desk, or chair in the front of the room. Pass out Post-It notes or small pieces of paper. Have students work in pairs. Have students use their own classroom objects. (Provide students with extra objects as necessary.) Have students decide the price of each of their own objects, write each price on a Post-It or small paper and then match the prices with the objects on their desks. Circulate around the room to make sure students are writing prices correctly. Demonstrate having Student A ask Student B, “How much is the pencil?” Student A reads the answer. Students switch roles.
4. Extend the exercise by giving students play money and having students buy the objects. In each group, one student can be the vendor and the others buyers. Have buyers visit each vendor in the class.

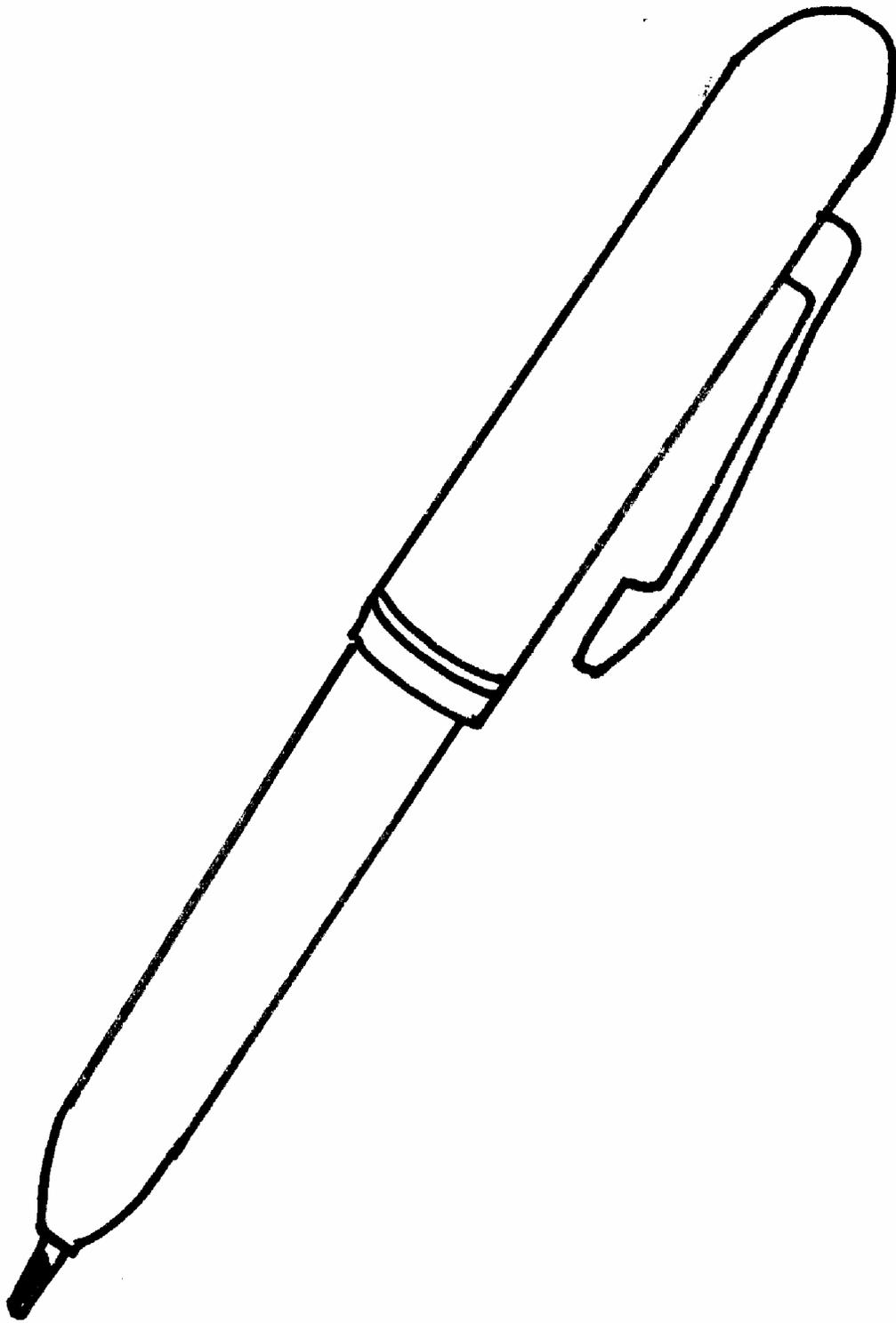
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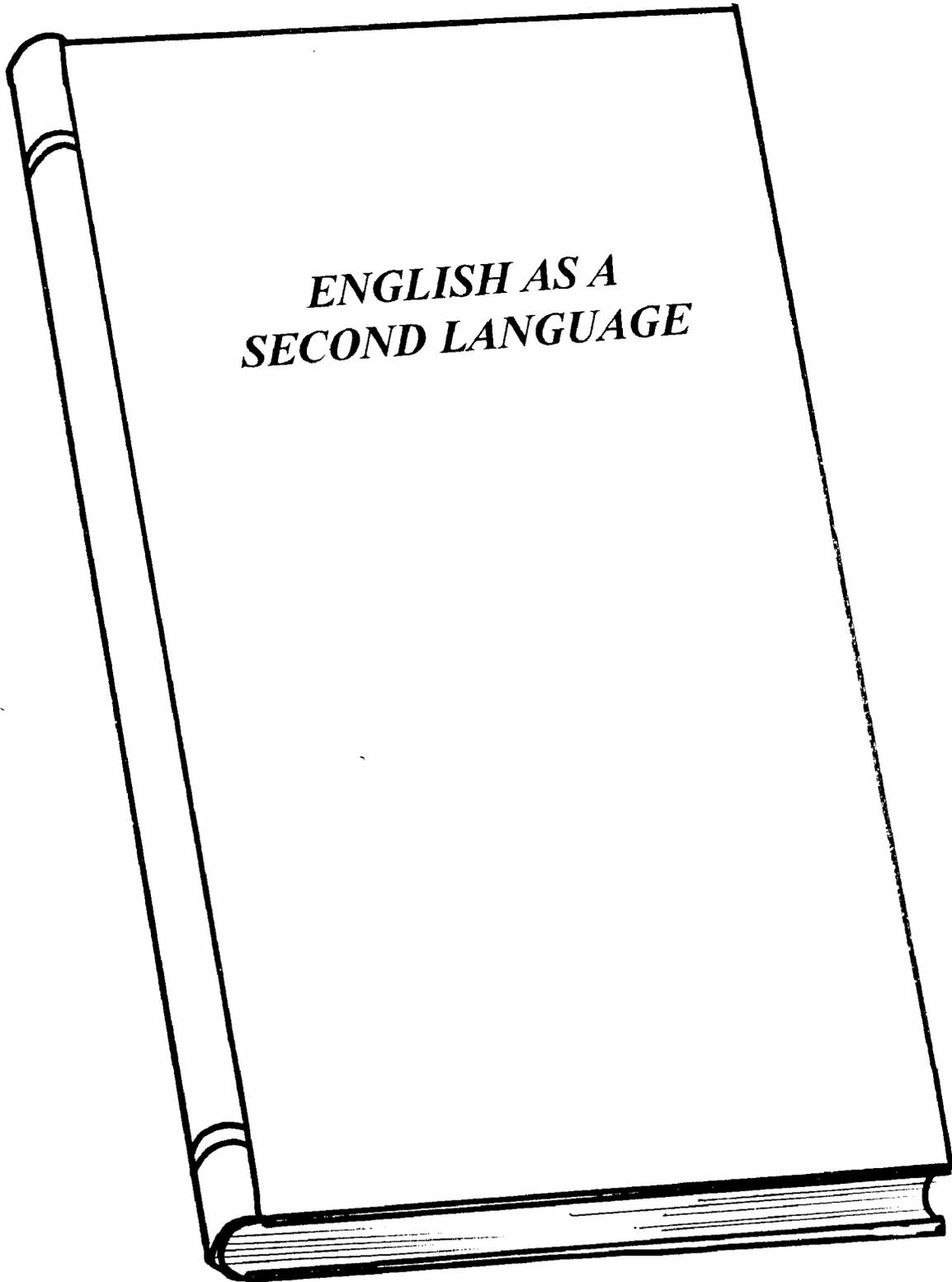


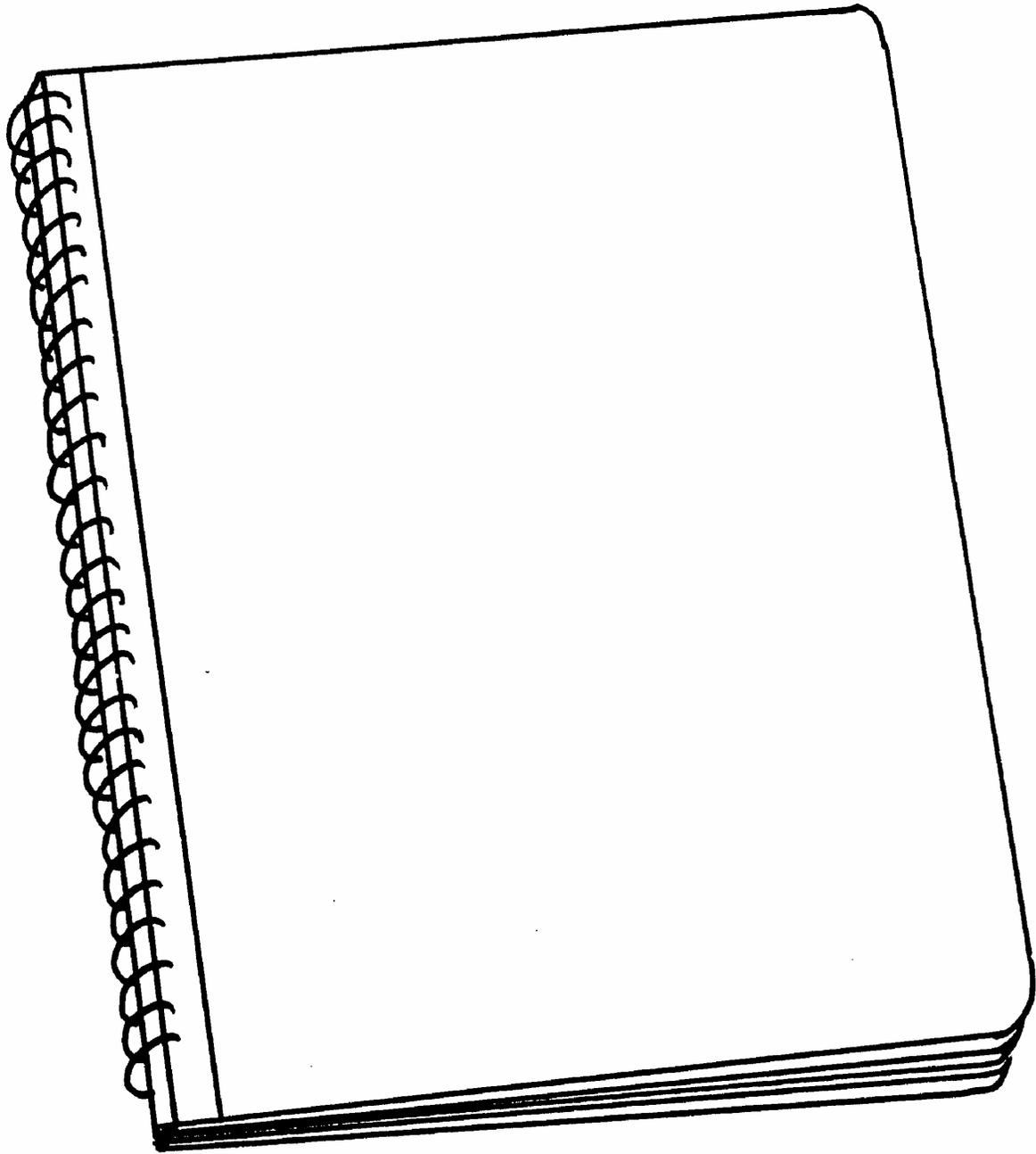




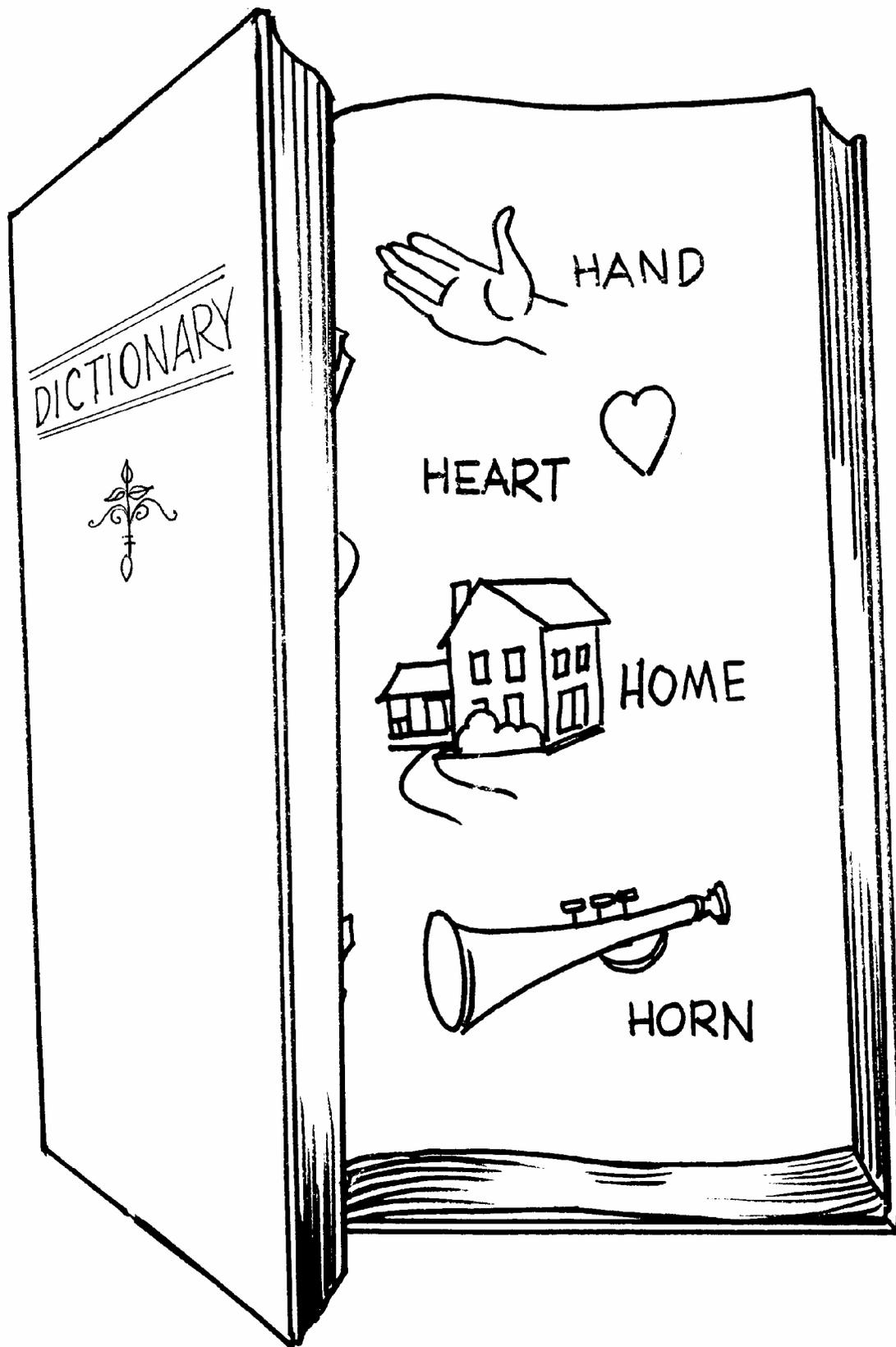


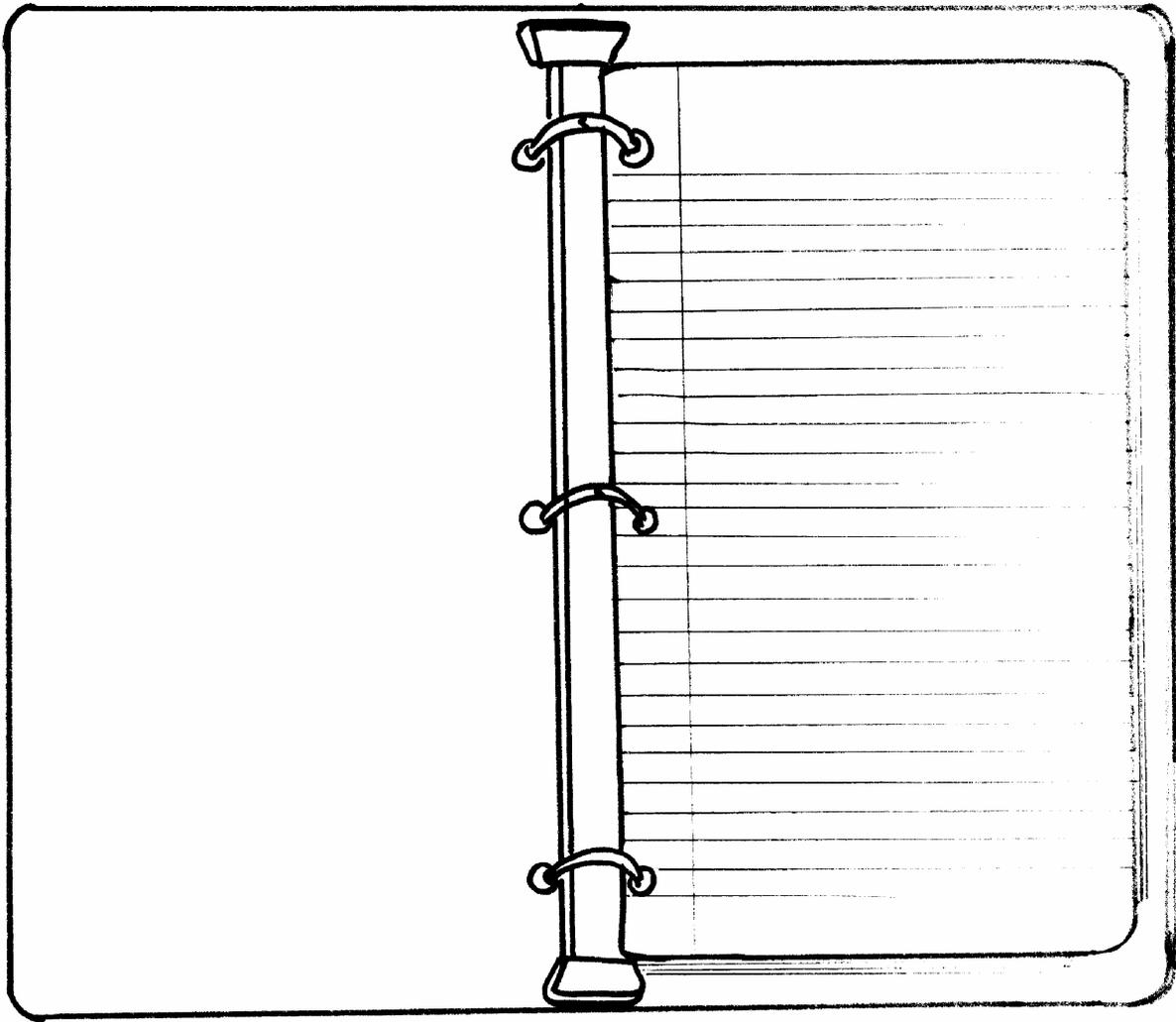












**Topic Competency #13**  
**Copying prices of classroom objects.**

**(50-01-58)**

**Teacher's Visual #9**

	<p><b>SAMPLE ACTIVITIES for TOPIC COMPETENCY #14</b> <i>Grouping words according to vowel sounds.</i></p>
	<p><b>Objective:</b> Increase listening and speaking proficiencis by grouping items of clothing according to vowel sounds. <b>Time:</b> 30 minutes <b>Learning strategy focus:</b> Grouping</p>

COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
I. ORAL LANGUAGE A. LISTENING 6. Demonstrate ability to discriminate between sounds.	IV. CONSUMER ECONOMICS A. Shopping 14. Identify a limited number of common foods and clothing items.	VERB STRUCTURES <b>1</b> (simple present of <b>to be</b> ) OTHER SENTENCE ELEMENTS <b>4a, 5a/d,</b> (nouns, determiners, cardinal numerals and words for numbers) SENTENCE PATTERNS <b>11civ</b> (How much is...)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention COGNITIVE: <b>Grouping</b> SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION: 0.1.2 0.3.8 0.3.9	FOUNDATIONS Basic Skills F1, F5, F6 Thinking Skills F10 Personal Qualities F13, F14, F15, F16 COMPETENCIES Information C6, C7 Interpersonal C14 Systems C15, C16

# Learning Strategy Focus

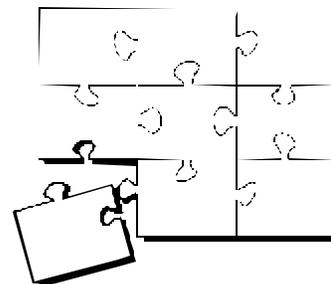
## GROUPING

Grouping is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.

In grouping, students order, classify, or label aural or visual material in a learning task.

Students can group such things as

- Sounds
- Symbols
- Objects
- Pictures
- Letters
- Words
- Sentences



Teachers can help literacy students learn to practice grouping by

- Having them group similar sounds (e.g., single vowel sounds vs. vowel combinations) by manipulating symbols that represent the sounds,
- Having them group objects whose names share identical sounds,
- Having them group similar types of letters, e.g., y, j, g, q, (extend below the line) vs. l, h, k, b (extend above the line),
- Having them group words that begin or end with the same sound,
- Having them group words that contain identical vowel sounds but different spellings for the sounds

## Preparation of Students

Before doing this activity, students must be able to:

1. State the names of and point to clothing items when orally prompted to do so.
2. Orally respond to the question, “*What’s this?*”

## Teacher Preparation

1. Use the Teacher Visuals #1-6 (six clothing items) or make an overhead transparency of Student Handout #1 (clothing items) and cut it into separate drawings of clothing items.
2. Get a long pointer.
3. Get masking tape or an overhead projector.
4. Make copies of Student Handouts #1 (clothing items) and #2 (columns). Use only the first six clothing items and the first two columns.
5. Optional: Get a class set of scissors.

**Note:** Use all twelve clothing items and four groupings if your students are more advanced.

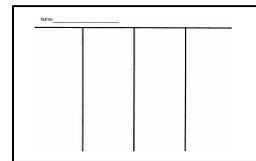
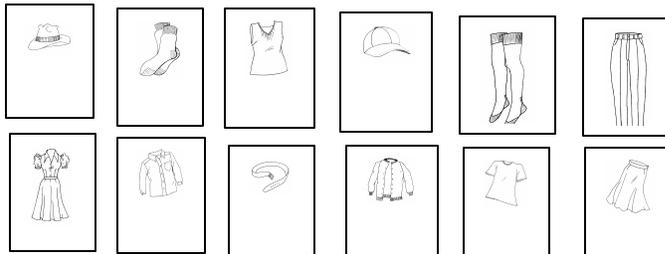
## IMPLEMENTATION



- 1.** Draw two columns on the board, overhead transparency, or butcher paper, or designate two areas of a wall.
- 2.** Show the students the Teacher Visual #1 of the hat. Ask the students, “*What’s this?*” Once they have identified it as a hat, tape the drawing of the hat to the first column. Repeat with Teacher Visual #2 of the socks, this time taping the drawing of the socks to the second column.
- 3.** Hold up Teacher visual #3, top. After students identify the drawing as a top, point to the drawings already posted in the two columns, saying, “*top, hat*” “*top, socks.*” Post the drawing of the top in the column under the drawing of the socks to group it with a word containing the same vowel sound.
- 4.** Continue repeating Step 2 with the remaining Teacher Visuals (cap, stockings, pants) until all of the drawings are posted in their correct groups.

- 5.** Point to the drawing of the top, the socks, and the stockings and write the name of each item underneath each drawing. Point to the first vowel in each word and say <ah>, then “*same.*” Repeat the process with the words in the second column, pointing to the cap, hat, and pants, and say the sound of <a> as in the word **hat**, then say, “*same.*”
- 6.** Point to the word **top** in the first column and say the sound of <ah> as in the word **top**, then point to the first word in the second column, **hat**, say the sound of <a> as in **hat**, and finally, say, “*different.*” Repeat the process with the other words in the two columns.
- 7.** Point to pairs of words in the two columns and have volunteers say the vowel sound in the first syllable of each word and have the class say, “*same*” or “*different*” as appropriate.
- 8.** Take down the drawings of the top, cap, stockings and pants and erase the words, leaving up the original two drawings (hat, top). Give the four drawings to four students in the class. Have the students put them back in the appropriate column. When they have finished, ask the class, “*Is this correct?*” Have volunteers make any necessary changes.
- 9.** Point to the drawings in each column and have students orally identify the items.

# TOPIC COMPETENCY #14



**Visuals** (see following pages)

**10.** Repeat Steps 4 and 5, this time leaving the pants and stockings as the only two drawings in the columns. Do not choose the same four students.

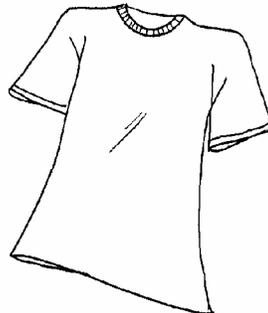
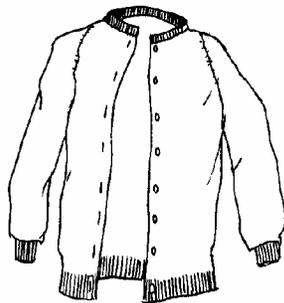
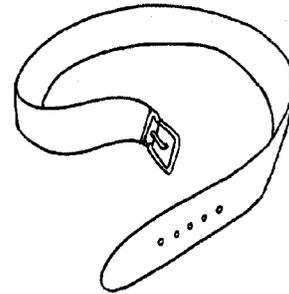
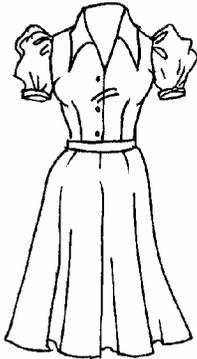
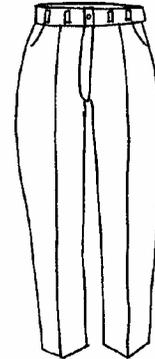
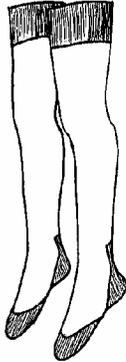
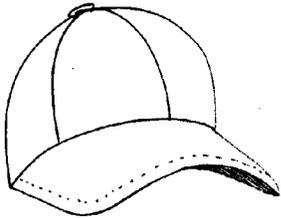
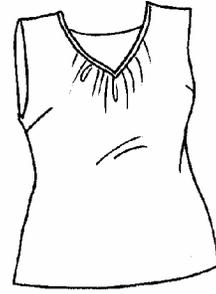
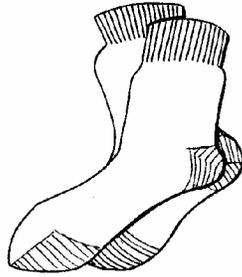
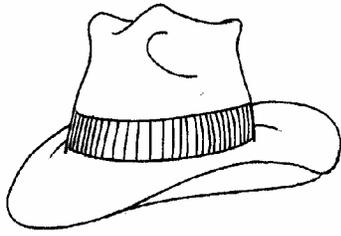
**11.** Repeat Steps 4 and 5, this time taking down all six drawings and passing them out to six more students. Have the six students recreate the board. It is not necessary that the drawings remain in the same column order. The only requirement is that all pictures in each column group have the same vowel sound in the first syllable of the name of the clothing item they represent.

**12.** Distribute Student Handout #1 (clothing items). Have students fold the handout and tear apart the pictures of the clothing items (or use the optional class set of scissors). Distribute Student Handout #2 (columns). Students work in pairs to group the drawings in columns according to the vowel sound in the first syllable of each word.

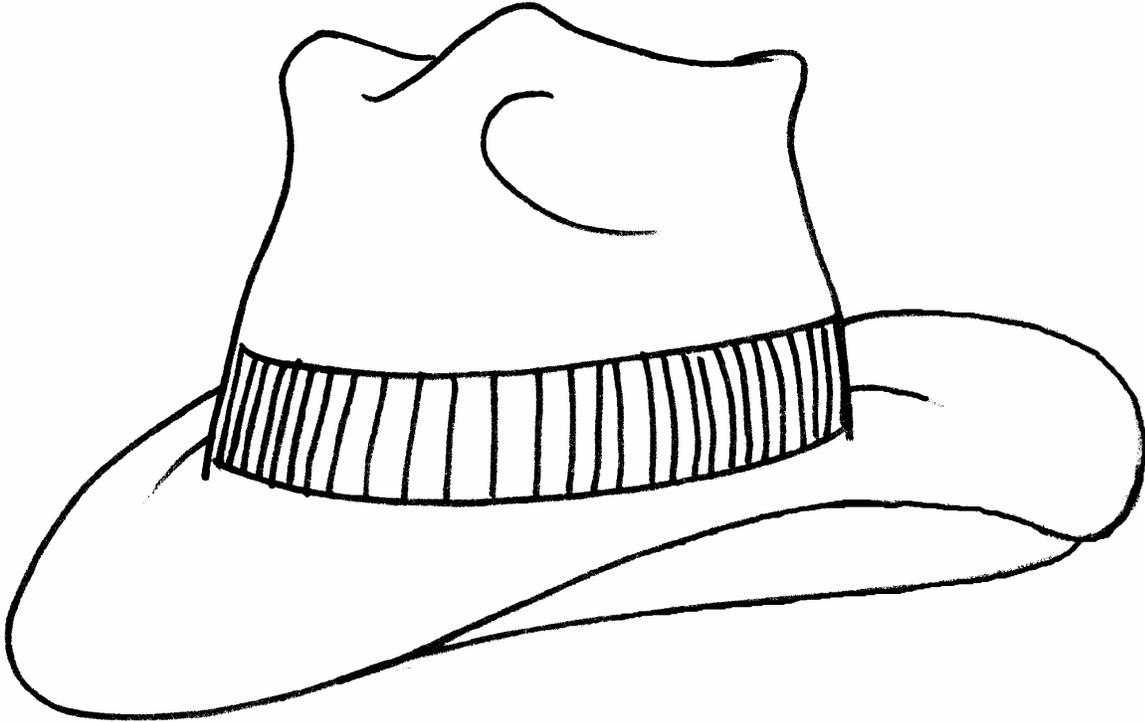
**13.** End the activity by students stating the words for column 1, then the words for column 2.

## FOLLOW-UP ACTIVITY

1. Demonstrate with a number of pairs of students, then have all the students work in pairs. Student 1 says the name of an item aloud. Student 2 places the drawing of the item in the correct column group.
2. Ask students and then have them ask each other **yes/no questions** using the vowel sounds, e.g., a student points to the picture of the hat and asks another student, “*Is this <a>?*” (as in the word **hat**).
3. Ask the students and then have them ask each other **or questions** using the vowel sounds, e.g., “*Is this <a> or <ah>?*” (as in the words **hat** and **top**).

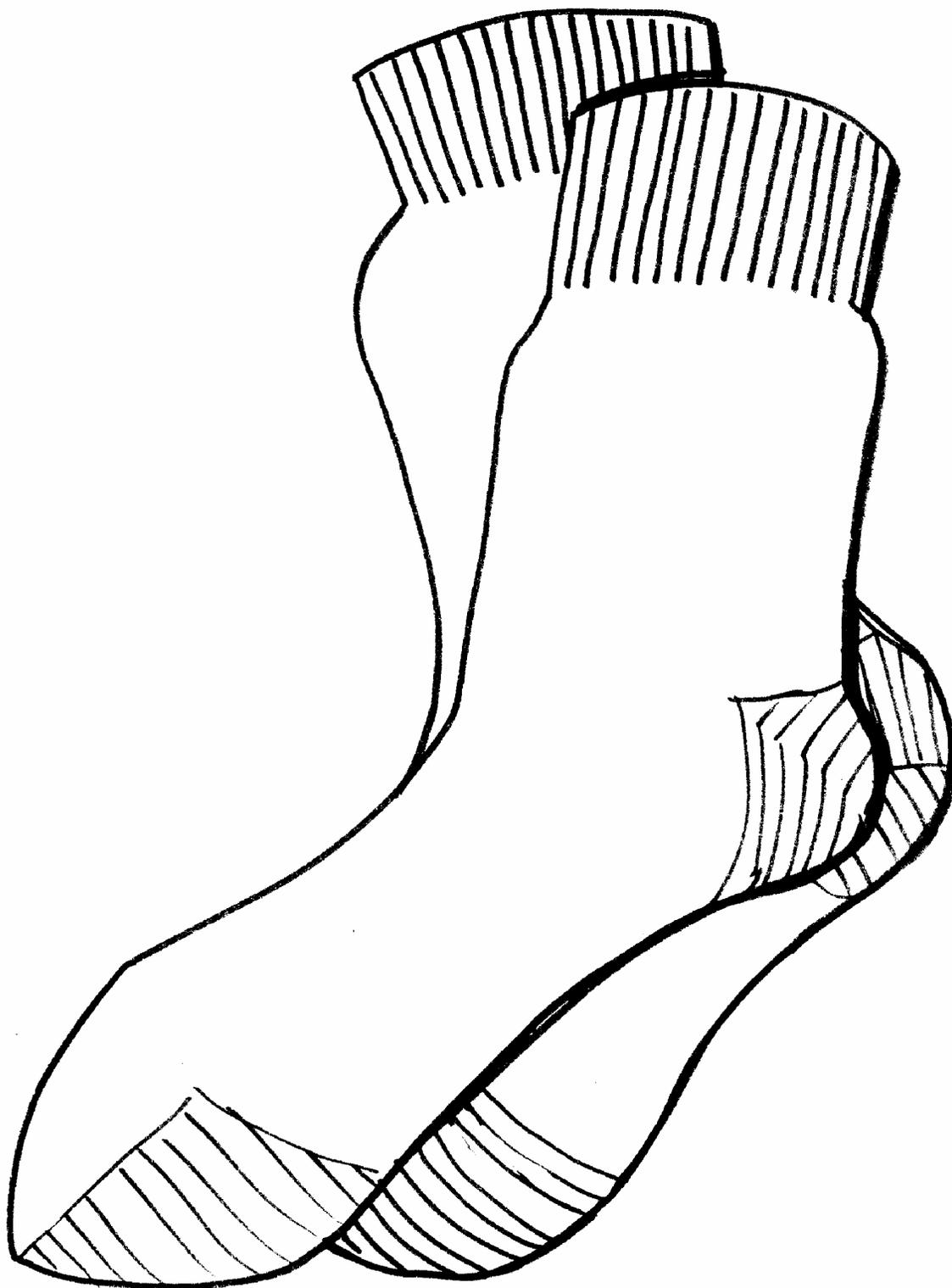


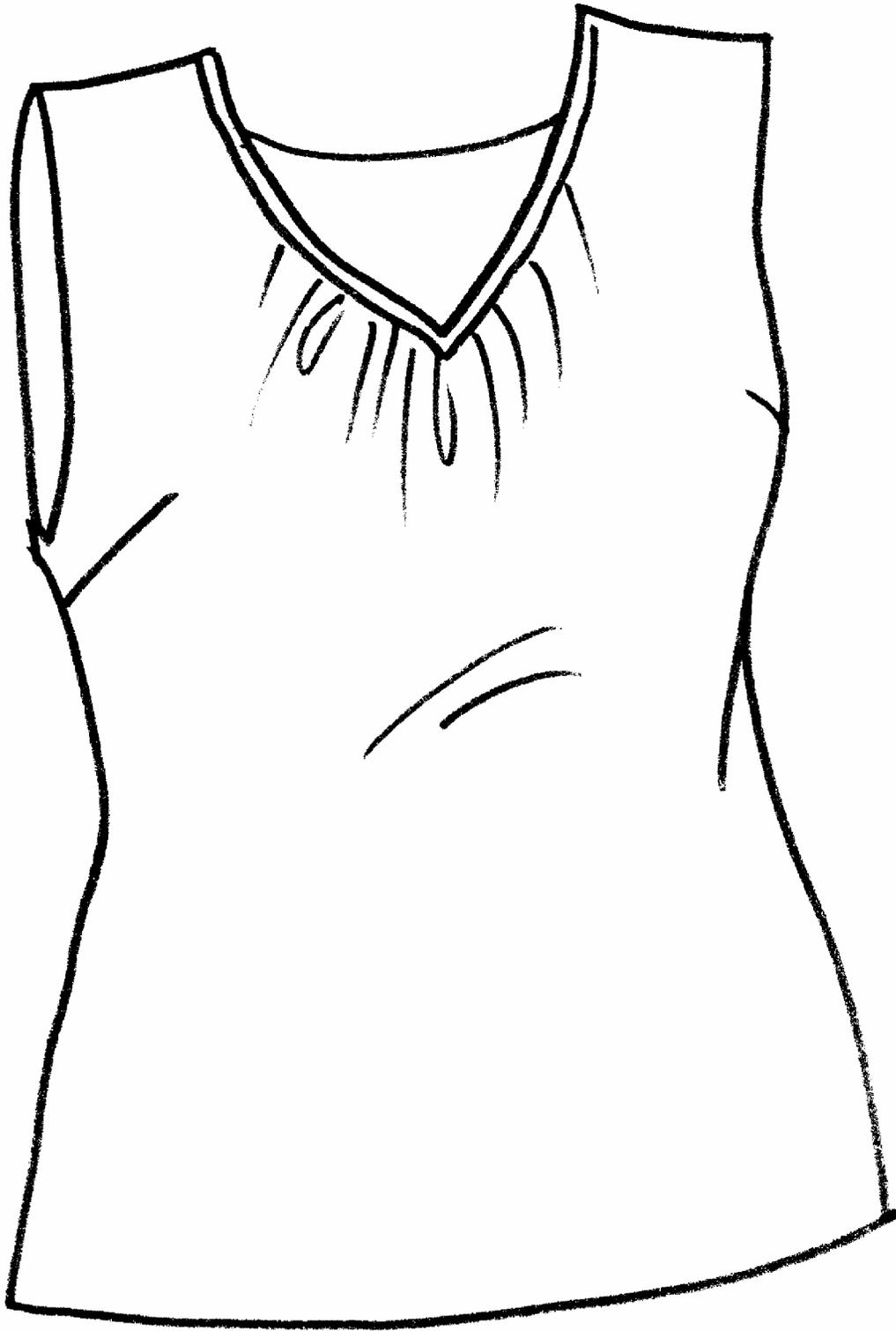
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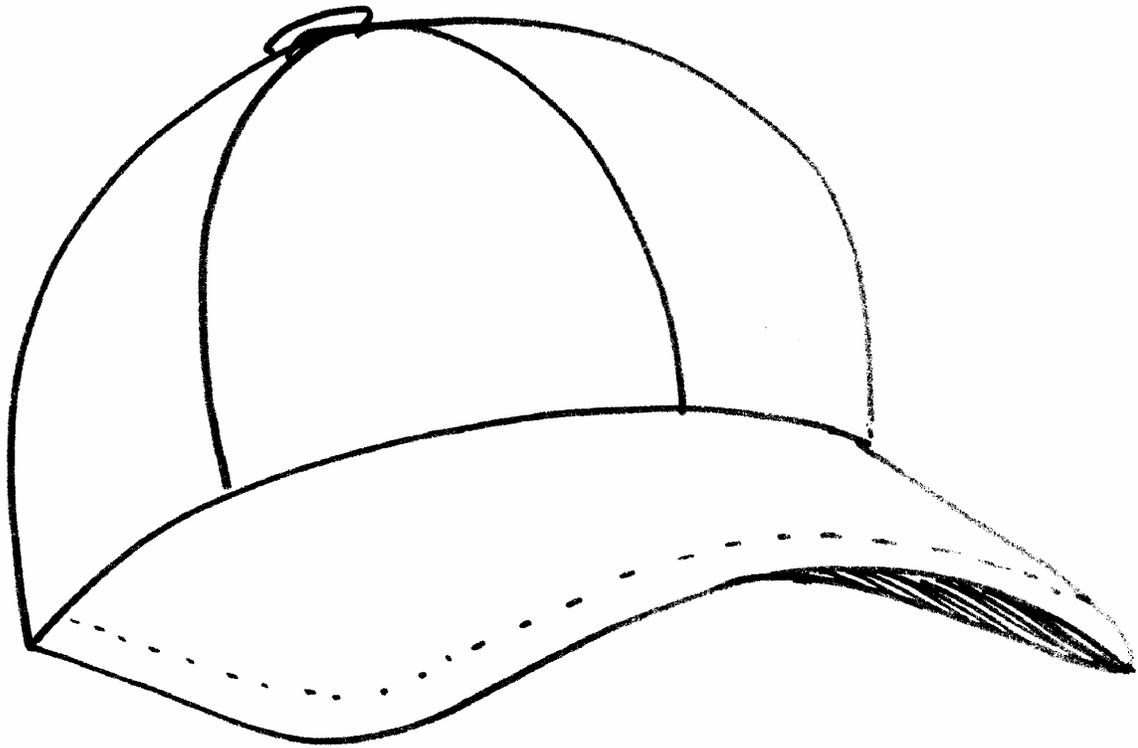



**Topic Competency #14**  
**Grouping words according to vowel sounds.**

**Teacher's Visual #1**



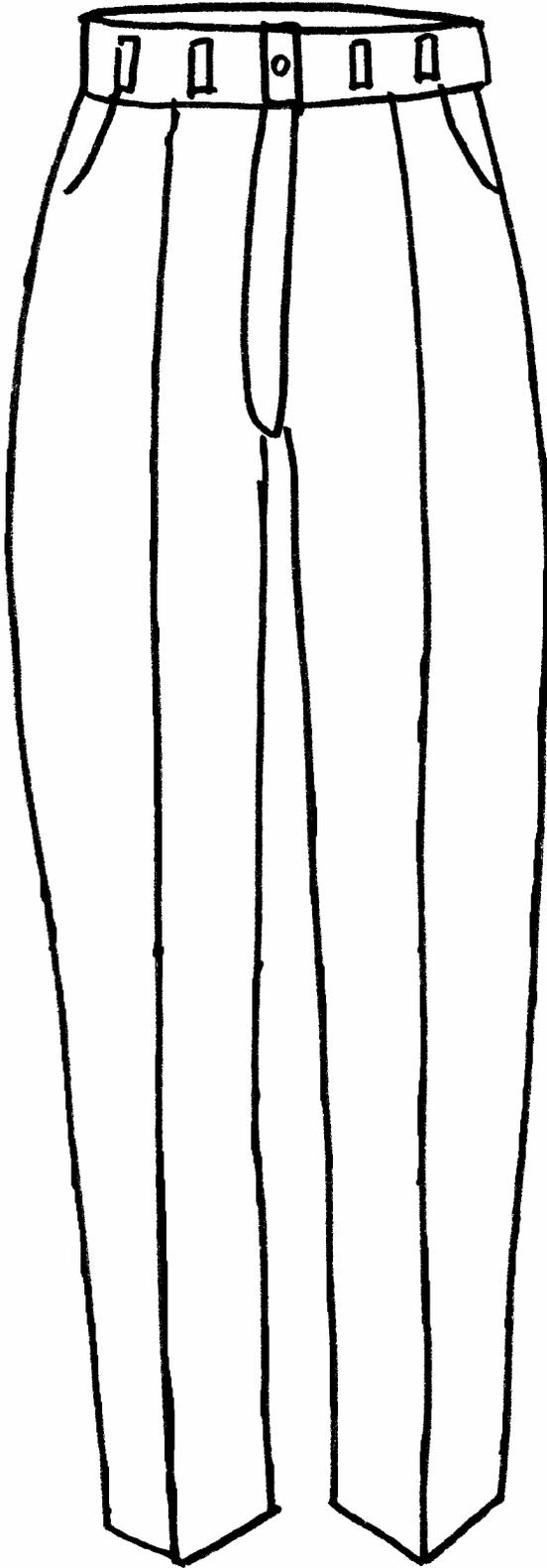






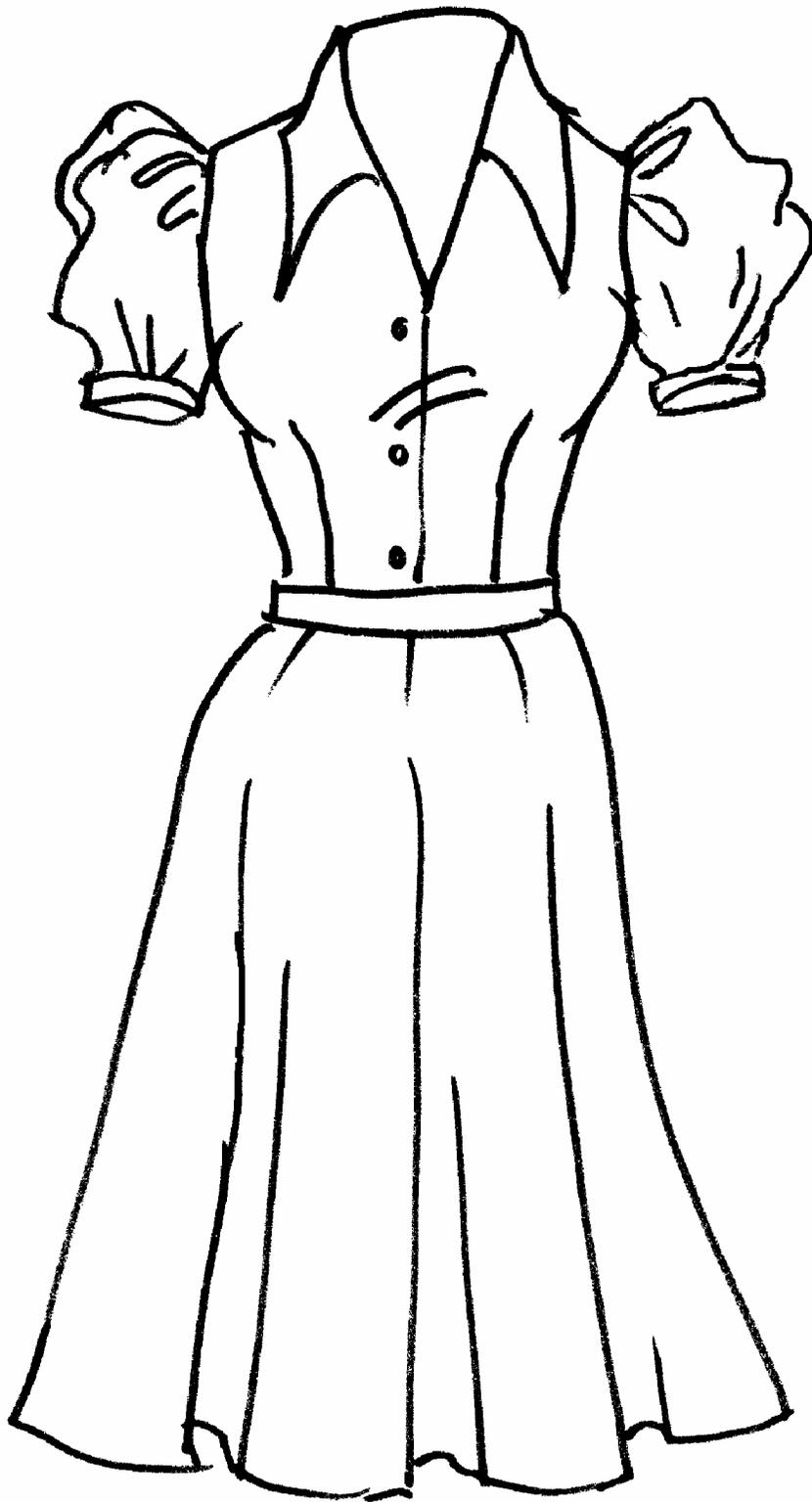
Topic Competency #14  
Grouping words according to vowel sounds.  
(50-01-58)

Teacher's Visual #5



Topic Competency #14  
Grouping words according to vowel sounds.  
(50-01-58)

Teacher's Visual #6



Topic Competency #14  
Grouping words according to vowel sounds.  
(50-01-58)

Teacher's Visual #7

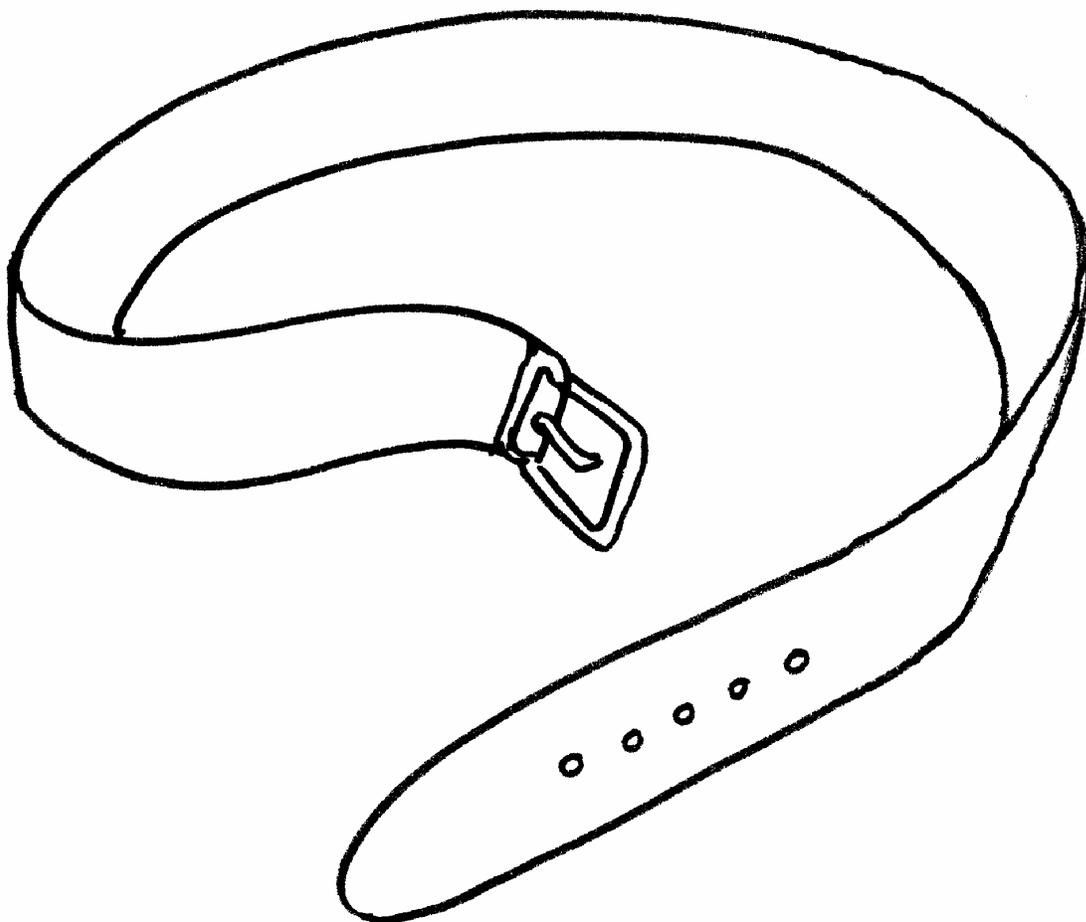


Topic Competency #14  
Grouping words according to vowel sounds.

(50-01-58)

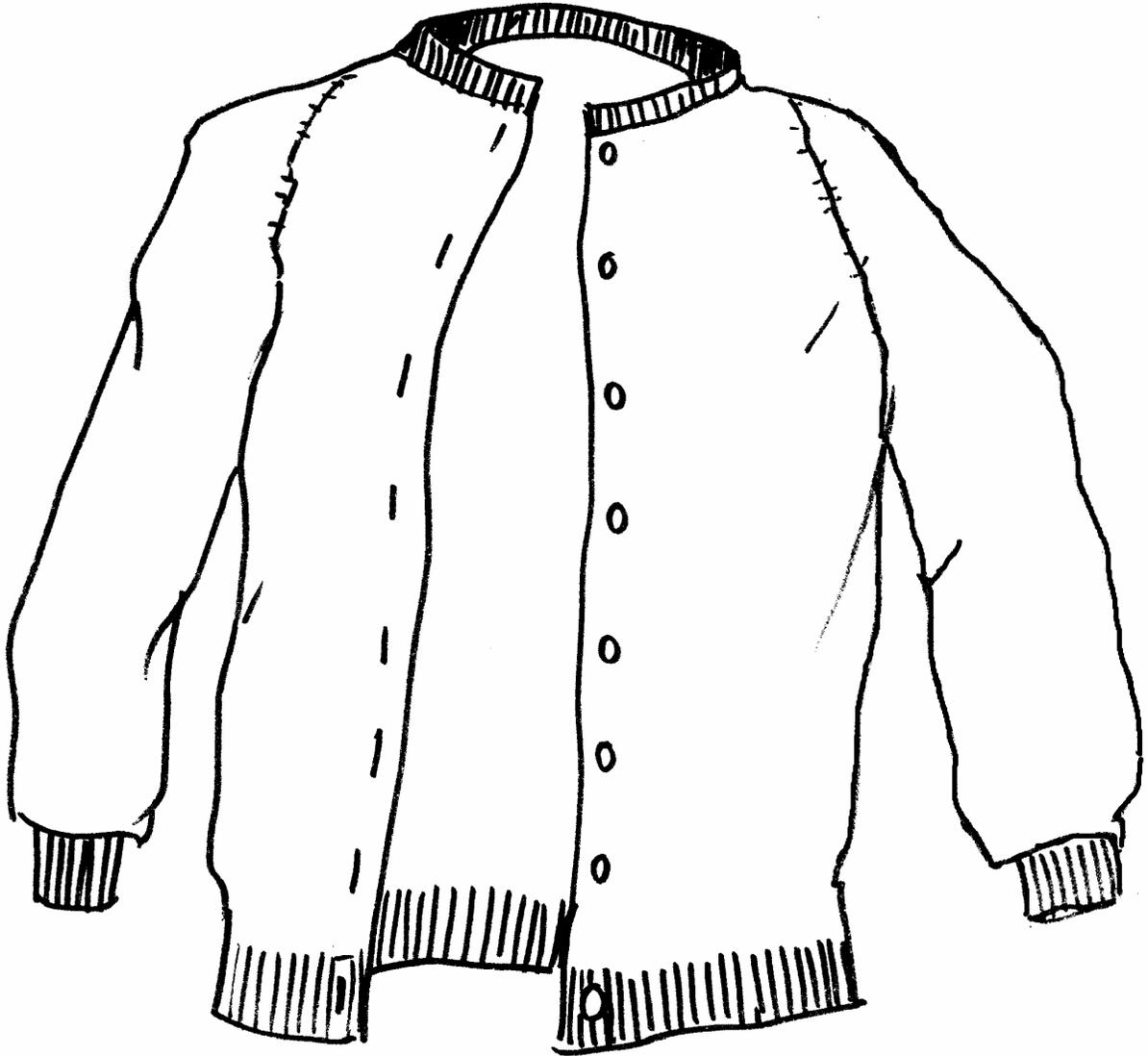
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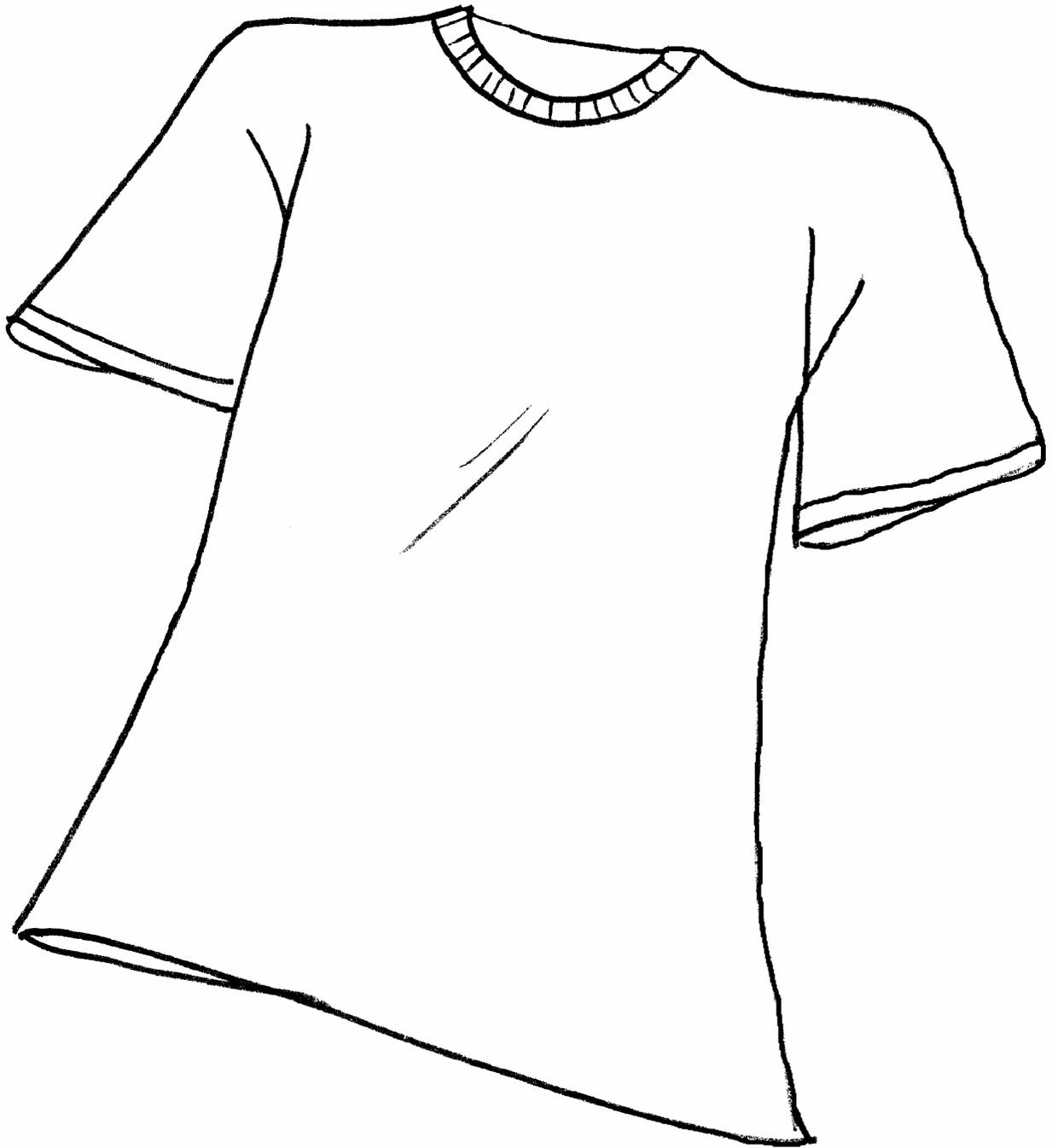
Teacher's Visual #8

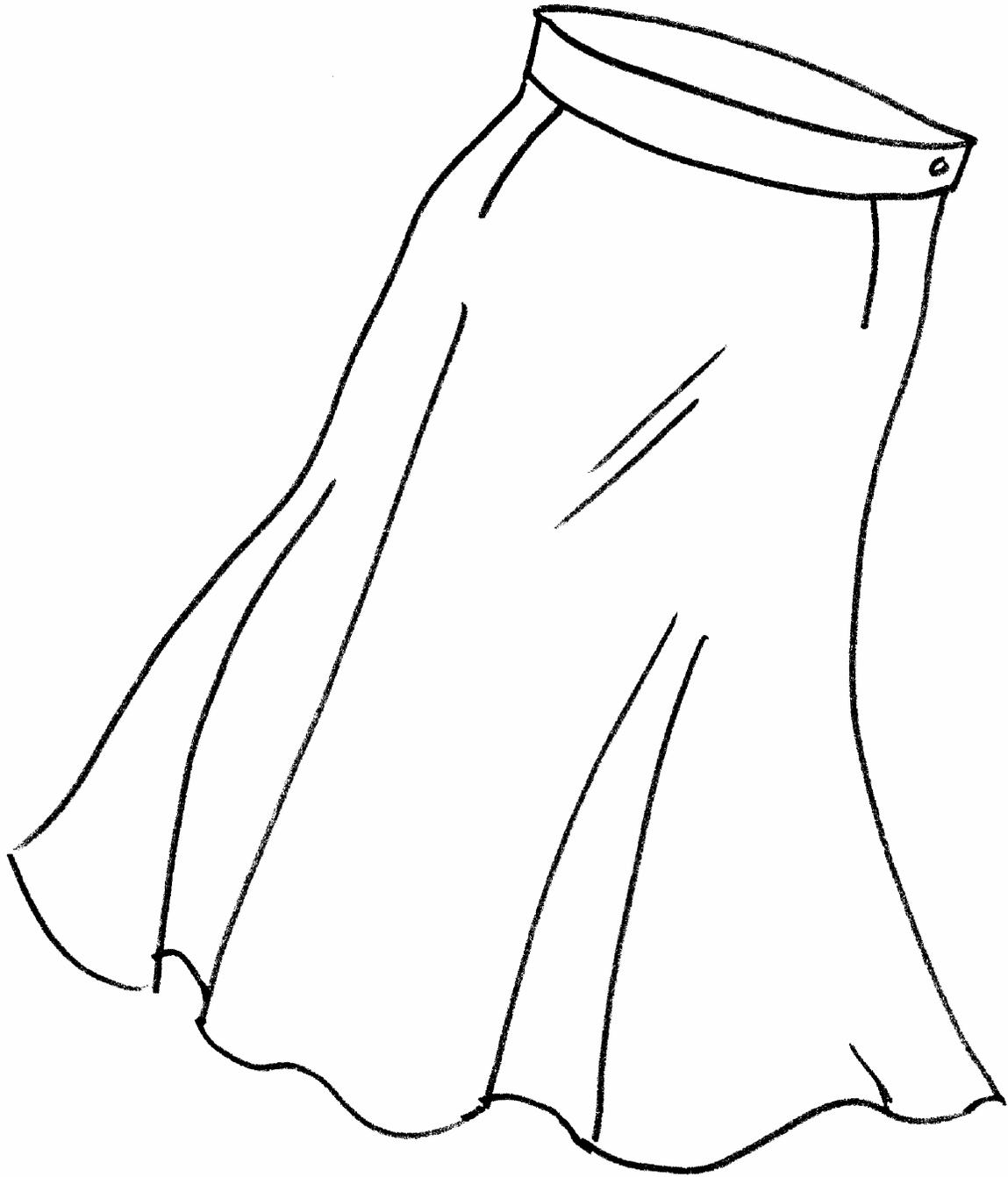


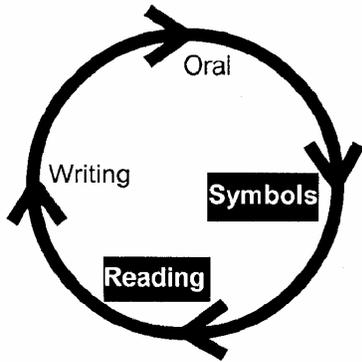
**Topic Competency #14**  
**Grouping words according to vowel sounds.**

**Teacher's Visual #9**









## SAMPLE ACTIVITIES for TOPIC COMPETENCY #15

*Simple addition.*

### Objective:

Increase reading proficiency and computation skills by reading simple addition problems and illustrating them through physical actions.

**Time:** 45-60 minutes

**Learning strategy focus:** Deduction

### COURSE OUTLINE COMPONENTS

1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
II. WRITTEN LANGUAGE A. Reading 5. Associate common signs and symbols with oral language and appropriate physical actions.	IV. CONSUMER ECONOMICS 15. Compute simple arithmetic without using carrying or borrowing operations. a. Simple addition	VERB STRUCTURES <b>1a.ii</b> (to be) OTHER SENTENCE ELEMENTS <b>4 a, c</b> (nouns) <b>5d</b> (cardinal numerals) <b>10</b> (non-referential <b>there is/are</b> ) SENTENCE PATTERNS <b>11c.iii</b> ( <b>Wh-</b> questions)

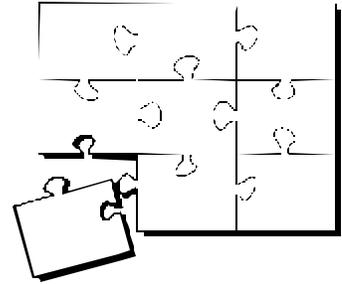
### EDUCATIONAL AND GOVERNMENTAL GUIDELINES

LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: Selective Attention COGNITIVE: <b>Deduction</b> Induction SOCIAL/AFFECTIVE: Cooperation	BASIC COMMUNICATION 0.1.2 0.1.6 CONSUMER ECONOMICS 1.1.6 1.2.2 1.2.3 1.2.4 COMPUTATION 9.0.1 6.0.2 6.1.1	FOUNDATIONS Basic Skills F1, F3 Personal Qualities F15, F16 COMPETENCIES Information C5, C6, C7 Interpersonal C9 Systems C15, C16

# Learning Strategy Focus

## DEDUCTION

- Deduction is a cognitive learning strategy; that is, a strategy in which students interact with the material to be learned and manipulate it mentally or physically.
- In deduction, students apply an already-learned rule or pattern to a situation or task.
- Students deduce patterns or rules related to such things as
  - Pronunciation
  - Grammar
  - Gestures, larger physical movements, or location
  - Vocabulary appropriateness
  - Speaking or writing style
  - Listening or reading comprehension
- Teachers can help literacy students learn to deduce by presenting them with numerous practice activities that give students the opportunity to apply induced or otherwise learned patterns or rules. Such activities include,
  - Having students orally form the plural form of regular nouns such as, **book** and **pencil**
  - Having students write the plural form of regular nouns such as, **book** and **pencil**,
  - Having students give the appropriate greeting in different social contexts, e.g., **Good evening, Ms. . . .** to a female teacher vs. **How are you doing?** to a student friend,
  - Having students decide whether to say **a** or **the** when giving a teacher or student a command to take an object.



## Preparation of Students

Before doing this activity, students must be able to:

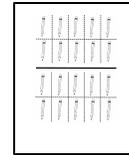
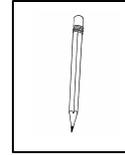
1. Count objects;
2. State & ask about numbers from 1 – 20;
3. Read, understand state and write numerals and words for numbers 1 – 20 and the word **is**;
4. And be familiar with addition.

## Teacher Preparation

1. Get masking tape and a long pointer.
2. Make ten copies of Teacher Visual #1 (large pencil).
3. Make word cards (approximately 4" X 6") for the words for numbers 1-10 and the words **plus** and **is** (twelve cards total).
4. Make copies of Student Handouts #1 (small pencils) and #2 (word slips), one per student pair.
5. Cut out the slips on Student Handouts #1 and #2 and put the slips in sets for each student pair



# TOPIC COMPETENCY #15



**Visuals** (see following pages)

**8.** Check to see if students have induced the equation pattern. Post three pencil drawings in a cluster and four pencil drawings in another cluster to the right. Draw five dashes in a horizontal row below them:

□□□                      □□□□  
\_\_\_\_\_

Have a volunteer say the words that correspond to each of the dashes as you point to them. After the student has assembled the sentence orally, have the class say it, then ask volunteers to create the sentence with word cards.

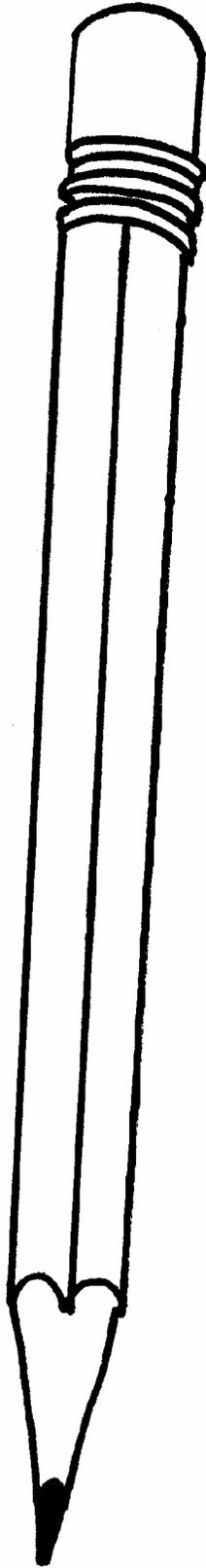
**9.** Repeat Step 7 using different numbers of pencils.

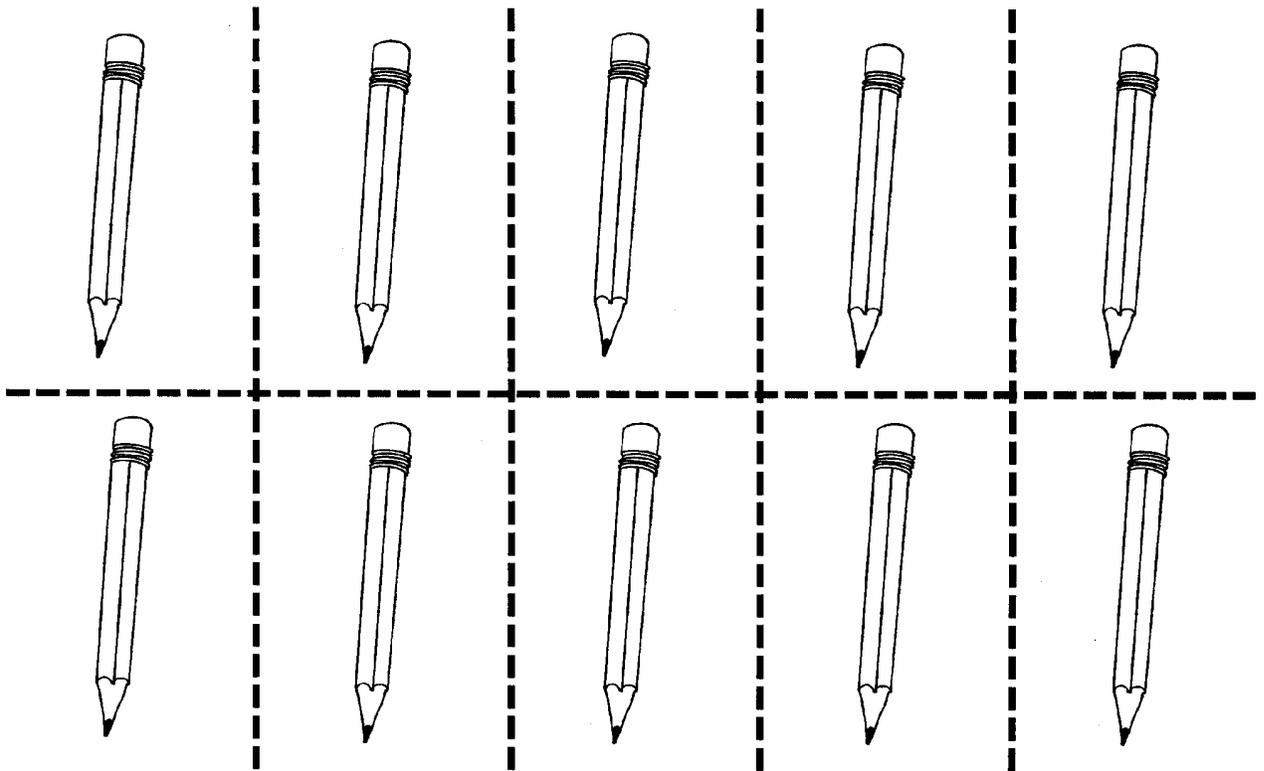
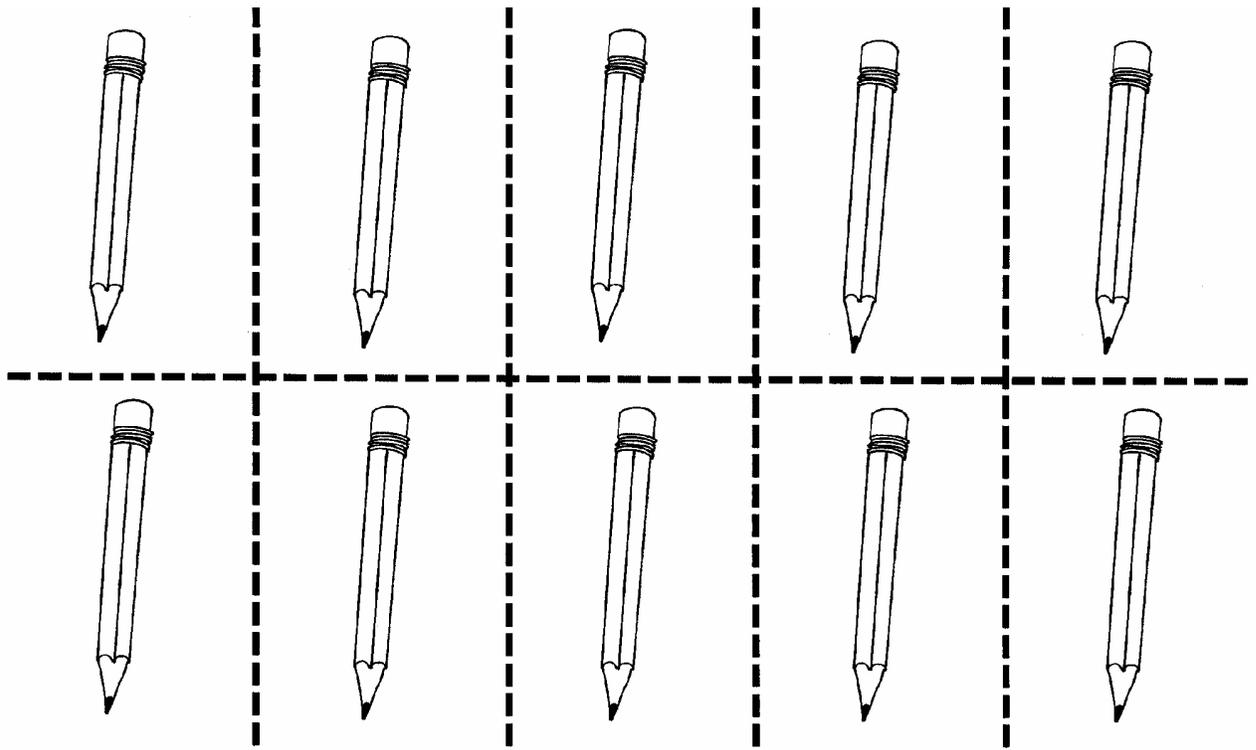
11. Have students form pairs. In this practice, students will use deduction to apply the pattern they have learned about and create their own equations. Distribute the drawing and word slip sets from Student Handouts #1 (small pencils) and #2 (word slips). Have one student in each pair cluster put several pencil drawings into two groups. Have the other student use the word slips to create the sentence that describes addition of the two groups of pencils. Have partner reverse roles after about 10 minutes.

11. Circulate around the room to assist and assess student performance.

## FOLLOW-UP ACTIVITY

Present the symbols + and =. Have students convert sentences into numerals and mathematical symbols.





CUT INTO INDIVIDUAL WORD SLIPS

**one**

**twelve**

**two**

**thirteen**

**three**

**fourteen**

**four**

**fifteen**

**five**

**sixteen**

**six**

**seventeen**

**seven**

**eighteen**

**eight**

**nineteen**

**nine**

**twenty**

**ten**

**plus**

**eleven**

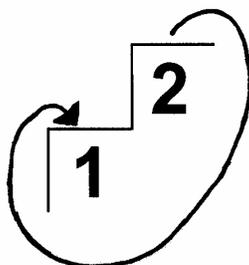
**is**

## *LESSON PLANNING for ESL LITERACY STUDENTS*

Detailed planning is essential to meet ESL literacy students' needs and to successfully implement the ESL Beginning Literacy course outline. Lesson planning for literacy students involves 1) assessing students' needs, 2) identifying learning objectives that address both students' needs and course outline competencies, 3) designing lessons that address those learning objectives, 4) monitoring and evaluating students' progress in reaching the learning objectives, and 5) developing follow-up lessons based on students' progress.

Teachers create learning objectives 1) by integrating items from the three sets of course outline competencies: Proficiencies (listening, speaking, reading and writing), Topics (vocabulary, language skills, and life skills), and Structures (grammatical forms and patterns), 2) by addressing students' abilities, errors, and learning styles, and 3) by considering students' verbally- and non-verbally-expressed needs.

**Because of the characteristics of ESL literacy students and because of the need to constantly assess students' progress, a recycling, two-step lesson plan format is used in this course outline: Presentation and Practice. Assessment is integrated into each step, thus reducing the need to design special assessment instruments and activities.**

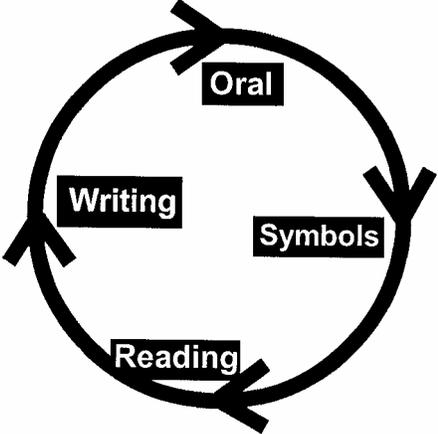


The Presentation step focuses students on the learning objective by acquainting them with new language knowledge or skills. The Practice step gives students many and varied opportunities to experiment with the new knowledge or skills and to learn from their mistakes. During both Presentation and Practice, teachers observe and evaluate students' progress and modify activities based on students' responses.

Note that because the cycle of Presentation and Practice continues throughout a lesson, either one can begin a lesson. For example, it may be useful to have students practice something presented or practiced in a previous class in order to ready them for a related presentation.

Below is a set of references within this course outline. In these references, teachers will find samples of learning objectives for ESL activities and lessons, as well as detailed examples of the cycle of presenting and practicing with assessment integrated into each step.

1. Overview of Sample Activities – page 23
2. Chart of Sample Activities – pages 24-25
3. Sample Activities – pages 26-152
4. Sample ESL Beginning Literacy Lesson Plan – pages 154-168

	<h2 style="text-align: center;">SAMPLE LESSON PLAN</h2> <p style="text-align: center;"><i>Saying, reading, and writing, "My name's..."</i></p> <p><b>Objective:</b> Develop ability to read and write the previously studied oral language of personal identification using the verb <b>BE</b> and possessive adjectives.</p> <p><b>Time:</b> 3 hours*</p> <p><b>Learning Strategy Focus:</b> Selective Attention.</p>
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\*Because new students enter classes at any time and because many literacy students have learning difficulties, this lesson may not be completed within one class period. The entire lesson may take a number of class sessions to complete, or if students are literate in their primary language, it may go very quickly. Teachers are encouraged to lengthen or shorten the presentations and practices according to student performance.

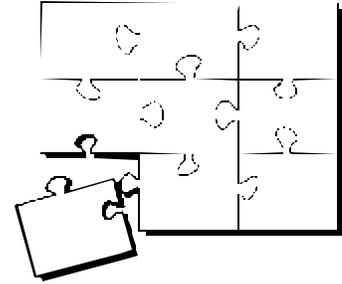
COURSE OUTLINE COMPONENTS		
1. PROFICIENCY	2. TOPIC and COMPETENCY	3. SUGGESTED STRUCTURES
I. ORAL LANGUAGE B. Speaking 12. State simple information.	I. PERSONAL INFORMATION 1. State, ask about and aurally comprehend personal information. a. name (first, middle, last) 2. Write about personal information	VERB STRUCTURES <b>1a</b> (present simple of <b>be</b> ) OTHER SENTENCE ELEMENTS <b>4a</b> , (nouns) <b>5c.1</b> (determiners) SENTENCE PATTERNS <b>13</b> (simple affirmative statements)

EDUCATIONAL AND GOVERNMENTAL GUIDELINES		
LEARNING STRATEGIES	CASAS	SCANS
METACOGNITIVE: <b>Selective Attention</b> Self-Monitoring COGNITIVE: Resourcing Imagery SOCIAL/AFFECTIVE: Cooperaton	BASIC COMMUNICATION 0.1.1 0.1.2	FOUNDATIONS Basic Skills F1, F2, F5, F6 Personal Qualities F15, F16 COMPETENCIES Interpersonal C9, C10, C14 Systems C15, C16

# Learning Strategy Focus

## SELECTIVE ATTENTION

- Selective Attention is a metacognitive learning strategy; that is, a strategy in which students think about and evaluate how they are learning.
- In selective attention, students decide to pay attention to specific aspects of language or situational details in a learning task.
- Students can selectively attend to specific aspects of such things as
  - Pronunciation
  - Grammar
  - Listening or reading input
  - Location, gestures, or larger physical movements (e.g., backing away from someone who is culturally too close)
  - Social context
- Teachers can help literacy students learn to pay selective attention by
  - Reducing visual distractions,
  - Simplifying listening input,
  - Having students note or respond to specific details in a listening or reading activity,
  - Having students respond orally or physically to specific gestures, larger physical movements or to the location of objects or people.



## Preparation of Students

Before doing this lesson, students must be able to:

1. State -- not write -- “My/your/her/his name’s...” or “My/your/her/his name is . . .” but need additional practice.
2. Give and appropriately respond to the directions **up, down, left, right**
3. State and understand the words **yes** and **no**.

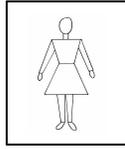
## Teacher Preparation

1. Read Characteristics and Instruction of ESL Literacy Students (pages 16-17) and Lesson Planning for ESL Literacy Students (page 153).
2. Get a long pointer
3. Make an overhead transparency of Teacher Visual #1 and get an overhead projector or copy the words from the teacher visual onto poster board, foam core or wall-size Post-Its available at office supply stores. (Note that the apparently random order of the words permits teachers and students to form different kinds of sentences, e.g., affirmative and interrogative. Additional words can be placed on the chart at any time during this or succeeding lessons).
4. Make a copy of Teacher Visual #1 for each student.
4. Get Teacher Visuals #2 (drawing of a man), #3, (drawing of a woman), #4 (drawing of a bee), and #5 (drawing of a snake).



### Initial Practice/Assessment

**1.** Post Teacher Visuals #2 (man) and #3 (woman) on the wall or board, or draw two figures or faces on the board or overhead projector, one male and one female and name them, e.g., Maria and Tran.



**2.** Point to the female and say, “*Her name’s Maria*”; point to the male and say, “*His name’s Tran*”; then put your hand on your chest and say, “*My name’s [teacher’s name]*.”

**3.** Repeat the sequence, this time gesturing for students to make the statements. When students refer to the teacher, have them say, “*Your name’s [teacher’s name]*.”

**4.** Help students with the last sentence, if necessary, by pointing to yourself with your index finger about two feet in front of you.

**5.** Have a volunteer student (S1) come to the front of room and face you.

**6.** Look at S1, then verbally identify the two drawings, the student and yourself as you gesture with an open hand (e.g., “*Her name’s \_\_\_\_\_*,” “*His name’s \_\_\_\_\_*,” “*Your name’s \_\_\_\_\_*,” “*My name’s \_\_\_\_\_*”).

**7.** Have S1 repeat the exercise and end by identifying him or herself.

**8.** Have a second volunteer student, S2, come to the front of the room, face S1 and repeat the exercise done by S1.

**9.** Then have S1 repeat the sequence in a different order.

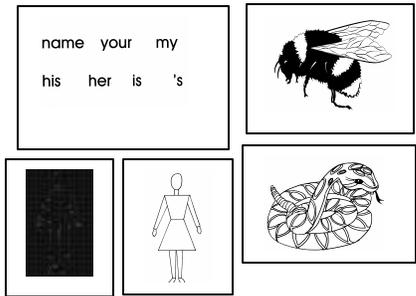
**10.** Have S2 repeat the sentences, but in yet another order.

**11.** Have a different pair of students, S3 and S4, come to the front to practice the same sentences in different orders.

**12.** Assess by observing and listening to students. Offer guidance as necessary.

# SAMPLE LESSON PLAN

## PAGE 2



**Visuals** (see following pages)

### Second Practice/Assessment

1. Have four new volunteer students, two males and two females, come to the front of the room and identify themselves by saying, “*My name’s. . .*”
2. Have S1 of the new four students look at one of the other three students and identify the faces on the board, the other three students and her/himself in any order. [It is important for S1 to continue looking at the same student during the statements so that correct pronoun usage is demonstrated.]
3. Have S2 of the new four repeat the exercise in a different order.
4. Have S3 of the four repeat the exercise in a different order.
5. Have S4 of the four repeat the exercise in a different order.
6. Assess by observing and listening to students. Offer guidance as necessary. Do not move to the next practice activity until students demonstrate mastery of this one.

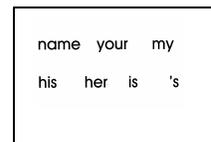
### Third Practice/Assessment

1. Have class count off and divide into groups of four.
2. Have each group practice the demonstrated sequence of statements identifying each other and the drawings on the board.
3. Circulate around the room to assess and assist with pronunciation as necessary. Do not move to next activity until students demonstrate mastery of this one.

## PRESENTATION/ ASSESSMENT #1

<m>

1. Display Teacher’s Visual #3 (word chart) and orally dictate individual words for different volunteer students to find and touch with a pointer. (This exercise will help the teacher assess what students already know, permit some students to make connections between oral and written words, and serve as practice for others.)





- 2.** Help volunteer students locate the dictated words on the chart by giving directions, e.g., **up, down, left, right, yes, no.**
- 3.** Point to all the words on the word charts individually for whole class to read aloud, avoiding 's.
- 4.** Point sequentially and quickly to **name** followed by 's for students to produce **name's**.
- 5.** Cover the <m> in **my** with your hand or a piece of paper and point to the letter <y> to have students say the diphthong sound of the <y> i.e., the same sound as the word **I** or **eye**).
- 6.** Uncover the <m> for students to read **my** in order to begin students' awareness that preceding and succeeding vowel sounds influence consonants.
- 7.** Assess by observing and listening to students. Repeat the above as necessary to have the class responding correctly.
- 8.** Have a student, S1, come to the chart and respond individually to your covering and uncovering of the letter <m>.
- 9.** Have S1 take the teacher role and duplicate the covering and uncovering of the letter for you to respond.

**10.** Have another student, S2, take the role of S1 (as the teacher) and repeat the exercise with S2 (as the student).

**11.** Have S1 and S2 reverse roles.

### Fourth Practice/Assessment

**1.** Have pairs of students repeat the practice to insure that students associate the correct sound with the letter <y> in **my**.

**2.** Assess by observing and listening to students. Assist as necessary. Do not move to next the activity until students demonstrate mastery of this one.

## PRESENTATION/ ASSESSMENT #2

<n>

**1.** Introduce the oral decoding of **name** as in Presentation #1: Cover the <n> for students to pronounce <ame> as the word **aim**.

**2.** Variation: cover the letters <me> so students read <na> to sound like the word **nay**.

**3.** Have a student, S1, come to the chart and respond individually to your covering and uncovering of the letter <n>.

# SAMPLE LESSON PLAN

## PAGE 4

**4.** Reverse roles with S1 so that S1 duplicates the covering and uncovering of the letter for you to respond.

**5.** Have S2 take the role of S1 (the teacher role) and repeat the exercise with S2 in the student role.

**6.** Have S2 and S1 reverse roles.

**7.** Assess by observing and listening to students. Assist as necessary.

### Fifth Practice/Assessment

**1.** Have pairs of students repeat the practice to insure that students associate the correct sound with the letter <a> in **name** and close both lips when they end the word **name**.

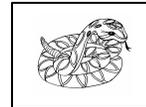
**2.** Assess by observing and listening to students. Assist as necessary. Do not move to the next activity until students demonstrate mastery of this one.

### PRESENTATION/ ASSESSMENT #3

<S>

**1.** Introduce the voiced consonant 's by using the pointer to connect it with Teacher Visual #2 (drawing of a bee). Cup your ear as if to listen to the sound of the bee if students don't make the sound automatically.

students still don't make the sound, model it. Then Hold up Teacher Visual #3 (a snake) and do as above to have students produce the voiceless hissing of a snake.



**2.** Then use a pointer to connect Teacher Visual #2 (the bee) with the 's on the word chart. (If students have already studied the word **Ms.** as opposed to **Miss**, then students can be reminded of the same final, voiced consonant).

**3.** Cover the <n> to review the sound of <ame> as in **aim** + 's

**4.** Have a student, S1, come to the chart and respond individually to your covering and uncovering of the letter <'s>.

**5.** Reverse roles with S1 so that S1 repeats the covering and uncovering of the letter for you to respond.

**6.** Have S2 take the role of S1 (the teacher role) and repeat the exercise with S2 in the student role.



7. Have S2 and S1 reverse roles.

8. Assess by observing and listening to students. Assist as necessary.

### Sixth Practice/Assessment

**1.** Have pairs of students practice the presentation in front of the room.

**2.** Assess by observing and listening to students. Assist as necessary. Do not move to the next activity until students demonstrate mastery of this one.

**1.** Point to **his** and cover the <h> to have students say **is**, then point to the word **is** on the chart. Have students read aloud the same word.

**2.** Cover the <s> in both **is** and **his** for students to pronounce the <hi> in **his** and the isolated vowel in **is**.

**3.** Help as needed with pronunciation of the vowel.

**4.** Have S1 come to the chart and respond individually to your covering and uncovering of the letters <h> and <s>.

**5.** Reverse roles with S1 so that S1 duplicates the covering and uncovering of the letters for you to respond.

**6.** Have S2 take the role of S1 (the teacher role) and repeat the exercise with S2 in the student role.

**7.** Have S2 and S1 reverse roles.

**8.** Assess by observing and listening to students. Assist as necessary.

### Seventh Practice/Assessment

**1.** Have pairs of students practice the presentation in front of the room.

**2.** Assess by observing and listening to students. Assist as necessary. Do not move to the next activity until students demonstrate mastery of this one.

# SAMPLE LESSON PLAN

## PAGE 6

### PRESENTATION/ ASSESSMENT #5

<er> <our>

1. Point to **her** and cover the <h> to have students pronounce the letters <er> together.
2. Cover the <y> in **your** and the <h> in **her** and indicate that they have approximately the same sound in rapid speech (vs. when said in isolation).
3. Help as needed with pronunciation of the vowels plus <r>.
4. Have S1 come to the chart and respond individually to your covering and uncovering of the letters <h> and <s>.
5. Reverse roles with S1 so that S1 duplicates the covering and uncovering of the letters for you to respond.
6. Have S2 take the role of S1 (the teacher role) and repeat the exercise with S2 in the student role.
7. Have S2 and S1 reverse roles.
8. Assess by observing and listening to students. Assist as necessary.

### Eighth Practice/Assessment

1. Have pairs of students practice the presentation in front of the room
2. Assess by observing and listening to students. Assist as necessary. Do not move to the next activity until students demonstrate mastery of this one.

### Ninth Practice/Assessment

1. Count off students by two's to pair them up.
2. Hand out one copy of Teacher Visual #3 (word chart) per pair of students.
3. Make certain that each pair has a pointer tool (e.g., pen, pencil, ruler).
4. Have the students practice the presentation in pairs.
5. Circulate around the room the room to assess and assist as needed.
6. Encourage some advanced students to circulate around the room and help others.
7. Encourage some advanced pairs of students to form sentences for each other.



# IMPLEMENTATION PAGE 7

**7.** Some advanced students could copy the chart or form phrases with the chart and copy them.

**8.** Have each pair of students practice covering and uncovering letters with all the words on the chart. Make sure students do not isolate consonant letters except for the letter <y> in the word **my**.

**1.** Visually dictate words from the word chart (Teacher's Visual #3) for students to pronounce and copy.

**2.** Circulate around the room between each visual dictation to assess students' copying.

**3.** Assess by observing and listening to students. Assist as necessary.

## **Tenth Practice Assessment**

**1.** Set up learning centers for students to practice at their level of proficiency. Have some students work in pairs to alternate giving visual dictation to each other to copy.

**2.** Have some advanced students help less proficient students.

**3.** Have other advanced students add students' names and visually dictate sentences to each other.

**4.** Have students with severe hand-eye coordination problems fingerdraw in small boxes or baking pans of sand or rice.

**5.** Have some students take dictation by choosing words printed on 3x5 cards.

**6.** Have others use rubber or plastic letters to form the correct words.

**7.** Circulate around the room to assess. Assist as necessary.

## **Eleventh Practice/Assessment**

**1.** Orally dictate words and phrases.

**2.** Have volunteer students write the dictation on the board. Have students make corrections as indicated by their classmates. Assist only if students are not able to correct their own errors.

## **Twelfth Practice/Assessment**

**1.** Have class do a backwards buildup (see next page) reading of phrases written by students. Pay attention to word blending, sentence stress and intonation.

# SAMPLE LESSON PLAN

## PAGE 8

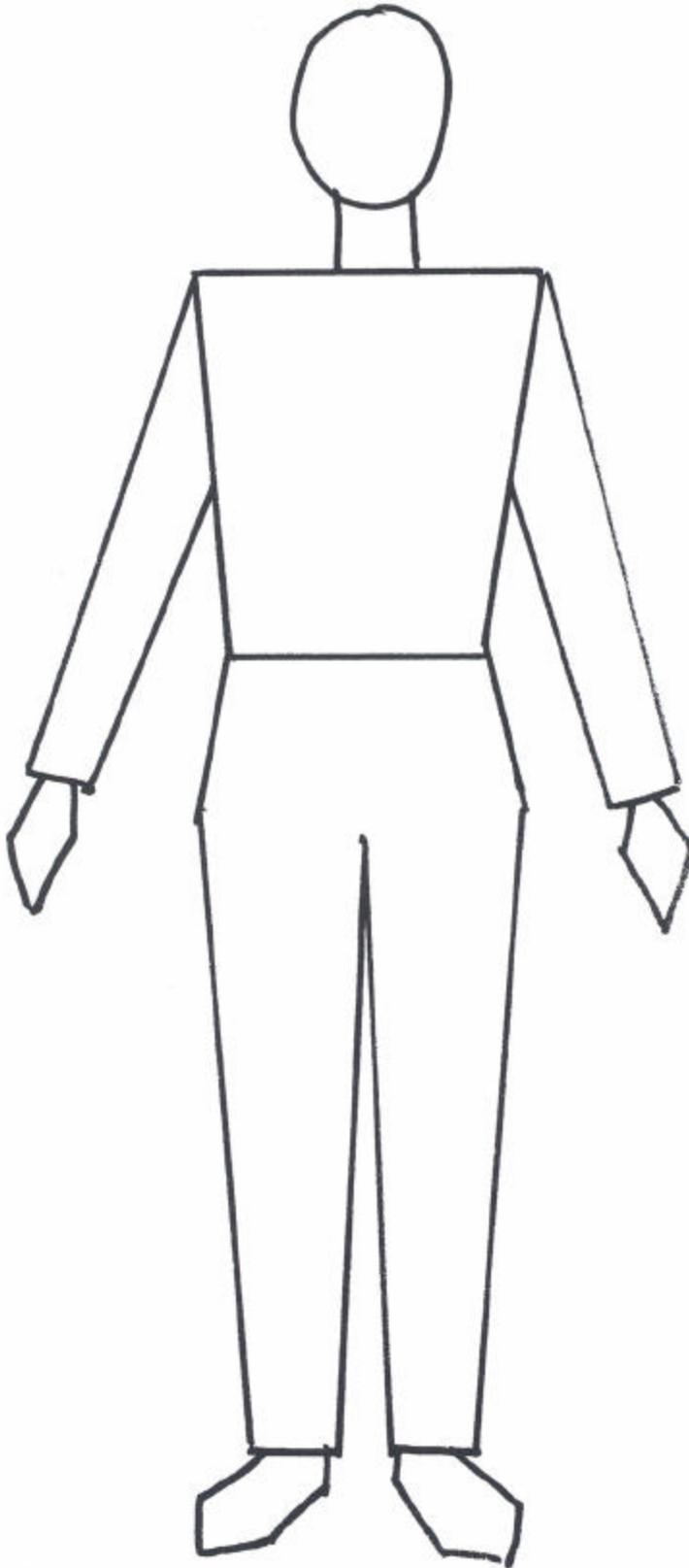
Backwards build-up: For the phrase **My name is. . .**, point to **is** for students to say. Then cover the <n> and point to **ame is** for students to read aloud and quickly with the appropriate blending between sounds and intonation. Then, uncover the <n> and point to **name is** for students to read in the same manner. Next, point to **y name is** for students to read (The <y> sounds like **I**). Finally point to **My name is** for students to read the entire phrase aloud and as quickly as possible using their names at the end. This will usually cause laughter but will have students produce utterances that have correct word blending and intonation.

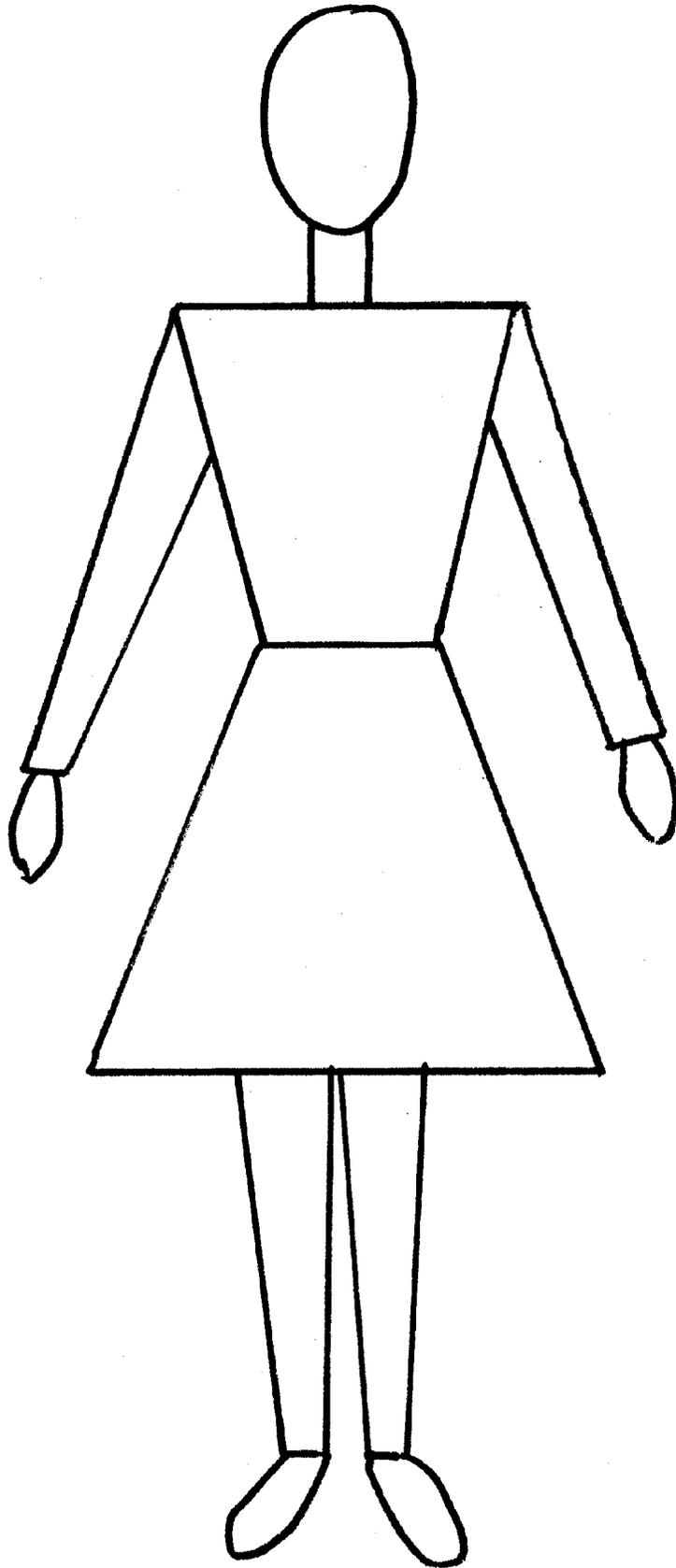
**2.** Have students practice in chorus, smaller groups and individually.

**3.** Have students complete the sentences with the names of the male and female drawings and of other students.

## FOLLOW-UP ACTIVITIES

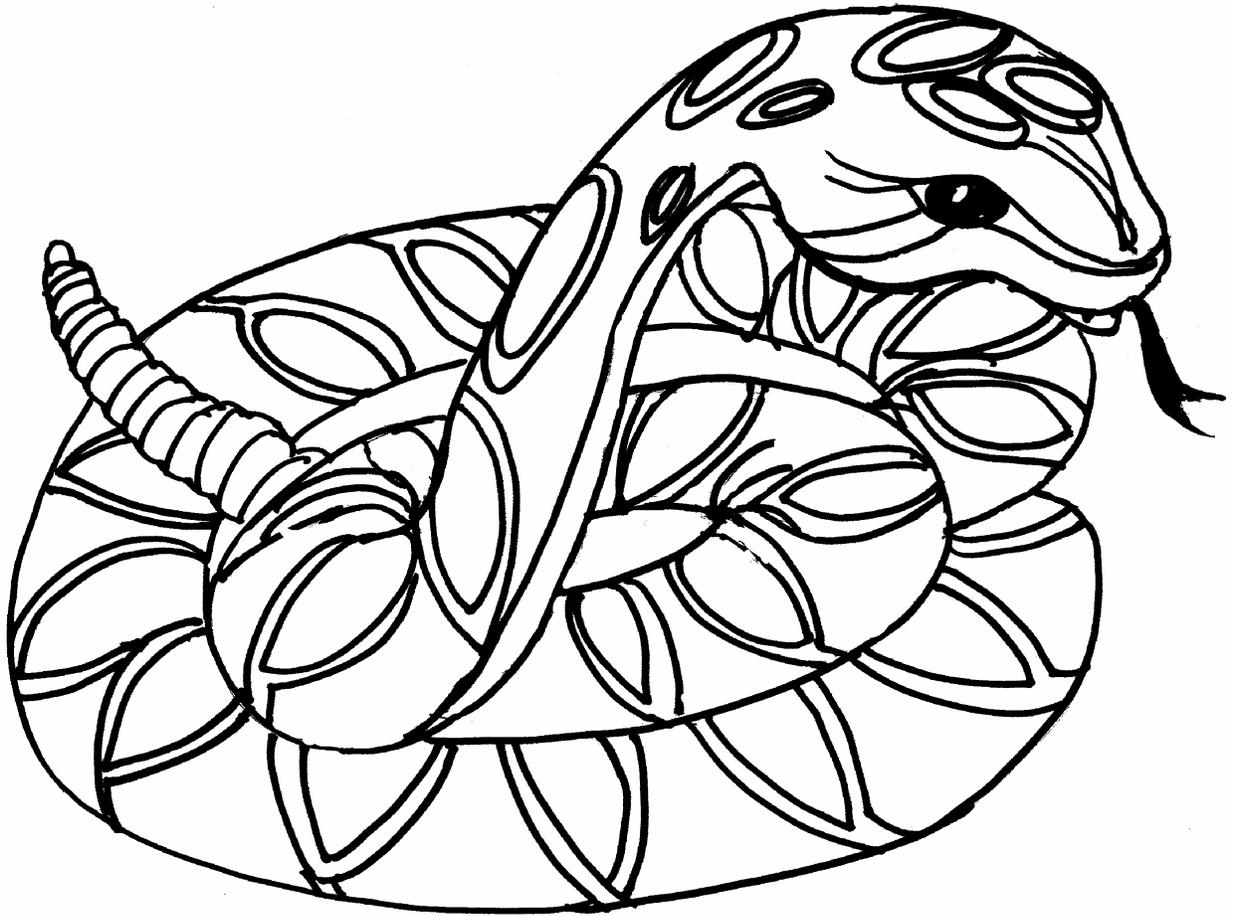
1. Give additional visual and oral dictation of words and phrases, e.g., **Your name is. . .**
2. Have students print their own names, working in pairs or with more advanced students tutoring others (e.g., with paper and pencil, on the board with thick chalk, in boxes of sand or rice, or by arranging rubber or plastic letters). Have students give visual and oral dictation of sentences using each other's names.
3. Introduce the word **what** in order to produce sentences such as **What's/is my/your/his/her name?** The word **what** can be broken down for decoding purposes into **at** (the <a> in this case sounds like the <a> in **about**.)
4. Have students go around the room with a piece of paper and meet with at least five other students. The first student writes, **What's your name?** on his/her own paper and the second student responds by writing, for example, **My name's Natasha** on that student's paper. Then the second student does the same exercise, using his/her own paper, and begins by writing, **What's your name? His and her** can be symbolized by having stick-figure drawings of people on the chalkboard with names beside each drawing.
5. Introduce yes/no questions, e.g., **Is her name Alicia?**
6. Introduce negative sentences with **not** and contractions using **n't**.





**name your my  
his her is 's**





## ***SUGGESTED ASSESSMENT and EVALUATION ACTIVITIES***

### **California Model Standards for the Evaluation of Adult ESL Students**

The general standards listed in the California English-as-a-Second-Language Model Standards for Adult Education document (see page 174) include three standards for student evaluation.

1. Students' placements in ESL courses are determined by a variety of assessments.
2. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives in the course outline through use of a variety of informal tests (applied performance procedures, observation, simulations), paper and pencil exams, and standardized tests.
3. Assessments for moving from one level to another measure both general language proficiency and mastery of specific instructional content.

Teachers should use a variety of test measures in more than one language skill to gain information about the students. Assessment should be based on tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

#### **Placement Tests**

Division-developed placement tests are used to determine the appropriate course for new students entering the school.

#### **In-Class Evaluation Methods**

In-class assessments such as oral performance, demonstrated listening comprehension, writing samples and classes surveys function as needs assessments and are used to determine students' knowledge as well as areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Applied performance (e.g., giving or following oral or written directions, talking or writing about a picture, asking and answering questions)
- b. Paper-and-pencil tests (e.g., copying, fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- c. Observation (e.g., while speaking or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolios (e.g., selected examples of students' copied words or sentences, filled out forms, short sentences, completed worksheets)

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

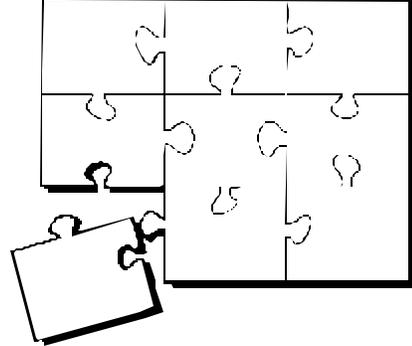
#### **Promotional Tests**

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They are used in conjunction with ongoing in-class evaluation to determine a student's readiness to be promoted to the next ESL level. Completion of the ESL Program is based on the passage of the Division-developed test for ESL Advanced Low level.

## ***LEARNING STRATEGIES***

One important aspect of teaching language is to help students increase their awareness and control of effective learning strategies and to discourage the use of ineffective ones. Learning strategies are specific actions taken by students to make learning easier, faster, more effective and more enjoyable.

Learning strategies have gained more prominence in the field of language teaching since it became clear that much of the responsibility for learning is in the hands of learners themselves. Greater student awareness and control of learning strategies will facilitate their mastery of language competencies listed in the Proficiencies, Topics and Structures sections of this course outline, as well as of the CASAS life skills competencies and SCANS foundations and competencies also listed. Thus, the importance of teacher and learner awareness and control of learning strategies cannot be overstated.



Below is a categorized list of learning strategies emphasized in this course outline.

### **METACOGNITIVE STRATEGIES**

In metacognitive strategies, students think about and evaluate how they are learning.

- a. Advance Preparation (e.g., Previewing material, deciding what learning strategies to employ and organizing a plan to complete a task.)
- b. Directed Attention (e.g., Deciding to involve oneself in a learning task and to ignore distractions such as chitchat among classmates.)
- c. Selective Attention (e.g., Paying attention specific aspects of a language task or language, such as an intonation pattern or specific names on a list – as in the act of scanning).
- d. Self-Monitoring (e.g., Paying attention to and/or correcting one's speech or writing errors.)

### **COGNITIVE STRATEGIES**

In cognitive strategies, students interact with the material to be learned and manipulate it mentally or physically.

- a. Resourcing (e.g., Using reference materials such as pictures or charts of words.)
- b. Grouping (e.g., Grouping objects by color, shape, or their relation to lines as with letters).
- c. Induction (e.g., Becoming aware of patterns or rules of grammar, pronunciation, or social behavior by observing or experiencing numerous examples.)
- d. Deduction (e.g., Applying learned rules, such as how to pluralize regular nouns.)

- e. Imaging (e.g., Utilizing visual images such as drawings, colors, and gestures to remind self of sounds, words or meanings.)
- f. Contextualizing (e.g., Placing sounds, words or sentences in appropriate contexts.)
- g. Transfer (e.g., Using previously learned knowledge and skills to learn new information and develop new abilities.)

### **SOCIAL AND AFFECTIVE STRATEGIES**

In social strategies, students interact with each other to promote learning. In affective strategies, students control their affect (emotions, feelings, motivations and values) in order to be able to perform a task.

- a. Cooperation (e.g., Working together with one other to share information or solve problems.)
- b. Questioning for Clarification (e.g., Asking for repetition or for different words.)
- c. Self-Talk (e.g., Reducing anxiety by using mental or physical techniques, such as taking a deep breath, in order to complete a learning task.)

# ***CBET***

## ***COMMUNITY-BASED ENGLISH TUTORING***

### **OVERVIEW**

CBET (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English Language Learners (ELLs), with the goal of raising the English proficiency level of the entire community. The curriculum for CBET in the Division of Adult and Career Education (DACE) has the DACE ESL course outlines as its core. Additional CBET competencies listed on the following page (page ##) are added to help adults learn about tutoring young English Learners.

The Division of Adult and Career Education provides CBET instruction through two models:

- Serving adults and children at K-12 sites
- Serving adults enrolled in ESL classes at community adult schools and employment preparation centers

At K-12 sites, most of the adult students are parents of children who attend school at that site. Adults may study English while the children are in their own classes or at the end of the K-12 day while their children are involved in after-school programs. Adults studying at children's school sites are usually placed in multi-level ESL classes where students at several levels study together.

At community adult schools and employment preparation centers, student who have signed a CBET pledge are placed in traditional ESL levels from Beginning Literacy through Advanced Low. They may have special lessons for the additional CBET competencies listed on the following page as a part of their ESL class, and/or they may participate in an extra class or special group instruction that addresses these additional competencies.

ESL instructors should select the competencies listed on the following page based on the needs of their students. If a class is wholly comprised of students who have pledged to tutor children, teachers will teach many of the competencies listed. If not all adults in a class have pledged, the teacher will select just a few of the competencies and focus on those that would benefit everyone in the class. Conducting a student needs assessment can be helpful in planning the course and determining how many additional CBET topics competencies should be included.

## **ADDITIONAL CBET COMPETENCIES for the ESL Beginning Literacy Course**

Community-Based English Tutoring (CBET) is a California state program to provide English instruction to adult English Learners who pledge to tutor children in public schools. Consequently, the CBET curriculum for ESL literacy students who pledge to tutor children includes this ESL Beginning Literacy course outline as its core. In addition, the following topics competencies may be added to help adults learn about tutor young English Learners.

### **The School Community**

CB1 Discriminate between various school forms such as emergency cards, field trip permission slips, and transportation forms.

CB2 Fill out simple school forms

### **Curriculum and Standards**

CB3 Interpret 1-4 and A-F grades on report cards (1-4 grading is for K-3 and A-F is for grades 4-12)

### **Parent/Teacher Communication**

CB4 Locate and/or request an interpreter for a parent-teacher conference

CB5 Ask and answer simple questions about a child's school routine (*e.g., When is lunch?*)

### **Home Learning environment**

CB6 Identify items needed for a good home learning environment (*e.g., table, chair, pencil, light*)

### **Tutoring Skills**

CB7 Use simple commands with pictures or objects to check understanding or to direct children to begin their homework (*e.g., Sit down. Look at . . . Point to . . .*).

## ***STATE MODEL STANDARDS FOR ADULT ESL PROGRAMS***

In response to national educational reform movements and the California strategic plan to address long-term adult education needs, the Adult Education Unit of the California Department of Education developed standards for English as a Second Language in public school adult education programs. The resulting document that contains these standards (English-as-a-Second-Language Model Standards for Adult Education Programs) describes general standards, ESL proficiency level standards and testing standards for all public school programs of adult ESL in California.

Included in the general standards are program standards (e.g., having an articulated sequence of courses), curricular standards (e.g., having a curriculum with learning objectives), student evaluation standards (e.g., having placement assessments to determine the appropriate class for each student) and instructional standards. The nine instructional standards are integrated in the sample lesson plan (see pages 154-168) and the sample activities (see pages 26-152) of this course outline. The ESL Model Standards for instruction are listed below.

1. Instructional activities that 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 the students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics than 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 situations in their everyday lives.

# ***NATIONAL CASAS COMPETENCIES***

## **OVERVIEW**

CASAS is an acronym for Comprehensive Adult Skills Assessment System. The system, which is approved by the U.S. Department of Education, is designed to measure adult basic skills in functional contexts. A national field-based consortium annually identifies or validates priority needs with input from adult education providers, employers, training professionals, and business and industry executives.

The assessment, training and evaluation of CASAS are based on critical competencies and skill areas required by adult and secondary learners for success in the workplace, community and family. These competencies are integrated into Proficiencies, Topics, Structures competencies, sample activities, and sample lesson plan of this course outline. By implementing the course outline, teachers will automatically be implementing CASAS competencies.

In the CASAS Competency List published by CASAS, the competency areas are divided into eight major, coded categories:

- 0. Basic Communication
- 1. Consumer Economics
- 2. Community Resources
- 3. Health
- 4. Employment
- 5. Government and Law
- 6. Computation
- 7. Learning to Learn
- 8. Independent Learning Skills

Each major category is composed of subcategories followed by a description of each, specific competency. The coding system is composed of three levels: 1) major category, 2) subcategory and 3) description of specific competency. For example, the coded notation 0.2.1 is read as follows:

- 0 = Basic Communication
- 0.2 = Basic Communication. Communicate regarding personal information.
- 0.2.1 = Basic Communication. Communicate regarding personal information.  
Respond appropriately to personal information questions.

In the interest of space, only the first two levels (major category and subcategory) of the more than 300 CASAS competencies are listed on the following pages.

See page 179 for a chart that illustrates the correlations between SCANS competencies and foundation skills and the CASAS competencies.

## **CASAS: MAJOR CATEGORIES AND SUBCATEGORIES**

### **0. Basic Communication**

- 0.1 Communicate in Interpersonal interactions
- 0.2 Communicate regarding personal information

### **1. Consumer Economics**

- 1.1 Use weights, measurement scales, and money
- 1.2 Apply principle of comparison shopping in the selection of goods and services
- 1.3 Understand methods and procedures used to purchase goods and services
- 1.4 Understand methods and procedures to obtain housing and related services
- 1.5 Apply principles of budgeting in the management of money
- 1.6 Understand consumer protection measures
- 1.7 Understand procedures for the care, maintenance, and use of personal possessions
- 1.8 Use banking and financial services in the community
- 1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

### **2. Community Resources**

- 2.1 Use the telephone and telephone book
- 2.2 Understand how to locate and use different types of transportation and interpret related travel information
- 2.3 Understand the concepts of time and weather
- 2.4 Understand postal services
- 2.5 Use community agencies and services
- 2.6 Use leisure time resources and facilities
- 2.7 Understand aspects of society and culture

### **3. Health**

- 3.1 Understand how to access and utilize the health care system
- 3.2 Understand medical and dental and related information
- 3.3 Understand how to select and use medications
- 3.4 Understand basic principles of health maintenance

### **4. Employment**

- 4.1 Understand basic principles of getting a job
- 4.2 Understand wages, benefits, and concepts of employee organizations
- 4.3 Understand work-related safety standards and procedures
- 4.4 Understand concepts and materials related to job performance and training
- 4.5 Effectively utilize workplace technology systems
- 4.6 Communicate effectively in the workplace
- 4.7 Effectively manage workplace resources
- 4.8 Demonstrate effectiveness in working with other people
- 4.9 Understand how social, organizational, and technological systems work, and operate effectively within them

### **5. Government and Law**

- 5.1 Understand voting and the political process
- 5.2 Understand historical and geographical information
- 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advise

- 5.4 Understand information about taxes
- 5.5 Understand governmental activities
- 5.6 Understand civic responsibilities
- 5.7 Understand environmental and science-related issues

## **6. Computation**

- 6.0 Demonstrate pre-computation skills
- 6.1 Compute using whole numbers
- 6.2 Compute using decimal fractions
- 6.3 Compute using fractions
- 6.4 Compute with percents, ratio, and proportion
- 6.5 Use expression, equations, and formulas
- 6.6 Demonstrate measurement skills (see also 1.1)
- 6.7 Interpret data from graphs and compute averages
- 6.8 Use statistics and probability
- 6.9 Use estimation and mental arithmetic

## **7. Learning to Learn**

- 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
- 7.2 Demonstrate ability to use thinking skills
- 7.3 Demonstrate ability to use problem solving skills
- 7.4 Demonstrate study skills
- 7.5 Understand aspects of and approaches to effective personal management

## **8. Independent Living Skills**

- 8.1 Perform self-care skills
- 8.2 Perform home-care skills
- 8.3 Use support resources to assist in maintaining independence and achieving community integration

# ***FEDERAL SCANS COMPETENCIES AND FOUNDATION SKILLS***

## **OVERVIEW**

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

The Secretary of Labor's Commission researched the demands of the workplace in order to find out what skills employers require from their employees. The Commission determined that "workplace know-how" is what makes people effective in today's jobs. This know-how has five competencies and a three-part foundation of skills and personal qualities. These competencies, skills and personal qualities are at the heart of job performance. They are not job specific. They apply to any job. SCANS recommends that these competencies and foundations be taught in context.

Integrating SCANS competencies into ESL instruction promotes the development of skills employers are looking for. At the same time, it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundations skills are embedded in this course outline in the Topics section's minimal competencies and the sample activities. Many of the sample activities are cooperative in nature. Students work in teams to master English skills. As they work, they teach others, monitor and correct performance, solve problems, exercise leadership, negotiate, and learn to work effectively within culturally diverse settings.

The chart below lists the SCANS Competency Areas and Three-Part Foundation and their respective competencies. On page 179 is a chart that illustrates the correlation of SCANS Five Competencies and Three-Part Foundation to CASAS competencies. (See CASAS Competencies pages 176-177.)

### **FIVE COMPETENCIES**

**Resources:** Time, money, materials and facilities, human resources

**Interpersonal:** Participates as a member of a team, teaches others new skills, serves clients/customers, exercises leadership, negotiates, works with diversity

**Information:** Acquires and evaluates information, organizes and maintains information, uses computers to process information

**Technology:** Selects technology, applies technology to task, maintains and troubleshoots equipment

### **THREE-PART FOUNDATION**

**Basic skills:** Reading, writing, arithmetic/mathematics, listening, speaking

**Thinking skills:** Creative thinking, decision making, problem solving, see things in the mind's eye, knowing how to learn, reasoning

**Personal qualities:** Responsibility, self-esteem, sociability, self-management, integrity/honesty

## *SCANS and CASAS CORRELATIONS*

<b>5 Competency Areas</b>	<b>SCANS Competencies</b>	<b>CASAS Competencies</b>
Resources	C1 Allocates time C2 Allocates money C3 Allocates material and facility resources C4 Allocates human resources	7.1.2 4.7.1 4.7.2 4.7.3
Information	C5 Acquires and evaluates information C6 Organizes and maintains information C7 Interprets and communicates information C8 Uses computers to process information	4.7.4 4.7.4 4.6.5 4.5.5
Interpersonal	C9 Participates as a member of a team C10 Teaches others C11 Serves clients/customers C12 Exercises leadership C13 Negotiates to arrive at a decision C14 Works with cultural diversity	4.8.1 4.8.2 4.8.3, 4.8.4 4.8.5 4.8.6 4.8.7
Systems	C15 Understands systems C16 Monitors and corrects performance C17 Improves and designs systems	4.9.1, 4.9.2, 4.9.3 4.9.4 4.9.4
Technology	C18 Selects technology C19 Applies technology to task C20 Maintains and troubleshoots technology	4.5.6 4.5.6 4.5.7
<b>3-Part Foundation</b>	<b>Skills and Qualities</b>	<b>CASAS Competencies</b>
Basic Skills	F1 Reading F2 Writing F3 Arithmetic F5 Listening F6 Speaking	Included throughout CASAS competencies
Thinking Skills	F7 Creative thinking F8 Decision making F9 Problem solving F10 Seeing things in the mind's eye	7.2.6 7.2.7 7.3 (all) 7.4.8
Personal Qualities	F13 Responsibility F15 Social F16 Self-management	7.1.3 4.8.1, 4.8.3 7.1.1, 7.1.3

## ***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS***

### DEFINITIONS OF SCANS COMPETENCIES

Resources	C1	Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
	C2	Allocations Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
	C3	Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
	C4	Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
Information	C5	Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
	C6	Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
	C7	Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
	C8	Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving and verifying data.
Interpersonal	C9	Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
	C10	Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
	C11	Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
	C12	Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
	C13	Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
	C14	Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
Systems	C15	Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
	C16	Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
	C17	Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.

Technology	C18	Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
	C19	Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
	C20	Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

## DEFINITIONS OF SCANS FOUNDATION SKILLS AND QUALITIES

Basic Skills	F1	Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
	F2	Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
	F3	Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
	F4	Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
	F5	Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
	F6	Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
Thinking Skills	F7	Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
	F8	Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
	F9	Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
	F10	Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
	F11	Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
	F12	Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
Personal Qualities	F13	Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
	F14	Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
	F15	Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
	F16	Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
	F17	Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

## ***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**

Cover

#### **GOALS AND PURPOSES**

*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**

pages 4-15

*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.*

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. 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 prestated 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.

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

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. 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  
pages 6-12

*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.*

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. 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 page 169

*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.*

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors 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.*

## ***SUGGESTED RESOURCES***

### **INSTRUCTIONAL RESOURCE MATERIALS**

The following resource materials are available through the ESL and Citizenship Programs Office: (213) 202-5575

CASAS Life Skill Competencies, CASAS, 1996.

English-as-a-Second-Language Handbook for Adult Education Instructors. California Department of Education, 1995 Edition.

English-as-a-Second-Language Model Standards for Adult Education Programs. California Department of Education, 1992

What Work Requires of Schools. A SCANS Report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1991.

### **WEBSITES**

OTAN: Outreach and Technical Assistance Network, California Department of Education.  
[www.OTAN.dni.us](http://www.OTAN.dni.us). 1(800) 894-3113

ERIC Digests. [www.ed.gov/databases/ERICDigests/index/](http://www.ed.gov/databases/ERICDigests/index/)

### **RESOURCE PERSONS**

Literacy Instruction for Today (LIFT) ESL Literacy teacher trainers

Subject area coordinator and advisers

### **BIBLIOGRAPHY**

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## ***GLOSSARY OF RELEVANT ESL TERMS***

**Activity** – Part of a lesson; provides students with an opportunity for presentation of new skills, new information, or sustained language practice. It also provides the teacher with an opportunity to observe and assess student performance.

**Affect** – A feeling, emotion, value or attitude.

**Assessment** – Subjective or objective measurement of competence.

**Authentic Materials** – Items used in daily life that are not made specifically for classroom use such as menus, newspapers, and radio announcements.

**Backwards Build-Up** – A language teaching technique in which a word, phrase, or sentence is divided into parts and students are taught to read aloud or say what the teacher says by stating the last part then the last two parts, then the last three parts and so on, until they can say the entire word, phrase, or sentence from beginning to end.

**CASAS** – Comprehensive Adult Student Assessment System

**CATESOL** – California Association of Teachers of English to Speakers of Other Languages

**Cloze** – A reading or listening exercise with missing words. Students are to fill in the missing word in the context of the reading or listening passage.

**Communicative Competence** – The ability of a student to use language to communicate effectively and appropriately. Communicative competence is the result of elements such as grammatical and socio-linguistic competencies.

**Competency** – An ability to meet a specific objective (e.g., to use simple statements in everyday contexts by telling someone the time using non-referential *it* and the simple present tense of *be* as in, “*It’s 6 o’clock.*”).

**Competency Area** – In this course outline, a category of related language abilities.

**Contextualize** – Place elements of language in meaningful linguistic sequences or situations. For example, a student may choose the appropriate word for a specific context, or a teacher may present a group of words that belong to a particular a topic, e.g., feelings or money.

**Conventions of Written Language** – 1) a set of signs (e.g., letters or ideograms, as in Chinese), 2) arrangement of signs along parallel lines, 3) relation of signs to parallel lines, 4) spaces between signs (e.g., between letters, words and sentences), 5) direction of the arrangement of signs (e.g., right to left as in Arabic).

**Cooperative Learning** – Group or pair activities in which students must work together (informing, negotiating, problem solving, etc.) to complete a task.

**Copy** (See **Writing**)

**Critical Thinking** – Cognitive skills such as drawing conclusions or making inferences, analyzing, evaluating, synthesizing, and summarizing. This includes **SCANS** thinking skills of reasoning, decision-making and problem solving.

**Dictation: Visual & Oral** – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

**EFL** – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

**EL** – Abbreviation for **English Learner**. Same meaning as **ELL**.

**ELL** – Abbreviation for **English Language Learner**. Same meaning as **EL**.

**English Language Learner (ELL)** – (See **English Learner**)

**English Language Development (ELD)** – This term is used interchangeably with **ESL**.

**English Learner (EL)**. A newer term used to refer to a student learning English and whose primary language is not English. (see **Limited English Proficient**)

**ESL** – English as a Second Language (English learned in a country where it is the primary language). (Also, see **English Language Development**)

**ESL Literacy** – The field of teaching or learning to read and write English as a second or additional language. This term is most often associated with students who also have limited or no English oral proficiency. Students in ESL literacy classes may or may not be literate in their **Primary Language**.

**ESL Model Standards** – A set of California State guidelines for adult ESL programs.

**ELD** – This acronym is used interchangeably with **ESL**.

**Evaluation** – A teacher’s judgment of the degree to which the student has mastered a competency. This judgment is often used by teachers to determine the next step of instruction.

**Form** (See **Grammar**)

**Fluent English Proficient (FEP)** – A term applied to students whose primary language is not English and who have met district criteria for proficiency and literacy in English.

**Grammar: Form, Meaning, Use** – Grammar is the structure, or form, of language (e.g., “-er” added to word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

**Illiterate** – An older, now pejorative term that refers to **literacy** students or people who are not literate in any or a particular language (See **nonliterate**).

**Information Gap** – An interactive activity that involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half a chart, an incomplete picture) which he/she must convey to the other using oral communication skills.

**Integration of Skills** – Instruction that combines the four skills of listening, speaking, reading, and writing.

**L1** – (See **Primary Language**)

**L2** – A person’s second or additional language(s) learned after their **Primary Language**.

**Language Form** (See **Grammar**)

**Language Functions** – Uses of language (e.g., to evaluate, to ask for information, to apologize).

**Language Proficiencies** -- General or specific language abilities in the four language skills. In the course outline, the things a student must be able to effectively demonstrate in order to promote to the next level of ESL instruction.

**Language Skills** – The four skills of listening, speaking, reading, and writing.

**Language Structure** (See **Grammar**)

**Learning Difficulty** – A pattern of behavior that may or may not be the result of a **Learning Disability**. Such behaviors include inability to focus, reversing letters, and difficulty retaining information or skills.

**Learning Disability** – A clinically diagnosed disorder due to central nervous system dysfunction that results in impaired ability to acquire and use skills in listening, speaking, reading, writing, reasoning or mathematics. Students with learning disabilities may have difficulty processing oral or written language, may have difficulty with math, or may have poor organizational or social skills.

**Learning Modalities** – Ways in which information is received (e.g., visually, auditorally, kinesthetically, or through touch).

**Learning Objective** – Most commonly, the knowledge or skill that students should be able to demonstrate at the end of a lesson. A learning objective may, however, be addressed in a short or long activity within a lesson, or it may be the focus of a series of lessons or units that take a week or more to achieve.

**Learning Strategy** – An action taken by a learner to help him or her become more self-directed, solve problems and achieve **communicative competence**. Some examples of learning strategies are: directed attention, resourcing, cooperation and self-talk. (See the **Learning Strategies** section of this course outline for a summary of the strategies referred to throughout this course outline. Additionally, each sample activity in this outline presents a detailed description of the learning strategy highlighted in the activity.)

**Learning Style** – The combination of a learner’s preferred learning modalities and learning strategies.

**LEP** – (see **Limited English Proficient**).

**Life Skills** – Language and non-language skills necessary to function within society.

**Limited English Proficient** – An older term used to refer to students learning English and whose primary language is not English. (see **English Learner**).

**Literacy** – the ability to read and write in a language. Hence the term literate student or literacy class (See ESL Literacy, illiteracy and nonliterate). A social definition of literacy refers to the

ability to use reading and writing skills well enough to accomplish personal goals and life skills required of daily adult life.

**Model Standards** (See **ESL Model Standards**)

**Multilevel Classes** – Classes of students with a wide range of language abilities.

**Non-Literate** or **Not Literate** – Neutral terms that refers to **literacy** students or people who are not literate in any or a particular language, e.g., She is literate in Arabic and not literate in English (See **Illiterate**).

**Non-Verbal Teaching Techniques** – Techniques, such as hand gestures or mime, used to illustrate activities and meaning.

**Numeracy** – The ability to understand and use numerals as symbols representing quantity, order in a sequence, position in a hierarchy, or as a means of identification.

**Peer Dictation** – A dictation performed by student pairs or larger groups. (See **Dictation**)

**Phonemic Awareness** – *A student's understanding that individual letters or letter combinations within a word represent specific sounds.*

**Phonics** – A method of reading instruction that teachers sound-letter correspondences and has learners identify words by “sounding them out,” one sound at a time.

**Portfolio** – A selection of audio, video, or written student work chosen by the teacher, the student, or both.

**Pre-Reading** – An activity performed by students and non-students prior to reading text. It is intended to give information or elicit previously learned information for the reader about the text to make comprehension easier. Pre-reading techniques include noticing context clues (e.g., pictures, captions, and bold formatting) and skimming.

**Primary Language (L1)** – A person's first or native language.

**Proficiency** (See **Language proficiency**)

**Reading** – Perceiving a written text to understand its content and resulting in comprehension. The type of comprehension that results (literal, inferential, evaluative, or appreciative) depends on the type of text being read and the reader's reason for reading it.

**Realia** – “Real” objects that the teacher uses into the classroom to aid in student comprehension and practice, such as coins or clocks.

**Recycling** – Reusing vocabulary or grammatical structures in different lessons throughout a course.

**Scan** – Quickly search a text for specific information.

**SCANS** – an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **Federal SCANS Foundation and Competencies** on page (#).

**Signs** – Arbitrary forms such as Chinese characters or Roman letters used to represent oral language.

**Skim** – Quickly go over a text to get the general idea.

**Skill** – An ability to meet a specific objective.

**Spiraling** – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

**Structures** – In the course outline, a list of grammatical competencies that are used in combination with Minimal Competencies from the Topics section to achieve specific Language Proficiencies.

**Symbols** – Universal or arbitrary signs for ideas or language. Universal symbols include country flags and the two-finger gesture for peace or victory. Teachers use arbitrary signs or symbols such as pictures, drawings and gestures to convey meaning such as specific sounds (e.g., a drawing of snake to represent the sound of <s> in *books*), instructions (e.g., a hand gesture to instruct students to copy or take dictation) or grammatical references (e.g., a drawing of an arrow pointed down to indicate the present continuous tense).

**Target Language** – The language that a student is learning. In an ESL class, the target language is English.

**Task** – A student activity or project that focuses on language use rather than on structure (e.g., making a list of classmates' names).

**Technique** – An instructional activity or means of presentation (such as TPR or non-verbal illustrations).

**Topic** – In this course outline, a category of instructional content that includes communicative competencies (skills) for everyday living, work or academic endeavor.

**TPR** – Total Physical Response. A method of teaching and evaluation that begins with students listening to direct commands from the teacher and responding to those commands with appropriate physical movement. When learners are ready, they give the commands to each other.

**Writing** – Creating graphic symbols that represent the sounds, syllables, or words or a language. To *copy* is to replicate letters, words, or sentences exactly as they are seen--or felt, in tactile activity--through resourcing (using visual or tactile reference lists, charts, hand signs or graphic objects such as plastic letters.) To *write without copying* is to write letters, words, or sentences constructed without external references. *Creative writing* is internally constructing and writing original sentences that the writer has not been exposed to previously.

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**Statement for Civil Rights**

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

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