

Course Outline

REVISED: July/2009



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

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

Course: 2:1040 ESL Advanced (Low-High)

50-01-56

ESL Advanced Low

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 advanced low level. A sequential grammatical structure base is integrated into academic and career preparation contexts. 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.

Credits: 5

Hours: 200

Prerequisites:

Demonstrated competence in the skills of ESL Intermediate High/B (50-01-55) as measured by any test approved by the Division.

Note:

The number **50-06-56** is used for reporting hours students generate through GED Preparation.

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

ACKNOWLEDGMENTS

The revision to this course outline would not have been possible without the preliminary work done by the members of the Advanced Low Teacher Focus Group and the Advanced Low Task Force:

Advanced Low Task Force Leaders: CHAN BOSTWICK, RONNA MAGY and EVA QUEZADA.

Advanced Low Teacher Focus Group and Advanced Low Task Force Members: ROSA MARIA AGUILAR, LARRY AIELLO, JOSE ALCAZAR, MEGAN BELGARDE, RODNEY BORR, MARTHA CASTILLO, EVA FUTOOVA, PETER GOLDFINGER, JUAN CARLOS GONZALEZ, ELIZABETH GRIFFIN, RICHARD HALLBLOM, SANDY HENRIKS, DIANE JAHRE, KATHY JAVAHERI, MARK KAVANAGH, DAN KIERNAN, JOHN LIDDLE, JANET MACLEOD, ROSALYN MESQUITA, MICHAEL NOVICK, SYLVIA PARSLEY, MILTON PAPAGEORGIOU, GONZALO PEREZ, PLANARIA PRICE, JULIE SINGER, RICHARD SMITH, CARLA SZUCH, BRUCE TERRENCE, DEBORAH THOMPSON and TARA TAKOFSKY.

A special thanks to the 228 advanced-level students who responded to our survey and let us know what their instructional needs and goals were. Their input was crucial to the redesign of this course.

Thanks to ELIZABETH GRIFFIN for her input on basic skills content.

Many thanks to CAROLYN HEALY for compiling the initial competency list and integrating basic skills into the course.

Thanks to both LIZ KOENIG and CAROLYN HEALY for developing challenging activities that incorporate academic and critical thinking skills.

Thanks to RONNA MAGY for her work on the Suggested Textbook List.

Special thanks to JEAN OWENSBY for creating the final competency list and organizing, writing and editing the outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

KIT BELL
Supervisor
Adult ESL/CBET and Citizenship

APPROVED:

ED MORRIS
Assistant Superintendent
Division of Adult and Career Education

ESL Advanced Low (50-01-56) July/2009, LAUSD Division of Adult and Career Education, Adult ESL/CBET and Citizenship

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CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

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

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

Course Outline Components	Location
GOALS AND PURPOSES	Cover

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

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

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 15-21
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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

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

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

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CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components Location

INSTRUCTIONAL STRATEGIES p. 208

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

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

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

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 15-21

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

EVALUATION PROCEDURES p. 208

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.

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.

ESL Advanced Low (50-01-56) July/2009, LAUSD Division of Adult and Career Education, Adult ESL/CBET and Citizenship

FOREWORD

This revision of the ESL Advanced Low course represents a significant shift from previous editions. Instead of focusing primarily on life skills, this new edition emphasizes academic content, career and educational planning, study skills, basic skills and occupational knowledge – in other words, the skills students need to be successful as they move on into Adult Basic Education (ABE), Adult Secondary Education (ASE) and Career Technical Education (CTE) programs. This shift did not happen in a vacuum. ESL Intermediate High and Advanced Low students were surveyed regarding their goals and educational needs. They were asked why they were studying English, what skills they wanted to learn in ESL Advanced Low, and what academic and job skills they believed would be important to their future success. Students who had completed the program also suggested areas of study that would have helped them as they moved forward. ESL, ABE, ASE and CTE instructors were consulted and asked for their recommendations. Finally, ABE and ESL advisers reviewed the recommendations and selected the competencies that now appear in this course.

USING THIS COURSE OUTLINE FOR LONG-RANGE LESSON PLANNING

Long-range planning is an essential part of the teaching process. A well thought-out plan contains all the elements you will teach, laid out in a logical order. When done well, a long-range lesson plan will save you hours of work throughout the semester. It will give you a road map for your term, a tool for planning ahead for special projects, and a guide for creating your daily or weekly lesson plans.

Planning an ESL course involves reviewing the content of the course outline and developing ways of integrating the components of the course in an ongoing plan. The core content for Advanced Low includes the three main components of: language skill proficiencies (listening, speaking, reading and writing and numeracy skills), academic and career preparation competency areas and topics, and grammatical structures. Students work on these three areas continually throughout the course. The elements are integrated together and sequenced in an order that is developed by the teacher, with consideration of student input, needs assessment and testing results, and ongoing observation/evaluation of student progress.

The following is a sample method for planning the ESL Advanced Low course which lays out specific steps and tips for the planning process.

Phase I - Creating a Draft of the Long-Range Lesson Plan

Long-range planning can be done in phases. The first phase happens before you begin teaching your class. Here are the steps for that process:

- Review the language skill proficiencies, competency-based components and grammatical structures contained in your course outline. (See Table of Contents.)
- Compare the competencies and structures that appear in the class textbook with those in your course outline. Make a list of those that are missing from the text.
- Determine how well your class textbook covers the language skill proficiencies in the course outline. Make a list of those language skills that need additional instructional time.
- Find (or plan to create) supplementary materials that will help you cover the competencies, structures, and language skill proficiencies that are missing from your text. See the Suggested Textbook List, pgs. 219-223.
- Determine how many weeks there will be in the term.
- Use the course outline, your text and your notes to draft a long-range lesson plan of what you expect to cover throughout the term on a weekly basis. Set aside days for testing and any special events. Creating a table or chart for this draft may be helpful. As part of your draft plan, list textbook chapters and supplementary materials you expect to use.
- If you will need to gather materials, plan a field trip, or invite a guest speaker, make notes about that on your draft as well.
- You should review in advance the promotional test that will be given for Advanced Low at the end of the term.
- Finally, in order to determine your students' learning priorities, administer the needs assessment during the first week of class. See pg. 119. Throughout the term as new students enter the class, they should also complete the needs assessment. The results from those subsequent assessments need to be considered as you progress through the term.

USING THIS COURSE OUTLINE for LONG-RANGE LESSON PLANNING (continued)

Phase II - Honing the Plan

The second phase of long-range planning happens during the first week or two of class. During that time you may do the following:

- Describe the general content of the class to your students and elicit their feedback through survey questions or informal discussions (e.g., *Do you like to write in English? Do you speak English outside the classroom?*)
- Conduct the needs assessment contained in this course outline and review the results with your students. Note: Reviewing the results can be turned into a great classroom lesson. Involving the students in your planning will create buy-in and help students understand the purpose and continuity of your subsequent lessons.
- Observe/assess students' reading, writing, listening and speaking skills.
- If available, review your students' ESL placement test results from the previous term.
- Compare the results of the needs assessment, observations and tests with your draft long-range plan.
- Revise your draft long-range plan based upon the results of your observations and the various assessments. Let student priorities and skills guide the order and time given to the various competencies, structures and language skill proficiencies. For example if many students express an interest in the "Government and Law/Social Studies" competency area, you may select level-appropriate reading and writing materials that focus on topics in social studies such as geography, history and cultural studies. If a specific competency area such as "Community" is not relevant to your class, or is already well-known to your class, the time devoted to that topic may be reduced.
- Share the main points and priorities of your long-range plan with your students. Point out the connection between their learning needs and your plan to meet those needs.
- At this point you may also want to talk to the students about the promotional test for your level.

Phase III - Revisiting and Revising the Plan

Over the course of the term you will often revisit and revise your long-range plan in response to the results of ongoing testing and the needs of new incoming students. However, because you are already familiar with your text, your course outline, and the supplementary materials you are planning to use, this should not be a monumental task. As you teach the course, keep notes of changes you make on a weekly basis. These will be helpful as you plan your next term.

Always keep in mind that, although the course outline is the foundation of the course, your students' needs should be the driving force behind instruction. This does not mean that students should be taught additional items that are too difficult for their level, but it may mean that you will want to emphasize one competency area and downplay another.

Phase IV - Reflecting on the Long-Range Lesson Plan

Once you have taught the course, review the plan from its inception in Phase I through its final form in Phase III. Make notes on what worked and what didn't – including suggestions for future classes. Keep those notes, along with the long-range lesson plan and any supplementary materials you may have developed, to help you make subsequent long-range plans.

ESL ADVANCED LOW- A TRANSITION COURSE to FURTHER EDUCATION and CAREERS

Why a transition course?

Advanced Low is the highest level ESL course offered by the Division of Adult and Career Education (DACE). Many students in this level began at the lower levels of ESL and have now progressed to this point. Others entered ESL classes at the advanced level. Many have not completed middle or high school in their country. Others may have advanced degrees. Regardless of their backgrounds, the vast majority of these students have aspirations beyond learning English. They want to get their high school diplomas, enter job training programs, attend college, practice their professions or perhaps set up their own businesses. Once they leave this final ESL level, they will be competing with their native-language peers. Advanced Low must offer a rigorous program of study that guarantees a successful transition into mainstream academic and career/technical programs.

What skills do students need to know by the time they exit this level and how does this course meet those needs?

According to research conducted with adult learners, students who have specific goals in mind are more likely to persist in their studies. This course contains competencies designed to help students set realistic long and short-term goals. (See pgs. 15-16) Teachers should start each term by covering the goal-setting competencies and then help students monitor their progress to reach those goals throughout the term. Every student should have set goals that can be accomplished by term end.

Students at this level need a comprehensive repertoire of study skills. The Advanced Low course offers 15 study skills crucial for student success. (See pg. 12) To assure mastery of these skills, the teacher should first teach and then integrate practice of these skills into lessons throughout the term.

Advanced level students need listening, speaking, reading and writing skills that will serve them well in an academic, vocational or professional setting. Once they leave ESL, they will be immersed in classrooms and other venues where English flows at a natural pace. They will need skills such as picking up on a speaker's attitude towards a subject based upon his or her choice of words. As readers, they will need to be able to interpret textbook materials on academic subjects and make inferences from charts, tables and graphs. They will also need to be able to take notes from lectures and write narrative, descriptive and expository paragraphs. The Advanced Low language skill proficiencies for listening, speaking, reading and writing were chosen specifically to meet these types of needs. (See pgs. 13-14) As the teacher prepares lessons that target specific competencies, he or she should create opportunities for students to practice and perfect these language skill proficiencies. Skill-building activities have been included in this course outline to assist the teacher in meeting this goal. (See pgs. 130-131 TOC)

Whether in an academic, training, or job setting, students will need to be able to interact socially with native speaking peers. In their future studies they will be called upon to express their beliefs and react appropriately to the opinions and ideas of others. They will need to know the language for agreeing and disagreeing and may be called upon to give feedback and criticism. The Advanced Low Social/Cultural/Academic Interaction competencies address these language skills. (See pgs. 16-17)

ESL ADVANCED LOW- A TRANSITION COURSE to FURTHER EDUCATION and CAREERS (continued)

Thinking critically in a second language is a skill that must be learned and practiced. Successful learners must be fluent critical thinkers. The Advanced Low course contains eight competencies that address critical thinking skills. (See pgs. 19-20) These skills range from the simple – arranging events in chronological order; to the more complex – making inferences and distinguishing between fact and opinion.

Most native speakers enter high school and college with basic subject area knowledge. They learned about dinosaurs and the planets in elementary school. They know how to read a math story problem. They can tell you who the first president of the United States was and some basic facts about American history and geography. ESL students, on the other hand, were usually educated outside of the U.S. in a different educational system. They learned content words and concepts relevant to their own history and culture in their native language. In order to keep pace with their native-speaking peers, they need knowledge of and comparable language skills in content areas. The Advanced Low course emphasizes language competencies in the content areas of science, math and social studies. Using level appropriate materials, students learn skills such as how to give oral explanations of mathematical procedures and solutions to problems, recognize individual rights and responsibilities provided by the Constitution, and interpret science readings. (See pg. 18)

When asked what they need to learn in order to be successful in their academic and vocational classes, many former ESL students will tell you, “I need more vocabulary.” Teachers of advanced-level students will usually agree. Native speakers benefit from a lifetime of exposure to English words. In contrast, second language learners usually do not have a wide vocabulary because they have limited exposure to the language. These students need to perfect their vocabulary building skills so that they can comfortably read and speak in several contexts. Vocabulary development skills are given substantial weight in this course. Skills such as recognizing prefixes, suffixes and roots; using contextual clues to define unfamiliar vocabulary; and recognizing and using general academic vocabulary found in level-appropriate readings should be incorporated into the teaching of the other competencies. (See pgs. 20-21)

Being able to access information from a variety of sources is crucial to student success. Reference skill competencies in Advanced Low teach students how to use monolingual dictionaries, locate information on the Internet, interpret maps and scale drawings and navigate a textbook. (See pg. 21) Instructors should combine the teaching of reference skills with the content area competencies for this level.

Whether students continue along an academic track, study for a career, or enter the workforce after completing Advanced Low, they will need to be effective test takers. Test-taking competencies in this course should be practiced throughout the term as students complete content area competencies. (See pg. 21)

Although a strong emphasis at this level is placed on building academic skills, competencies related to occupational knowledge and community involvement are also presented. Students will leave this level knowing how to more fully participate in their communities as volunteers and how to be an informed and successful employee. (See pgs. 17 and 19 Community and Occupational Knowledge)

***ESL ADVANCED LOW- A TRANSITION COURSE to FURTHER EDUCATION
and CAREERS (continued)***

How can schools help students with the transition from ESL?

The successful transition of a student from ESL Advanced Low to higher level academic and/or Career Technical Education (CTE) classes requires the involvement of the entire school team. Students at this level need to talk with and be encouraged by counselors. Discussions can begin by inviting counselors into the classroom to talk about academic and career opportunities. Individual counseling sessions may further support this process.

Students are often leery of venturing out of the protective ESL environment into classes where they will be learning with native speakers. For this reason, schools need to organize field trips for upper level ESL students that get them into academic and vocational classes. These field trips may be to other schools, or simply to classes on the same campus. Student should also hear from their peers – former ESL students who have successfully made the transition to academic classes, Career Technical Education, or beyond.

When, where and how these events occur should be carefully planned so that by the time students are ready to exit ESL Advanced Low and complete the ESL program, they have a clear idea of what their next education and career steps will be and feel confident to move forward.

STUDY SKILLS for ESL ADVANCED LOW

1. Organize papers, class notes, exercises and assignments in a three-ring binder with labeled dividers.
2. Use a calendar to track assignments, tests, school events and appointments.
3. Take responsibility for learning (e.g., bring appropriate materials, report absences to teacher, express learning needs.)
4. Explain and follow school and classroom rules and procedures.
5. Give, clarify and follow oral classroom directions.
6. Interpret and follow written directions in textbooks and other instructional materials.
7. Use graphic organizers.
8. Brainstorm ideas individually and with a group.
9. Work independently to complete assignments and tests.
10. Identify materials and resources needed for different learning tasks.
11. Identify and use study habits, strategies and aids (e.g., make and use flashcards, review notes, highlight key ideas.)
12. Monitor own progress (e.g., chart progress on a calendar or table of contents from a textbook, create a checklist or timeline.)
13. Create and maintain a vocabulary list.
14. Identify or create devices for remembering information and vocabulary.
15. Identify tips for test preparation at home: getting enough sleep the night before, eating a good breakfast, etc.

LANGUAGE SKILL PROFICIENCIES ***for the ESL Advanced Low Level***

Students will demonstrate the following language skill proficiencies upon exit from ESL Advanced Low. Basic skills have been incorporated into the Reading and Writing proficiency areas.

Listening

1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required.
2. Identify the main idea in a lecture or broadcast.
3. Identify specific information in a short lecture or broadcast.
4. Detect the mood of a message, determining the attitudes and feelings of the speakers or the urgency of the message.
5. Respond to detailed spoken instructions (e.g., equipment operating instructions, academic assignments).
6. Demonstrate understanding of stories and other passages that contain some unfamiliar vocabulary.
7. Demonstrate active listening in interpersonal communication (e.g., *I see! Really? Uh-huh*).

Speaking

1. Participate in most face-to-face conversations fluently.
2. Participate in a discussion about a reading, broadcast or presentation.
3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., *What I meant was... In other words, ...*)
4. Adjust language used according to level of formality required by the situation.
5. Respond to written and visual information by answering questions orally, summarizing an article, describing a scene, explaining a current event or retelling a short story.

Reading

1. Interpret authentic materials (e.g., prose fiction, newspaper articles, Web sites) on familiar subjects.
2. Interpret textbook materials on academic subjects and answer comprehension questions.
3. Identify main ideas and supporting examples from familiar material.
4. Skim a passage to determine organization and general ideas.
5. Scan a passage for details.
6. Recognize and use textbook conventions for identifying key words, glossary references, etc. (e.g., colored font, italics, bold face type.)
7. Identify the topic sentence, supporting details and concluding sentence of a paragraph.
8. Make inferences from charts, tables, graphs and reading passages.
9. Demonstrate understanding of syntactic clues within a passage such as reference, sequence of events, cause and effect, and comparison/contrast.
10. Apply critical thinking skills to reading passages.
11. Identify author's tone, purpose, and audience.
12. Recognize metaphors and similes.
13. Identify story elements - character, setting, plot, conflict.

LANGUAGE SKILL PROFICIENCIES
for the ESL Advanced Low Level (continued)

Reading (continued)

14. Identify the major theme in a work.
15. Summarize a reading passage.

Writing

1. Take notes on material transmitted orally which contains some unfamiliar information.
2. Identify and correct errors in written work, including spelling errors.
3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work.
4. Identify and write narrative, descriptive and expository paragraphs including in-class timed writing.
5. Format writing with appropriate margins, indentation and centering.
6. Complete forms that require some narrative description (e.g., accident reports, questionnaires with comment sections.)
7. Write business letters or e-mail messages requiring some detail.

Numeracy

Numeracy is incorporated into the ESL competency area of Consumer Economics/Math.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Advanced Low Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
I. Career and Educational Goal Setting	1. Identify and set personal, educational and career goals that are <u>s</u> pecific, <u>m</u> easurable, <u>a</u> ction-oriented, <u>r</u> ealistic and <u>t</u> ime-bound (S-M-A-R-T goals).	7.1.1, 7.1.2	pgs. 34-37
	2. Identify and monitor achievement of short-term academic goals that can be accomplished within an educational cycle (such as the current ESL course) and long-term educational/career goals.	“	“
	3. Identify plans for accomplishing long-term goals. a. Prioritize and order steps for achieving goals. b. Calculate time necessary for realizing goals. c. Recognize necessity of updating plans while moving toward goals.	“	“
	4. Participate in interactions related to personal and academic goals. a. Check with others about weekly, short-term or long-term goals. b. Discuss action plans/activities to help achieve goals. c. Discuss goal achievement; congratulate and encourage others.	“	“
	5. Correlate short-term educational goals with instructional competencies of the ESL Advanced Low course.	7.1.1, 7.1.2, 7.1.3	pgs. 38-39
	6. Identify personal learning preferences and study habits, as well as potential barriers and supports available to facilitate study in ESL program and beyond.	7.2.5, 7.2.6	pgs. 40-42

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
(20 hours)	7. Identify career pathways in fields of interest, including education/certification needed for moving up in those fields.	2.8.2, 2.8.3, 4.1.4	pgs. 43-44
	8. Research educational choices and programs. <ul style="list-style-type: none"> a. Identify available opportunities in the Division of Adult and Career Education (DACE) and education sources outside DACE that correlate with goals. b. Describe transition from ESL program to Adult Basic Education and Adult Secondary Education programs. c. Identify the differences between a high school diploma and a General Education Development (GED) certificate. d. Determine prerequisites for higher education. 	2.8.1, 2.8.2, 2.8.3, 4.1.4	pgs. 45-46
II. Social/ Cultural/ Academic Interaction	9. Express personal beliefs and opinions on topics related to own roles as student, parent, worker, community member, etc.	0.1.2, 0.1.3, 0.1.6	pgs. 47-48
	10. Interpret cross-cultural information; compare and contrast cultural characteristics in speech and/or in writing.	2.7.2, 4.8.7, 7.2.3	pgs. 49-50
	11. Use language appropriately to: <ul style="list-style-type: none"> a. express an inference/guess (e.g., <i>it appears/ looks like/ seems ... It could/ might be. I'd say...</i>) b. predict consequences c. persuade someone to do something d. negotiate a solution to an interpersonal conflict 	7.3.2, 7.3.3, 7.3.4	pgs. 51-52

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
(35 hours)	12. Use language appropriately in classroom interaction. <ol style="list-style-type: none"> Elicit and express opinions. Express agreement/disagreement. Generate ideas and propose solutions. Participate in brainstorming/organizing ideas with a group. Teach and learn from others. Provide constructive feedback. Respond to feedback and criticism. 	0.1.2, 0.1.3, 0.1.4, 0.1.5	pgs. 53-54
III. Community (10 hours)	13. Interpret a jury summons.	5.3.3, 5.6.3	pgs. 55-58
	14. Write a letter about a problem in the community.	5.5.9, 5.6.1	pgs. 59-61
	15. Identify volunteer opportunities in community service.	2.5.8, 2.8.9	pgs. 62-63
IV. Consumer Economics/ Math	16. Use percents and fractions to interpret and discuss graphs, pie charts and statistical information (e.g., <i>seventy-five percent or $\frac{3}{4}$ of the population lives in the cities.</i>)	6.4.2, 6.4.3, 6.4.4	pgs. 64-66
	17. Demonstrate an understanding of: <ol style="list-style-type: none"> level-appropriate readings about personal finance and economic issues subject-specific vocabulary related to economics and finance graphs, charts, statistics and other numerical information within level-appropriate readings charts, tables and graphs needed to solve mathematical word problems 	7.4.3	*

* Any of the Skill-Building Activities in Sections IV, V and VI on Reading & Critical Thinking, Reading & Vocabulary and Vocabulary Practice can be used.

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
(20 hours)	18. Interpret and use math-related vocabulary. a. Identify, write and use abbreviations for common measurements of weight, time, length, capacity and temperature (e.g., oz, ft., mi.) b. Identify and use metric and customary (U.S.) systems of measurement. c. Identify and name geometric figures.	7.4.3	pgs. 67-68
	19. Read and analyze mathematical word problems.	6.1.5, 6.5.1	pgs. 69-72
	20. Interpret, write and use simple equations to solve math problems.	1.5.1	pgs. 73-74
	21. Give oral explanations of mathematical procedures and solutions to problems.	“	“
V. Government and Law/ Social Studies (15 hours)	22. Recognize individual rights and responsibilities provided by the Constitution. 23. Demonstrate understanding of: a. level-appropriate readings on topics in social studies (e.g., geography, history, government, sociology, anthropology, cultural studies) b. subject-specific vocabulary related to social studies content (e.g., <i>representative democracy, matrilineal</i>) c. general academic vocabulary found in social studies texts (e.g., This form of government <i>is considered</i> a representative democracy because...The term “matrilineal” <i>refers</i> to cultures in which...)	1.5.1	pgs. 75-77 *

* Any of the Skill-Building Activities in Sections IV, V and VI on Reading & Critical Thinking, Reading & Vocabulary and Vocabulary Practice can be used.

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
VI. Health and Safety/ Science (15 hours)	24. Interpret newspaper and magazine articles on health, accident prevention and safety. 25. Demonstrate understanding of: <ol style="list-style-type: none"> level-appropriate readings about topics in the sciences subject-specific vocabulary related to science content general academic vocabulary found in science texts and articles 	N/A	pg. 78 *
VII. Occupational Knowledge (10 hours)	26. Identify and use sources of information about finding employment, applying and interviewing for jobs, asking for promotions or raises, succeeding in the workplace, etc. 27. Demonstrate understanding of: <ol style="list-style-type: none"> level-appropriate readings about business and industry, workplace topics and labor market issues subject-specific vocabulary related to business/occupational topics and statistics 	4.1.3, 4.1.8	pgs. 79-80 *
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. <ol style="list-style-type: none"> Arrange events in chronological order. Categorize and classify items. Interpret and create timelines. Prioritize and rank items. Make inferences. Identify a problem, consider alternatives, predict outcomes and suggest solutions. Generate ideas using brainstorming and clustering techniques. 29. Restate, paraphrase and summarize oral or written information.	7.2.3 5.3.8 7.2.2 7.2.3, 7.2.7 7.2.4, 7.4.1 0.1.3, 7.3.2, 7.3.1 7.2.6	pgs. 81-82 pgs. 83-84 pgs. 85-86 pgs. 87-88 pgs. 89-90 pgs. 91-92 pgs. 93-94 pgs. 95-96

* Any of the Skill-Building Activities in Sections IV, V and VI on Reading & Critical Thinking, Reading & Vocabulary and Vocabulary Practice can be used.

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
(35 hours)	30. Use critical thinking to evaluate sources of information, identify point of view and recognize bias.	1.2.1, 1.6.1	pgs. 97-98
	31. Apply critical thinking skills to a reading passage using graphic organizers (e.g., timeline, T-chart, spider map, Venn diagram, etc.)	7.2.2	pgs. 99-101
	32. Distinguish between fact and opinion.	“	“
	33. Identify cause and effect relationships.	“	“
	34. Identify part-whole relationships/general and specific elements (e.g., parts of an outline, main ideas and supporting details, headings and subheadings in reading material, etc.)	“	“
	35. Identify and use comparison and contrast in reading, speaking and writing.	“	“
B. Vocabulary Development	36. Interpret idioms and phrasal verbs in context.	N/A	pg. 110
	37. Use level-appropriate vocabulary building strategies. a. Recognize prefixes, suffixes and roots. b. Develop vocabulary by identifying synonyms, antonyms and homonyms. c. Recognize word families (e.g., inform, informed, information, informational, informative). d. Categorize lists of known and unknown vocabulary words. e. Categorize general and specific vocabulary words (e.g., music: pop, jazz, classical).	3.6.1, 3.6.3	pgs. 111-112
	38. Use contextual clues to define unfamiliar vocabulary.	7.4.7	pgs. 113-114

		CASAS # CORRELATION	SAMPLE STUDENT ACTIVITIES
(20 hours)	39. Recognize and use general academic vocabulary found in level-appropriate readings (e.g., newspaper articles, authentic informational materials, textbook materials on academic subjects.)		
C. Reference Skills	40. Apply alphabetizing skills when using reference materials. 41. Use a monolingual dictionary to find meanings, parts of speech, pronunciation and spelling. 42. Select the appropriate dictionary definition of a word with multiple meanings. 43. Identify and use parts of a textbook (e.g., titles, tables of contents, index) to locate information. 44. Identify and use resource materials (e.g., periodicals, encyclopedia, Internet) to locate and gather information. 45. Use geographical resource materials such as maps, globes and atlases. 46. Employ concepts of ratio and proportion to interpret scale drawings and maps. 47. Identify and use library resources, including electronic sources of information.	7.4.5	pgs. 115-116
D. Test-taking Skills	48. Fill out test forms and answer sheets by bubbling or writing in answers. 49. Identify and practice effective test strategies to take a standardized multiple-choice test. 50. Identify and practice effective strategies to take a timed test.	7.4.7	pgs. 117-118
(20 hours)			

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for the the ESL Advanced Low Level

Expose: The structure may appear in the lesson materials, but it is not explicitly practiced nor are students expected to use it.

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

Review: The structure 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	EXPOSE/ STRESS/ REVIEW
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> 1. Use the future continuous/progressive tense to refer to an event in progress at a specific time in the future (e.g., At this time next week, Mary <i>will be relaxing</i> at the beach.) 2. Use the past perfect tense to express an action which occurred before another past action (e.g., The class <i>had started</i> when he arrived.) 3. Use the past perfect continuous/progressive tense to express an action that was in progress for a period of time before another action began (e.g., They <i>had been searching</i> for the boy for 3 days when they found him.) 4. Recognize the meaning of the future perfect tense (e.g., We will have gone to bed by the time you arrive.) 5. Recognize the meaning of the future perfect continuous tense (e.g., She will have been cooking for a long time by the time the guests arrive.) 	<p style="text-align: center;">Review</p> <p style="text-align: center;">Review</p> <p style="text-align: center;">Review</p> <p style="text-align: center;">Expose</p> <p style="text-align: center;">Expose</p>

		EXPOSE/ STRESS/ REVIEW
<p>B. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<p>6. Use past modals.</p> <p>a. Should have/shouldn't have (e.g., You <i>should have arrived</i> on time. You <i>shouldn't have arrived</i> so late.)</p> <p>b. Must have (e.g., <i>He must have forgotten his appointment.</i>)</p> <p>c. Might have (e.g., <i>He might have seen the accident.</i>)</p> <p>d. May have (e.g., <i>He may have left early.</i>)</p> <p>e. Could have (e.g., <i>You could have phoned me.</i>)</p> <p>f. Would have (e.g., <i>I would have tried to help.</i>)</p>	<p>Stress</p>
<p>C. OTHER VERB STRUCTURES</p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>7. Use passive voice.</p> <p>a. in the future tense (e.g., The package <i>will be delivered</i> tomorrow.)</p> <p>b. in the present perfect tense (e.g., Dinner <i>has been cooked.</i>)</p> <p>c. in the present continuous/progressive tense (e.g., The pizza <i>is being delivered.</i>)</p> <p>d. with modals (e.g., The stars <i>can be seen</i> at night.)</p> <p>e. in the past continuous tense (e.g., I <i>was being paid</i> by the company.)</p> <p>f. in the past perfect tense (e.g., I <i>had already been paid</i> by the company.)</p> <p>g. with get (e.g.,) I <i>got accepted</i> at UCLA.</p> <p>8. Use causative verb forms (e.g., <i>I had my hair cut.</i>)</p> <p>9. Use the gerund or infinitive as object of verbs (e.g., He <i>quit drinking</i> coffee. He <i>refused to resign.</i>)</p>	<p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Review</p>

		EXPOSE/ STRESS/ REVIEW
	10. Use separable and inseparable phrasal verbs (e.g., <i>Turn off</i> the lights. <i>Turn them off</i> . She <i>got over</i> the flu. She <i>got over</i> it.)	Review
<p>D. OTHER SENTENCE ELEMENTS</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>11. Use reflexive pronouns appropriately (e.g., He cut <i>himself</i> while he was shaving.)</p> <p>12. Use reciprocal pronouns appropriately (e.g., They passed <i>each other</i> in the hall.)</p> <p>13. Use so/such with adjectives (e.g., He had <i>such</i> a bad headache that he stayed home. The food was <i>so</i> salty that I couldn't eat it.)</p> <p>14. Use participial adjectives appropriately (e.g., The game was <i>disappointing</i>. The <i>disappointed</i> fans left the stadium.)</p> <p>15. Use articles: a, an, the, some and (no article).</p> <p>a. With definite/indefinite nouns (e.g., I want to go to <i>a</i> restaurant. Let's go to <i>the</i> new restaurant on Main Street.)</p> <p>b. With mass nouns (e.g., Gold is a valuable metal.)</p> <p>c. With plural nouns (e.g., Would you like <i>some</i> cookies? Don't eat <i>the</i> cookies in the cookie jar.)</p> <p>d. With names of people and places (e.g., <i>The</i> Hansons are visiting <i>the</i> United States; last year they visited Mexico.)</p>	<p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p> <p>Review</p>

		EXPOSE/ STRESS/ REVIEW
<p>E. COMBINED SENTENCES</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>16. Use adverbial clauses with therefore, however, and consequently (e.g., <i>I didn't study; consequently, I failed the course.</i>)</p> <p>17. Use present unreal conditionals (e.g., <i>If I were rich, I would buy a mansion. If I had a dog, I'd walk it every day.</i>)</p> <p>18. Use present subjunctive with wish (e.g., <i>I wish I were home. I wish I had a yacht.</i>)</p> <p>19. Use present and future conditionals.</p> <p>a. Present continuous/progressive: <i>If you're looking for the scissors, I put them in that drawer.</i></p> <p>b. Future: <i>If you're going to argue, I'm leaving.</i></p> <p>20. Use past unreal conditional (e.g., <i>I would have been on time if I hadn't missed the bus.</i>)</p> <p>21. Use the past subjunctive with wish (e.g., <i>I wish I had studied harder.</i>)</p> <p>22. Use adverbial clauses of cause with because, since, and so (e.g., <i>It rained, so I didn't go.</i>)</p> <p>23. Use adverbial clauses with although and unless (e.g., <i>Although I was very tired, I worked all day. Don't buy a new car unless you have the money.</i>)</p>	<p>Stress</p> <p>Review</p> <p>Review</p> <p>Stress</p> <p>Stress</p> <p>Stress</p> <p>Review</p> <p>Stress</p>

		EXPOSE/ STRESS/ REVIEW
	<p>24. Use adjective clauses with who, that, and which.</p> <p>a. as a subject of a clause (e.g., This is the man <i>who</i> owns a Jaguar.)</p> <p>b. as an object in a clause (e.g., She is wearing the ring <i>that</i> he gave her. He bought the ring, <i>which</i> has a beautiful design, on a trip to Morocco.)</p> <p>c. as an object of a verb (e.g., <i>The police reported that no one was hurt. We found 10 of 19 students get their news from television.</i>)</p> <p>25. Use adjective clauses with whose (e.g., The man <i>whose</i> car was hit was not hurt.)</p>	<p>Review</p> <p>Stress</p>
<p>F. OTHER SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>26. Use appropriate word order.</p> <p>a. affirmative and negative sentences: subject-verb-object/prepositional phrase (e.g., <i>Mary baked a cake for her children.</i>)</p> <p>b. questions: auxillary-subject-verb (e.g., <i>Do you need some help with your studies?</i>)</p> <p>27. Use tag questions to seek information and confirmation (e.g., Nice day, <i>isn't it?</i>)</p>	<p>Review</p> <p>Review</p>

SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM

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 required 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 foundation skills are embedded in this course outline in the 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, problem solve, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned, for example "Today I worked with a team," "Today I organized my work;" "Today I used a computer;" allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

FIVE COMPETENCIES

Resources: Time, Money, Materials and Facilities, Human Resources

Interpersonal: Participates as 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

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

COMMUNITY-BASED ENGLISH TUTORING (CBET)

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 level of the entire community. The Division of Adult and Career Education provides CBET instruction through two models, depending on the needs of the local community.

- The first model serves parents and children at K-12 school sites.
- The second model serves adult students enrolled in ESL classes at community adult schools and employment preparation centers.

For the programs **at K-12 school sites, all the adult ESL students have pledged to tutor children.** Most of these students are parents who study in ESL classes held at the elementary, middle, and secondary schools that their children attend. They study English while their children are in class or at the end of the school day while their children are involved in after-school programs. Students in CBET classes at children's school sites are usually placed in multi-level ESL classes where students at several ESL levels study together.

For students studying in ESL classes **at adult schools and employment preparation centers, the CBET students study alongside other students who are not part of the CBET program.** In this case, the students are placed in the traditional ESL levels of Literacy through Advanced Low. They may have CBET-related lessons as part of their ESL class, and/or they may participate in an extra class or special group instruction that addresses CBET competencies.

The CBET competency list that follows can be used for teaching ESL classes in either of the CBET programs described above. It can be used by the ESL teacher for guidance in planning lessons related to the needs of CBET students. The list contains relevant competencies that are already a part of the course outline, as well as new competencies in areas of particular interest to CBET students such as English language tutoring skills, children's school information, and parent/teacher communication. Teachers who have a multi-level class can draw their CBET competencies from all the course outlines for the ESL levels represented in their class.

All ESL instructors should select competencies for their classes based upon the needs of their students. The CBET competencies are taught in lieu of other competencies deemed less relevant to the students' needs. If a class is wholly comprised of CBET students, teachers will teach many of the CBET competencies. If CBET students represent only one of the populations in a class, the teacher may select just a few of the CBET competencies - focusing on those that would benefit everyone in the class. Conducting a student needs assessment can be very helpful in planning the course and determining how many CBET topics and competencies should be included in the overall class content.

CBET competencies do not add extra hours to the course outline. Instead, they offer alternatives to meet student needs. Instructors should integrate CBET topics with the grammatical structures and listening, speaking, reading, and writing skills outlined for the level. When teaching tutoring skills, instructors should pay particular attention to the reading skill objectives listed on pages 13-14 as reading skills are essential for tutoring. The number of hours spent on each of the CBET topic areas and the emphasis placed on reading skills will vary from class to class, depending on the needs of the students.

CBET COMPETENCIES
for the ESL Advanced Low Course

ADVANCED LOW

The following competencies, found in the Competency-Based Components section on pages 15-21, are core competencies for teaching CBET students within a general ESL class. These competencies and the 11 additional CBET competencies listed on page 32 form the Community-Based English Tutoring section of the course, and may be substituted for other competency areas as needed, according to the student composition of the class. CBET topics include The School Community, Curriculum and Standards, Parent/Teacher Communication, Home Learning Environment and Tutoring Skills.

I. CAREER AND EDUCATIONAL GOAL SETTING

1. Identify and set personal, educational and career goals that are specific, measurable, action-oriented, realistic and time-bound (S-M-A-R-T goals).
3. Identify plans for accomplishing long-term goals.
 - a. Prioritize and order steps for achieving goals.
 - b. Calculate time necessary for realizing goals.
 - c. Recognize necessity of updating plans while moving toward goals.
4. Participate in interactions related to personal and academic goals.
 - a. Check with others about weekly, short-term or long-term goals.
 - b. Discuss action plans/activities to help achieve goals.
 - c. Discuss goal achievement; congratulate and encourage others.
6. Identify personal learning preferences and study habits, as well as potential barriers and supports available to facilitate study in ESL program and beyond.
7. Identify career pathways in fields of interest, including education/certification needed for moving up in those fields.
8. Research educational choices and programs.
 - a. Identify available opportunities in the Division of Adult and Career Education (DACE) and education sources outside DACE that correlate with goals.
 - b. Describe transition from ESL program to ABE/ASE program.
 - c. Identify the differences between a high school diploma and a GED certificate.
 - d. Determine prerequisites for higher education.

II. SOCIAL/CULTURAL/ACADEMIC INTERACTION

9. Express personal beliefs and opinions on topics related to own roles as student, parent, worker, community member, etc.
12. Use language appropriately in classroom interaction.
 - a. Elicit and express opinions.
 - b. Express agreement/disagreement.
 - c. Generate ideas and propose solutions.
 - d. Participate in brainstorming/clustering/organizing ideas with a group.
 - e. Teach and learn from others.
 - f. Provide constructive feedback.
 - g. Respond to feedback or criticism.

CBET COMPETENCIES
for the ESL Advanced Low Course (continued)

IV. CONSUMER ECONOMICS/MATH

16. Use percents and fractions to interpret and discuss graphs, pie charts and statistical information (e.g., *75% or $\frac{3}{4}$ of the population lives in the cities.*)
17. Demonstrate understanding of:
 - c. graphs, charts, statistics and other numerical information within level-appropriate readings
 - d. charts, tables and graphs needed to solve mathematical word problems
18. Interpret and use math-related vocabulary.
 - a. Identify, write and use abbreviations for common measurements of weight, time, length, capacity and temperature (e.g., oz., ft., mi.).
 - b. Identify and use metric and customary (U.S.) systems of measurement.
 - c. Identify and name geometric figures.
19. Read and analyze mathematical word problems.
20. Interpret, write and use simple equations to solve math problems.
21. Give oral explanations of mathematical procedures and solutions to problems.

V. GOVERNMENT AND LAW/SOCIAL STUDIES

22. Recognize individual rights and responsibilities provided by the Constitution.
23. Demonstrate understanding of:
 - a. level-appropriate readings on topics in social studies fields (e.g., geography, history, government, sociology, anthropology, cultural studies)
 - b. subject-specific vocabulary related to social studies content (e.g., *representative democracy, matrilineal*)
 - b. general academic vocabulary found in social studies texts (e.g., *This form of government is considered a representative democracy because... The term "matrilineal" refers to cultures in which...*)

VI. HEALTH AND SAFETY/SCIENCE

24. Interpret newspaper and magazine articles on health, accident prevention and safety.
25. Demonstrate understanding of:
 - a. level-appropriate readings about topics in the sciences
 - b. subject-specific vocabulary related to science content
 - c. general academic vocabulary found in science texts and articles

VIII. LEARNING AND ACADEMIC SKILLS

A. Critical Thinking

28. Use critical thinking in classroom tasks.
 - a. Arrange events in chronological order.
 - b. Categorize and classify items.
 - c. Interpret and create timelines.
 - d. Prioritize and rank items.
 - e. Make inferences.

CBET COMPETENCIES
for the ESL Advanced Low Course (continued)

- f. Identify a problem, consider alternatives, predict outcomes and suggest solutions.
- g. Generate ideas using brainstorming and clustering techniques.
- 29. Use critical thinking to evaluate sources of information, identify point of view and recognize bias.
- 31. Distinguish between fact and opinion.
- 32. Compare and contrast.
- 33. Identify and describe cause and effect relationships.
- 35. Use graphic organizers (e.g., Venn diagram, T-chart, tree diagram, timeline.)

B. Vocabulary Development

- 37. Use level-appropriate vocabulary building strategies.
 - a. Recognize prefixes, suffixes and roots.
 - b. Develop vocabulary by identifying synonyms, antonyms and homonyms.
 - c. Recognize word families (e.g., *inform, informed, information, informational, informative*)
 - d. Categorize lists of known and unknown vocabulary words.
 - e. Categorize general and specific vocabulary words (e.g., music: pop, jazz, classical)
- 38. Use contextual clues to define unfamiliar vocabulary.
- 39. Recognize and use general academic vocabulary found in a variety of level-appropriate readings (e.g., newspaper articles, authentic informational materials, textbook materials on academic subjects.)

C. Reference Skills

- 40. Apply alphabetizing skills when using reference materials.
- 41. Use a monolingual dictionary to find meanings, parts of speech, pronunciation and spelling.
- 42. Select the appropriate dictionary definition of a word with multiple meanings.
- 43. Identify and use parts of a textbook (e.g., titles, table of contents, index) to locate information.
- 44. Identify and use resource materials (e.g., periodicals, encyclopedia, Internet) to locate and gather information.
- 45. Use geographical resource materials such as maps, globes and atlases.
- 46. Employ concepts of ratio and proportion to interpret scale drawings and maps.
- 47. Identify and use library resources, including electronic sources of information.

D. Test-taking Skills

- 48. Fill out test forms and answer sheets by bubbling or writing in answers.
- 49. Identify and practice effective test strategies to take a standardized multiple-choice test.
- 50. Identify and practice effective strategies to take a timed test.

CBET COMPETENCIES for the ESL Advanced Low Course (continued)

VIII. COMMUNITY-BASED ENGLISH TUTORING

A. The School Community

- C1. Research and discuss programs and services available through the school to meet special needs, e.g. Special Education programs, gifted and talented programs, magnet schools, etc.

B. Curriculum and Standards

- C2. Find out about a child's grade level requirements in each subject, and his/her actual progress in relation to standards.
- C3. Discuss and locate additional materials that reinforce child's grade level curriculum at the school library, public library, educational bookstores, etc.

C. Parent/Teacher Communication

- C4. Discuss parents' rights and their responsibilities for supporting their children's education.

D. Home Learning Environment

- C5. Identify and discuss family activities that contribute to children's development of critical thinking skills.
- C6. Discuss ways to stimulate children's intellectual curiosity and interest in school.

E. Tutoring Skills

- C7. Identify and discuss different learning styles and the activities best suited to those styles.
- C8. Review a child's homework assignments, evaluate progress, and offer assistance.
- C9. Scan the table of contents, guide words, or index of a textbook or other study resource in order to help a child complete a homework assignment.
- C10. Use appropriate language to respond to behavior problems.
- C11. Use prediction and critical thinking questions in order to conduct a reading tutorial of fiction or non-fiction materials with K-6 children.
 - a. Elicit predictions about the content of the reading.
 - b. Interrupt the reading to ask additional prediction and critical thinking questions.
 - c. Ask comprehension and critical thinking questions at the end of the reading.

INTRODUCTION to the SAMPLE SCANS ACTIVITIES

The teacher's task in teaching the ESL Advanced Low course is to combine study skills, language skill proficiencies (listening, speaking, reading, writing and numeracy), grammatical structures and academic and career preparation competencies into a relevant, effective course of study. At the same time, the skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) can also be addressed by using activities that build interpersonal skills, teamwork, critical thinking skills, lifelong learning strategies, and the ability to use information, resources, organizational system, and technology. (For more information on SCANS, see page 209-211.)

The Sample SCANS Activities on the pages that follow are suggested activities for the Advanced Low course. They were developed and tested by teachers and represent successful activity types for pair and group work at this level. They incorporate SCANS skills and competencies while integrating language skills with academic and career preparation competencies in realistic, interactive contexts.

The Sample SCANS Activities appear in order by competency number. Activities for competencies 1-53 from the Competency-Based Components section of this course outline are on pages 34-118. The elements of the Sample SCANS Activities and their functions are described below.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
4. Consumer Economics B. Housing	1. Interpret and communicate household utility information. a. Obtain and cancel household utilities. Write mistakes on utility or telephone bills. 1.5.3	1. Adverbial Clauses <i>(Please turn it off just after I leave,</i>

SAMPLE SCANS ACTIVITY

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a writing activity in which students create a dialogue between a customer and a utility company employee.</p> <ol style="list-style-type: none"> 1. Prepare students to state their needs to a utility company employee. Write a list of the important information the customer needs to give the utility company employee. For example, address the utility should be turned off, etc. 2. Students brainstorm with the class a list of utilities, i.e., water, gas, electricity, etc. Write a list of the important information the customer needs to give the utility company employee. For example, address the utility should be turned off, etc. 3. Briefly brainstorm with the class a list of utilities, i.e., water, gas, electricity, etc. Write a list of the important information the customer needs to give the utility company employee. For example, address the utility should be turned off, etc. 4. Divide the class into pairs and assign each pair a utility and instructions for having it turned off or turned on. 5. Give the pairs 15 minutes to produce a dialogue between a customer and a utility company employee. 6. Have several volunteer pairs present their dialogues to the class. Evaluate what the customer gives all the important information. <p><small>** These steps serve as an evaluation of the activity.</small></p>	<p style="text-align: center;">SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p>
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The Stage of the Lesson indicates where this activity fits into a class.

The Approximate Time also suggests how this activity can fit into a class.

The Activity Purpose states the learning objective and the type of activity.

The SCANS Focus indicates which language skills and SCANS skills/competencies students will practice during this activity.

The Steps of the activity include preparation, how to conduct the activity and an evaluation step.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Career and Educational Goal Setting	<ol style="list-style-type: none"> 1. Identify and set personal, educational and career goals that are <u>s</u>pecific, <u>m</u>easurable, <u>a</u>ction-oriented, <u>r</u>ealistic and <u>t</u>ime-bound (S-M-A-R-T goals). 2. Identify and monitor achievement of short-term academic goals that can be accomplished within an educational cycle (such as the current ESL course) and long-term educational/career goals. 3. Identify plans for accomplishing long-term goals. <ol style="list-style-type: none"> a. Prioritize and order steps for achieving goals. b. Calculate time necessary for realizing goals. c. Recognize necessity of updating plans while moving toward goals. 4. Participate in interactions related to personal and academic goals. <ol style="list-style-type: none"> a. Check with others about weekly, short-term or long-term goals. b. Discuss action plans/activities to help achieve goals. c. Discuss goal achievement; congratulate and encourage others. <p>CASAS# 7.1.1, 7.1.2</p>	N/A

SAMPLE SCANS ACTIVITY: Short-Term and Long-Term Goal Setting

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes on day 1, 30 minutes on day 2	SCANS FOCUS
Purpose: This is a long- and short-term goal setting activity in which students set, discuss and monitor educational and career goals.		Basic Skills: Listening/ Speaking/ Writing

1. Before class, make copies of the handout on page 37, one per student.
2. Describe the process of setting and achieving goals. You may elect to use a soccer analogy to describe the process of working toward a goal and achieving it.
3. Share a goal you have for the class. For example, *by the end of the week I want 100% of my students to be able to tell me what the acronym SMART stands for*. Tell students that goals should be SMART (**S**pecific (clearly defined), **M**easurable (can be measured), **A**ction-oriented (something they will **do**), **R**ealistic (within learner's ability to accomplish), and **T**ime Bound (accomplished within a specific period of time). Discuss with the class whether your goal is specific, measurable, action-oriented, realistic and time-bound. Provide several other examples of goals, and ask the class to evaluate if the goals are SMART.
4. Distribute the goal-setting handout.
5. Ask student volunteers to share some of their own educational or career goals with the class using the handout as a model. Some examples might be: *I want to speak English so I can talk with my children's teachers. I want to speak English with customers at work so I can get a promotion to assistant manager. I want learn how to write an essay so I can pass the nursing exam*. Write several students' long-term goals on the board or an overhead transparency.
6. Ask the same student volunteers to think of something specific, measurable, action-oriented, and realistic that they will do to make progress toward their goal this week. For example, *To do this, I will speak only English at school every day this week, I will do homework for 20 minutes four nights, I will write in English for 10 minutes every day, etc.* Write their responses on the board or transparency. Discuss with the class whether their responses are SMART.
7. Have students take a few minutes to write down one educational and one career goal on the handouts. Then give a time limit of ten minutes for students to create their own short-term goals for this week. Circulate and offer assistance.
8. Have students share and discuss their goals and plans for the week with a partner. **
9. Debrief with the class. Tell students to keep the handout because you will revisit the goals at the end of the week. You may want to encourage students to have a folder or envelope to keep these handouts throughout the course of the term.

Thinking Skills:

Creative Thinking/
Decision Making/ Knowing
How to Learn

Personal Qualities:

Responsibility/ Self-
Esteem/ Sociability/ Self-
Management

Competencies:

Resources- Allocates Time
Interpersonal- Participates
as a Member of a Team
Information- Interprets and
Communicates Information
Systems- Understands
Organizational Systems/
Monitors and Corrects
Performance

10. At the end of the week, ask students to take out their goal sheets again. Model the process of monitoring short-term goal achievement by revisiting your own goal you shared in Step 2, discussing whether you met it and what your plan of action would be if you had not met it.
11. Put students in groups to discuss whether or not they met their goals for the week. Model phrases for how students can support and encourage each other, whatever progress they may have made toward their goals. If students have not met their goals, ask them to articulate why and how they could modify them.
12. Ask students to make another short-term goal for the next week, as well as a goal for the month, and/or term. Make it a weekly activity to revisit and revise goals as the term progresses. Provide additional handouts as needed.

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

Name: _____ Date: _____

What Are My Goals?

What are your career and educational goals? When setting your goals, make sure they are SMART (Specific, Measurable, Action-oriented, Realistic, and Time Bound.)

	This week	This month	This semester/trimester
<u>My Educational Goals:</u> <i>I want to... so I can...</i>	<i>To do this I will...</i>	<i>To do this I will...</i>	<i>To do this I will...</i>
<u>My Career Goals:</u> <i>I want to... so I can...</i>	<i>To do this I will...</i>	<i>To do this I will...</i>	<i>To do this I will...</i>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Career and Educational Goal Setting	5. Correlate short-term educational goals with instructional competencies of the ESL Advanced Low course. CASAS# 7.1.1, 7.1.2, 7.1.3	22. Adverbial clauses <i>(Since I can't write very well, I should work on that more.)</i>
SAMPLE SCANS ACTIVITY: Weekly Goal Setting		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a goal-setting activity in which students will be asked to prioritize their learning goals based on the teacher's weekly list of classroom objectives. This activity can be done weekly throughout the term, gradually getting the students to goal-set on their own.</p> <ol style="list-style-type: none"> 1. Prepare a list of realistic, specific classroom objectives for the week to be put on the blackboard. Make sure they encompass different skills. For example: 1. Learn 10 new phrasal verbs. 2. Practice reading strategies (main idea, words in context) in at least two articles. 3. Explain an event in the past to a group member using time adverbials (when, while, as soon as, by, before.) 4. Listen for specific information in a news broadcast. 5. Write a correctly formatted paragraph using a writing checklist. 6. Come to class every day. 2. Write the list of classroom objectives on the board. Have the students copy the list. Discuss why you chose each objective. (You could assign one student the responsibility of writing the objectives on the board each day that week.) 3. Explain that each student will be prioritizing this list based on his or her own needs and goals. Write the following "thinking questions" on the board to demonstrate how to prioritize. <p><i>Which skills do I want to improve this term?</i></p> <p><i>Where and when do I really need English now?</i></p> <p><i>What do I want to achieve by next year?</i></p> 	<p>Basic Skills: Listening/ Writing</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Knowing How to Learn</p> <p>Personal Qualities: Self-Management/ Self-Esteem</p> <p>Competencies: Resources- Allocates Time</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p>

Ask a few individuals to answer the questions in relation to their own needs and goals. Then go over the list of class objectives to model the prioritizing activity. Model how to choose personal short-term goals by thinking aloud. For example, "Let's see, coming to class every night is my first priority. I feel tired and often have trouble motivating myself to come, so I have to focus on just getting here. My second priority is explaining a past event. Right now, I work with a lot of people and I need to speak clearly and explain something that happened at work. Writing a paragraph is my third priority, because my writing skills aren't as good as my speaking skills. I also think I'll need writing skills to get a high school diploma in the academic program." Explain that this imaginary student has three priorities in his learning objectives for the week.

4. Have students rank the list of objectives, based on their individual needs, and then write one sentence to explain why they chose each one.** Circulate as they write and help individuals clarify their goals.
5. On the last day of the week, ask students to say which of their stated objectives they accomplished.**
6. Follow up: For later weeks in the term, propose three weekly objectives which must be covered and five more which are optional. At the beginning of the week, have students negotiate in groups to prioritize the optional objectives and decide which ones should be taught. During the week, teach the "must cover" objectives and the optional objectives which students ranked as top priorities.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Career and Educational Goal Setting	6. Identify personal learning preferences and study habits, as well as potential barriers and supports available to facilitate study in ESL program and beyond. CASAS #7.2.5, 7.2.6	N/A

SAMPLE SCANS ACTIVITY: T-Chart Discussion on Supports and Barriers

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a group discussion and critical thinking activity in which students focus on identifying supports and barriers to their learning and discuss ways to enhance supports and mitigate barriers.</p> <ol style="list-style-type: none"> 1. Before class, make copies of the T-Chart on page 42, one per student. 2. Draw a stick figure on the board representing a student. Explain to the class that there are forces that support this student in coming to school (supports) and forces that work against him or her (barriers). 3. Draw a T-Chart on the board. On one side at the top write “supports” and on the other side write “barriers.” Brainstorm with the class forces - supports - that encourage them to come to school regularly (e.g., <i>family members, desire to help children, teacher, church.</i>) Then brainstorm the forces that work against a student’s coming to class and pursuing education - barriers. Some examples of barriers might be <i>work schedule, no car, fatigue, no computer,</i> etc. Demonstrate writing down items on the chart as you brainstorm with the class. 4. Hand out one T-chart to each student. Ask students to work individually to write down the supports and barriers to their own education. Give a time limit. 5. Form pairs and have students discuss their T-charts with a partner. 6. Ask a few volunteers to share their supports and barriers. Add any additional items to the T-chart on the board. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Human Resources</p> <p>Interpersonal- Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Diversity</p>

7. Ask the groups to discuss how they could enhance their supports and overcome their barriers. Encourage students to help and support each other in the discussion.
8. Ask the designated person in each group to summarize the discussion. Encourage each student in the class to develop a list of specific strategies (e.g., *I will ask my spouse to help with the kids. I will change my work hours, etc.*) as you write the ideas mentioned on the board. **
9. Follow up: Ask individual students to write about their strongest support and how they will maintain it and/or their most imposing barrier and how they will work to overcome it.

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

Information- Acquires and Evaluates Information/
Interprets and Communicates Information/
Organizes and Maintains Information

Systems- Understands Organizational Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Career and Educational Goal Setting	7. Identify career pathways in fields of interest, including education/certification needed for moving up in those fields. CASAS #2.8.2, 2.8.3, 4.1.4	N/A

SAMPLE SCANS ACTIVITY: Research/Oral Report

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes initially	SCANS FOCUS
<p>Purpose: This is a research activity in which students investigate career and educational options. They then present a formal oral report of those options to the class.</p> <ol style="list-style-type: none"> Before class, obtain a class set of brochures from the nearest LAUSD DACE occupational or skills center. Compile a list of career classes offered at the site (cosmetologist, pharmacy technician, landscaper, computer repair technician, etc.) Make copies of the list, one per student. For the oral presentations, prepare and make copies of a checklist for students to use as they are listening to each report. Optional: prepare and copy your own list of questions about the careers for use in Step 4. Hand out the list of careers. Ask students to select the two they are most interested in or curious about. Instruct students to discuss with a partner why they selected those two careers. Select one of the careers from the list and brainstorm with the class the types of information that would be important to know if one were interested in entering the program. (<i>e.g., How much does it cost? What are the prerequisites? When does it start? What is the starting pay in this field? Do you offer placement assistance when I complete the course?</i>) Tell students to copy the list of questions on the board or hand out the list of questions you have prepared. Tell students that they will be selecting a career from the list, researching the answers to the questions and giving a presentation to the class in which they will share the information that they have found. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Self-Management</p> <p>Competencies: Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information Systems- Understands Technological Systems/ Monitors and Corrects Performance Technology- Selects Technology/ Applies Technology to Task</p>

6. Have students to select the careers they would like to research. You may allow students to work together if they are interested in the same career. Establish a deadline for students to conduct the research and a date on which they should be prepared to present their reports. Students may conduct their research by visiting the school website, by reading the occupational center brochure, by researching the selected career on line and/or by calling or visiting the school.
7. Establish the parameters of the presentation (how long it should be, which questions should be addressed, etc.) and provide time for students to practice their reports.
8. On a later date or dates, invite students to present their reports to the class. Provide the rest of the class with the checklist of questions to listen for and answer after each presentation. **

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
I. Career and Educational Goal Setting	8. Research educational choices and programs. <ol style="list-style-type: none"> Identify available opportunities in the Division of Adult and Career Education (DACE) and education sources outside DACE that correlate with goals. Describe transition from ESL program to Adult Basic Education and Adult Secondary Education programs. Identify the differences between a high school diploma and a General Education Development (GED) certificate. Determine prerequisites for higher education. CASAS# 2.8.1, 2.8.2, 2.8.3, 4.1.4	17. Present Unreal Conditional <i>(If you studied computers, you could get a better job.)</i>

SAMPLE SCANS ACTIVITY: Brainstorming Questions

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

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a speaking and writing activity in which students, in pairs, prepare questions about vocational or higher education options. This activity could precede a counselor's presentation, an informational video from the counseling office, or a reading on educational/vocational options.</p> <ol style="list-style-type: none"> Make copies of written information on vocational choices and higher educational choices. Or, if you plan to use a video on vocational and educational choices, preview the video. Put the following questions on the board: <p style="margin-left: 40px;"><i>Why are you studying English? In what situations do you need to use English now?</i></p> <p style="margin-left: 40px;"><i>Are you interested in receiving a high school diploma in English?</i></p> <p style="margin-left: 40px;"><i>Are you interested in going to college in the United States?</i></p> <p style="margin-left: 40px;"><i>What kind of career would you like to have in the future?</i></p> 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p>

3. Pair students with the person next to, in front, or behind them. Have them ask their partners the questions on the board. Give the pairs 10 minutes to speak.
4. Stop the pairs. Tell them they will be making up questions to help their partners get more information. Put the following question frames on the board:

*What class/classes could _____ take if he/she wanted _____?
If _____ were interested in _____, how could he/she get more information?*

5. Model the activity. Ask one pair to report back. Teresa says: "Li said he wanted to be a mechanic in the future." The question could be: "If Li were interested in becoming a mechanic, how could he get more information?" Then, Li says: "Teresa told me she was interested in a high school diploma." Question: "What classes would she take if she wanted a high school diploma?"
6. Have each student write one question for his/her partner. Circulate and check. **
7. After students have formulated their questions, have them scan the written information or watch the video to find out the answers.

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

Competencies:

Information- Organizes and Maintains Information/ Interprets and Communicates Information

Systems- Understands Social and Organizational Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural/ Academic Interaction	9. Express personal beliefs and opinions on topics related to own roles as student, parent, worker, community member, etc. CASAS# 0.1.2, 0.1.3, 0.1.6	N/A

SAMPLE SCANS ACTIVITY: Role Play

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

<p>Steps for Sample Activity: Approximate Time of Activity: 40 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a role play activity in which students express opinions about a workplace problem. It should follow an activity in which language for interacting in groups has already been introduced.</p> <ol style="list-style-type: none"> 1. Number off the class 1-2-3-4, 1-2-3-4. Group all the 1s together, all the 2s together, etc. Each group might be as large as eight or ten people. 2. Explain that #1 = older man, #2 = young woman, #3 = middle aged woman, #4 = teenage boy. Each group must decide what kind of music a person that age would like to hear at work and why. They should think of radio stations as well as musical performers. 3. Give the groups 5-10 minutes to discuss musical preferences appropriate for each age group. Remind everyone to make notes, as they will need that information in the next phase. 4. Stop the activity. Regroup the class into groups of four with one person representing each age group, i.e., 1-2-3-4 together, 1-2-3-4 together, etc. 5. Explain the role play: "Imagine you work in a coffee shop. No one has been able to agree about what kind of music should be played during working hours. The manager has called a meeting to come up with a plan. She is interested in each employee's input." Tell the students that each person in the group must play his or her age group when expressing opinions about music. For example, each #1 will play an older man, etc. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others/ Exercises Leadership/ Serves Clients and Customers</p>

6. Write the following language goals on the board. Review appropriate phrases for each category if needed.

Did the employees disagree with each other politely?

Did they interrupt politely?

Did anyone ask for another person's opinion?

Did anyone offer praise for a good suggestion?

7. Choose one of the group members, for example #4, to be the coffee shop manager. The other members of the group are employees. The employees are responsible for expressing and responding to opinions. The manager will be responsible for reporting back to the class about his/her group's musical tastes. He/she will also be responsible for using the questions on the board to monitor the group's interaction.
8. Have the groups begin their role plays. Circulate and monitor the groups.
9. Stop the activity after 10 minutes. Have each group manager report back.**
10. Follow up: Have the students complete a problem-solving activity in which they express their opinions and attempt to come to a consensus on what kind of music to play. They should consider not only their own personal preferences, but also the coffee shop clientele and company policy.

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

Information- Acquires and Evaluates Information/ Interprets and Communicates Information

Systems- Understands Social Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural/ Academic Interaction	10. Interpret cross-cultural information: compare and contrast cultural characteristics in speech and/or in writing. CASAS# 2.7.2, 4.8.7, 7.2.3	17. Present Unreal Conditional <i>(If I arrived late, I'd be embarrassed.)</i>

SAMPLE SCANS ACTIVITY: Interview Line

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

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is an interview activity in which students ask and answer questions about attitudes regarding time in different cultures.</p> <ol style="list-style-type: none"> 1. Prepare 10 questions designed to elicit student attitudes about time in their cultures. Use the present unreal conditional and mention specific situations. For example: <i>In your country,</i> <i>When would you arrive if you were invited to a dinner party at a certain time?</i> <i>When would you arrive at a job interview?</i> <i>How much later would be considered "late" in each situation?</i> <i>How would you feel if a friend showed up at your apartment 15 minutes before you expected him/her? etc.</i> 2. Tell students they will be interviewing different students in the class about the attitudes about time in their countries. Write the questions on the board, numbering them from 1-10. Go over the questions and confirm understanding. 3. Number off the class by assigning numbers 1 through 10 until every student has a number. Tell students to look at the board to see which question to ask. 4. Form an interview line in the classroom. Ask all students with numbers 1-5 to stand up in a line. Then ask all students with numbers 6-10 to stand in a line facing the first line. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind's Eye/ Problem Solving/Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Works with Diversity</p>

5. Explain the activity: Each student has three minutes to ask and answer his/her questions with the person across from him/her. After three minutes, call time and have one line move down to face new partners in the other line. Have the first student move to the other end of the line. Continue the three-minute interviews until each student has spoken with five people.
6. Have all the students sit down so they can report back on what they learned. If there are students of various cultural backgrounds in the class, ask a few students to report back about the cultures they found out about. For example, "Juan told me that it would be OK to show up late to a dance in Mexico, but Keiko said it wouldn't be OK in Japan." Or, if the class is of the same cultural background, discuss the differences between the US and their country regarding the 10 questions. **
7. Follow up: Based on the examples they've discussed, have students draw conclusions about what factors are important in various cultures' attitudes about time. Ask, for example, "In which contexts would people in a particular culture be more likely to show up on time? Why?"

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

Information- Acquires and Evaluates Information/
Organizes and Maintains Information/
Interprets and Communicates Information

Systems- Understands Social Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural/ Academic Interaction	11. Use language appropriately to: <ol style="list-style-type: none"> express an inference/guess (e.g., <i>it appears/looks like/ seems ... It could might be. I'd say...</i>) predict consequences persuade someone to do something negotiate a solution to an interpersonal conflict CASAS# 7.3.2, 7.3.3, 7.3.4	9. Gerunds as objects <i>(Borrowing some money might solve the problem/Why don't they try borrowing some money?)</i>

SAMPLE SCANS ACTIVITY: Problem Solving

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a problem solving activity in which students, in teams, use higher-level thinking skills to identify a problem, discuss its causes and propose solutions</p> <p><i>THE SITUATION: A store owner doesn't have enough cash to pay his five employees their weekly salaries and also to pay the distributor for the new merchandise he has ordered. The distributor won't allow him any more credit, and the new merchandise has already been promised to customers.</i></p> <ol style="list-style-type: none"> Present the situation to the class by writing it on the board. Check students comprehension of key vocabulary or concepts and clarity where necessary. Ask students to identify the problem inherent in the situation. Have students brainstorm solutions to the problem by having students in groups take turns suggesting solutions with a group recorder writing down the different ideas. Have students list all the possible solutions on the board. Discuss each solution and practice the language students will need to agree or disagree with each other. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

7. Set a time limit of ten minutes and have students in groups work together to decide on the best solution.

8. Evaluate students work by having each group report back on its decision.**

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

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
II. Social/Cultural/ Academic Interaction	12. Use language appropriately in classroom interaction. <ol style="list-style-type: none"> a. Elicit and express opinions. b. Express agreement/disagreement. c. Generate ideas and propose solutions. d. Participate in brainstorming/organizing ideas with a group. e. Teach and learn from others. f. Provide constructive feedback. g. Respond to feedback and criticism. CASAS #0.1.2, 0.1.3, 0.1.4, 0.1.5	Review of Modals (<i>You must really care about this issue.</i>)

SAMPLE SCANS ACTIVITY: Cooperative Skills

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a speaking activity in which each member of a group is responsible for using specific language functions while discussing an issue. It should be used after the students have become familiar with an issue that can serve as the topic for discussion.</p> <ol style="list-style-type: none"> 1. Put these four headings across the top of the board: Disagree politely; Offer praise, encouragement and feedback; Solicit others' opinions; Interrupt politely. 2. Ask the class to help you brainstorm phrases which would be appropriate for each language function. For example: a. That could be true, but... b. That makes sense. c. What do you think about...? Let's give Tom a turn now. d. I'm not sure I understand. Let's talk more about that later. 3. Put the class in groups of four. In each group, assign the roles of A, B, C, and D. Explain that each group member must try to use some of the phrases in his/her category while discussing the topic. 4. Have students begin discussing an issue that will cause disagreement; for example, <i>Should cigarette smoking be banned?</i> or <i>Who should be allowed to immigrate to the U.S.?</i> 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Competencies: Resources- Allocates Time</p>

5. Circulate among the groups, helping to get the discussion going. Do not focus on the roles yet.
6. Stop the activity after five minutes and select the group with the liveliest discussion as a model. Ask 'A' to identify who they disagree with. Ask 'B' to praise something one group member said. Ask 'C' to indicate who they'd like to hear more from. Ask 'D' how many times he/she interrupted and why. **
7. Tell students to recommence their discussion. Circulate and encourage the group members to use the language functions that correspond to their roles.
8. As the students continue their discussion, do one of the following: a. Have students switch roles every five minutes. b. Call out a letter (A, B, C, or D) at two-minute intervals and have several students volunteer to say an appropriate phrase in the context of their group's discussion. For example, one student disagrees by saying, "That's really a good point. However, have you ever thought of it this way...? **

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

Interpersonal-
Participates as Member
of a Team/ Exercises
Leadership/
Negotiates to Arrive at a
Decision/ Works with
Diversity

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

Systems- Understands
Social Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community	13. Interpret a jury summons. CASAS #5.3.3, 5.6.3	Review of Passive (You may request to be excused.)

SAMPLE SCANS ACTIVITY: Lifeskills Reading

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a lifeskills reading in which pairs visit a website or read a document to find information about responding to a jury summons.</p> <ol style="list-style-type: none"> 1. Before class, visit lasuperiorcourt.org. Download and print jury duty information for students to read, or do this as an Internet-based reading project with students using this site as their source. If using printed information for students to read, make copies, one per student. 2. Make copies also of the handout on page 57, one per student. 3. Ask students if anyone has ever served on a jury. Ask volunteers to share their experiences. If possible, show students a copy of a Jury Summons form and ask students if they have ever received one in the mail. Discuss what a jury is and what it does. Tell students they are going to learn how to interpret the Jury Summons form. 4. Go over vocabulary students need to know to interpret the form: <i>jury, juror, financial hardship, affidavit, felony, conviction, peace officer, court-appointed conservatorship, to skip, malfeasance in office, excused, transferred, postponed, perjury, etc.</i> 5. Form pairs. Distribute handouts. 6. Provide students with source material as a handout or have them access it on line. 7. Give students twenty minutes to work together in pairs and search for the answers to the questions. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Social and Organizational Systems Technology- Applies Technology to Task</p>

8. Call time and go over the answers as a class. **
9. Optional follow-up: Ask each student to compose a valid written request for an excuse or transfer.

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

Interpreting a Jury Summons

Look for the answers to the following questions.

What should you do when you get a jury summons? Write the steps in order.

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Answer the following True or False.

- | | |
|--|---|
| | 1. You must fill out Section A after you call to register. |
| | 2. Complete Section B before you call to register. |
| | 3. You may request to be excused if you are a not a native speaker of English. |
| | 4. You must be a citizen to serve on a jury. |
| | 5. You may request to be excused if you don't want to miss work. |
| | 6. All potential jurors must get a physician's signature in Section E if requesting a medical excuse. |
| | 7. If you have moved, you may request to be excused. |
| | 8. If you do not qualify to serve in Section A, it is not necessary to register. |
| | 9. It is against the law to falsify an excuse. |
| | 10. People with disabilities are excused from jury service. |

Interpreting a Jury Summons - Answer Key

Look for the answers to the following questions.

What should you do when you get a jury summons? Write the steps in order.

Step 1 Answer the questions in Section A using black ink.

Step 2 Sign and date the form.

Step 3 Complete the juror information.

Step 4 Register by telephone 1-800-778-5879.

Answer the following True or False.

F	1. You must fill out Section A after you call to register.
T	2. Complete Section B before you call to register.
F	3. You may request to be excused if you are a not a native speaker of English. (F - need to read and understand basic English)
T	4. You must be a citizen to serve on a jury.
F	5. You may request to be excused if you don't want to miss work. (F - only valid if missing work would result in EXTREME financial hardship)
F	6. All potential jurors must get a physician's signature in Section E if requesting a medical excuse. (F - if you are over 70 years old, physician signature is not required)
F	7. If you have moved, you may request to be excused. (F - you may request to be transferred but not excused)
F	8. If you do not qualify to serve in Section A, it is not necessary to register.
T	9. It is against the law to falsify an excuse.
F	10. People with disabilities are excused from jury service.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community	14. Write a letter about a problem in the community. CASAS# 5.5.9, 5.6.1	N/A
SAMPLE SCANS ACTIVITY: Writing a Letter about a Community Problem		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a letter-writing activity in which students identify a problem in the community and write a letter to address it.</p> <ol style="list-style-type: none"> 1. Before class, collect several copies of telephone directories (yellow or white pages) that contain the Government Agencies section. Make copies of the handout on page 61, one per student. 2. As a class, brainstorm some specific problems in the local school and/or community (e.g., barking dogs, potholes, trash, etc.) 3. Using the Yellow Pages or the Internet if available, have students identify the contact persons or agencies responsible for the particular problems identified. 4. Tell students that they are going to write a formal letter about one of the problems. 5. Distribute handouts. Discuss proper business letter format (own address at top, date, addressee's name, title, and address, salutation, body and closing). 6. Select one of the problems and the agency to write to. Using an overhead transparency, model how to properly format the letter. Demonstrate how to compose the letter by first identifying yourself (<i>My name is ... I live in...</i>), giving the reason for writing (<i>I am writing to you today about the issue of _____ in our area</i>), describing the problem and its effects (<i>The problem is... This has resulted in...</i>), asking for support or action (<i>Please support us in our efforts to...</i>), and thanking the reader for his or her consideration (<i>Thank you for your attention to this matter.</i>) As you compose the letter, point out the importance of using formal language and being succinct and specific in describing the problem. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance</p>

7. Ask students draft their own letters (regarding a different community problem) using the template on page 61 as a model.
8. Form pairs. Have students do a peer revision activity, using the template to verify that their letters are properly formatted and all of the elements of a business letter are in place. Ask students to revise their letters according to input from their partners. **
9. Follow-up: Have students edit their letters for grammar, punctuation, etc. Offer students the opportunity to read their letters to the class and/or display them.

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

Information- Organizes
and Maintains Information

Systems- Monitors and
Corrects Performance

Write A Letter About a Problem in the Community

178 Mariposa Avenue
Los Angeles, CA 90019
January 16, 2012

← 1. your address

← 2. date

Tom Brown
Mayor of Los Angeles
923 Bellevue Avenue
Los Angeles, CA 90005

← 3. addressee's name, title,
and address

Dear Mayor Brown:

← 4. greeting

↓ 5. body

First Paragraph

1. Introduce yourself and where you live
2. State the purpose of your letter (i.e. to inform, to request support, to demand action)

Second Paragraph

1. Describe the problem using specific facts and details
2. Describe the problem's effects on the community
3. Request support or action
4. Thank the reader for their attention to the matter

Cordially yours,

← 6. closing

Richard Seymour

Richard Seymour

← 7. your signature & printed name

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
III. Community	15. Identify volunteer opportunities in community service. CASAS# 2.5.8, 2.8.9	N/A
SAMPLE SCANS ACTIVITY: Roundtable Brainstorm and T-Chart		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a brainstorming activity in which students identify and categorize community volunteer opportunities.</p> <ol style="list-style-type: none"> 1. Ask students what it means to volunteer. If applicable, share some of the volunteering experiences you have had and invite students to share theirs. 2. Ask students what the advantages might be to volunteering (meet people, help others, practice English, develop workplace skills, etc.) 3. Tell students that they are going to brainstorm a list of things they could do to volunteer in their community. 4. Form groups of four. Instruct students to use one piece of paper and one pencil per group for this activity. Using one group as a model, demonstrate how each person should write one idea of something they could do to volunteer (e.g., read to children at an elementary school, donate blood to the Red Cross, serve food to the homeless, visit elderly people in a nursing home, etc.) When one student has written an item, he should pass the paper and the pencil clockwise to the next student in the group. The next student should write one idea on the paper, and pass it on. Students should continue in this manner until time is called. 5. Call time. Have students get out a piece of paper and draw a T-chart. On the left side they should write "Interesting" on the right side they should write "Not Interesting." <div style="text-align: center; margin-top: 20px;"> <p>Interesting Not Interesting</p>  </div>	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others/ Works with Diversity Information- Acquires and Evaluates Information/ Organizes and Maintains Information Systems- Understands Organizational Systems</p>

6. Ask a volunteer from each group to read their brainstormed list to the class. Write the list on the board as they read. As they report their lists, have students note on their own T-charts at least two volunteering activities that they find interesting and two that they don't find interesting.
**
7. When all the groups have shared, instruct students to discuss in their groups the volunteer activities they are most and least interested in, and give their reasons why.
8. Follow-up: Invite students to go on volunteer.match.org or a similar website to find an opportunity in their area and report back to the class. If there is interest, invite students to organize their own class volunteer effort in the community.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics/Math	16. Use percents and fractions to interpret and discuss graphs, pie charts and statistical information (e.g., <i>seventy-five percent</i> or $\frac{3}{4}$ of the population lives in the cities.) CASAS# 6.4.2, 6.4.3, 6.4.4	24 c. Adjective Clauses (<i>We found that 15 of 27 students drink coffee in the morning.</i>)

SAMPLE SCANS ACTIVITY: Class Survey and Graph

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

Steps for Sample Activity: Approximate Time of Activity: 75 minutes

SCANS FOCUS

Purpose: This is a cooperative activity in which students survey the class, collect data and create a graph or pie chart to represent the results.

1. Before class, create a set of survey questions on index cards, one question per card and one card per group of 4 students. The survey questions should be related to the students' experience and should be different for each group. If you are using yes/no questions, put a yes/no chart next to the question with space for students to record survey responses. For example:

	Yes	No
<i>Have you ever written an essay in English?</i>	✓✓	✓✓✓✓✓

If you are using information questions, record possible answers off to the side with space for students to put check marks for survey responses. For example:

QUESTION	ANSWERS
<i>How do you get your news?</i>	<i>Internet</i> ✓✓✓
	<i>Newspaper</i> ✓
	<i>TV</i> ✓✓✓✓✓✓✓✓✓✓
	<i>Radio</i> ✓✓✓✓✓

For the second part of the activity, determine if you will have students create their charts with chart paper, overhead transparencies or on the board and make sure you have the requisite supplies. (Students could also work with Excel to make pie charts or graphs if they have computer access.)

Basic Skills:

Listening/ Speaking/
Arithmetic/Math

Thinking Skills:

Seeing Things in the
Mind's Eye/ Knowing How
to Learn/ Reasoning

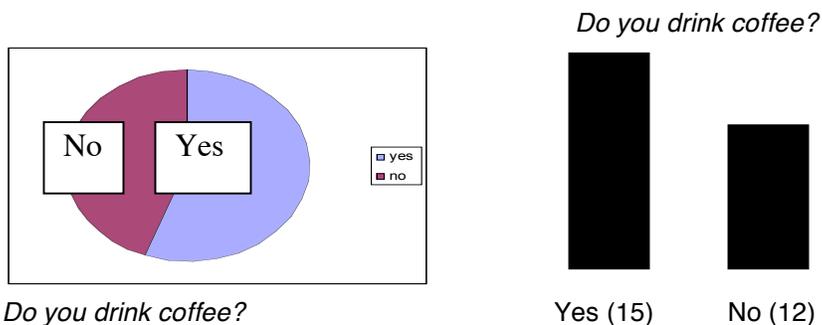
Personal Qualities:

Responsibility/ Self-
Esteem/ Sociability/ Self-
Management

Competencies:

Resources- Allocates
Human Resources
Interpersonal- Participates
as a member of a Team/
Teaches Others/
Exercises Leadership/
Negotiates to Arrive at a
Decision/ Works with
Diversity

- Put students in groups of 4. Tell students that they are going to conduct research on the students in the class and present the results in the form of a chart or graph. Assign roles to the group members: a survey taker who conducts the survey, a chart maker who creates the chart or graph, a speaker who presents the information, and a coach who watches the time and keeps everyone on task.
- Tell students the first step is to gather the data. Demonstrate by asking a question such as, "Do you drink coffee in the morning?" Draw the yes/no grid on the board. Survey individual students and record their responses by making tic marks on the grid.
- Distribute the index cards with the survey questions. Instruct the survey taker to ask the question and tally the responses for his/her group. Circulate to ensure students understand the process and the question. When it is clear, instruct the survey taker to visit the other groups to survey them and tally their responses. Other group members should remain in place to be interviewed by the survey takers from other groups.
- When the surveys are complete, instruct the survey takers to return to their groups.
- Using the answers previously recorded on the board from the demonstration question, model how students should take their survey results and create a pie chart or a bar graph to represent their results. For example:



- Instruct students to create a chart or graph of their group's survey results which the group speaker will present to the class. Students can use chart paper, an overhead transparency, or the board. Demonstrate how the speaker should use fractions and/or percents to describe the results. For example, "We conducted a survey on coffee drinking. We found that 15 of 27 students drink coffee in the morning. So, 55% of students drink coffee. 12 of 27 students report that they don't drink coffee. That's 44% of us who don't drink coffee in the morning."
- If using chart paper or transparencies, distribute the materials. Give groups time to complete their charts and practice their presentations.

Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Organizes and Maintains Information

Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance

9. Invite groups to present their charts and statistics to the class. Instruct students to listen and take notes on the statistics they hear. **

10. Follow-up: Ask students to write a paragraph summarizing the statistics they learned in the presentations.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics/Math	18. Interpret and use math-related vocabulary. <ol style="list-style-type: none"> Identify, write and use abbreviations for common measurements of weight, time, length, capacity and temperature (e.g., oz, ft., mi.) Identify and use metric and customary (U.S.) systems of measurement. Identify and name geometric figures. CASAS# 7.4.3	N/A

SAMPLE SCANS ACTIVITY: Memory Game

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is memory game in which students match words with definitions. It can be used as a review activity after students have learned a set of new words. Weekly class sets of new vocabulary cards could be made, accumulating through the semester for extra practice.</p> <ol style="list-style-type: none"> Get two sets of index cards in two different colors, for example, one white and one yellow. Choose 10 new math related vocabulary words or abbreviations which need to be reviewed. Make a handout with a list of the words and their definitions or synonyms. Put the students in groups of four and give each group 10 white cards and 10 yellow cards. Give them the word list. Ask them to copy one word on each white card, and one definition on each yellow card. Check the groups to make sure they've prepared the cards correctly. Then, take back the word list. Explain that this is a memory game. Model the game by having four students sit in front of the class. Use one set of white and yellow cards and put them face down on the table, as for a concentration game. (Shuffle the 20 cards together, and then lay them out, face down, in a grid pattern with four cards across and five cards down.) 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities/ Human Resources</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p>

4. Have the whole class watch as the four students in the front model the game. Ask the first student in the group to turn over one white and one yellow card. Have him/her read what is on the cards out loud. Decide if the cards match. If they match, he/she may keep them and take another turn. If they don't match, he must turn them upside down again in the same position. Then, the next player takes a turn. Keep going around the circle until all cards have been matched. The player with the most matched cards wins.
5. Have one person from each group shuffle the cards and lay them out. Begin the game. Circulate among the groups and help students who are unsure about word definitions.
6. After the game is complete, have each group choose a word they are still uncertain about and write it on the board. Write sentences as a class using the identified words.
7. Follow up: a. Give a vocabulary matching quiz using the same 10 words.
b. Let students match the cards later for a short review.

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

Information- Organizes
and Maintains Information

Systems- Monitors and
Corrects Performance

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Consumer Economics/Math	19. Read and analyze mathematical word problems. CASAS# 6.1.5, 6.5.1	Review of Question Formation <i>(How many more hours did they drive on Friday than on Thursday?)</i>

SAMPLE SCANS ACTIVITY: Solving Word Problems

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a cooperative activity in which students work in groups to solve math word problems.</p> <ol style="list-style-type: none"> 1. Before class, make copies of the word problem worksheet on page 71, one per student. 2. Introduce the activity by asking students if they are good at math. Review relevant math vocabulary (multiply, divide, division, add, addition, subtract, equation, etc.) and math symbols (+, -, =, etc.) Keep the words on the board for students to refer to. 3. Write some simple equations on the board and ask students to say them out loud to verify that students know the proper terminology. 4. Form groups of four. 5. Distribute the word problem handout. Go over the sample problem, steps and instructions for the group activity. 6. Instruct the groups to work together to solve the first problem. They must make sure that everyone in the group knows and understands the answer. 7. Call time on the first problem. Invite one student to write the equation on the board in numbers, another to write the equation in words, and another to write a sentence that answers the question. Discuss as a class. 	<p>Basic Skills: Listening/ Speaking/ Arithmetic/Math</p> <p>Thinking Skills: Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

8. Tell students that they will do the same thing for the rest of the worksheet. They must work with their group to ensure that everyone can understand, say and write the answers.
9. Call time. Invite volunteers to write their answers on the board. Debrief as a class.

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

STEPS FOR SOLVING WORD PROBLEMS

SAMPLE PROBLEM: Karen and Jeff took a driving trip to visit relatives out of state. They drove 5 hours on Thursday. They drove 8 hours on Friday. How many more hours did they drive on Friday than on Thursday?

STEP 1: First, circle all of the numbers in the word problem.

STEP 2: Second, underline the question in the word problem.

STEP 3: Now answer these questions:

- a. What information do you need to find out by doing this problem? *Hint: look at the first few words of the question.*
- b. Which mathematical operation do you need? *Will you use addition, subtraction, multiplication or division?*
- c. What is the equation? *For example, $8 - 5 = 3$.*
- d. How do you say the equation in words? *For example, "8 minus 5 equals 3."*
- e. What is the answer to the problem? *For example, "3."*

STEP 4: Finally, write the answer as a complete sentence.

For example, "Karen and Jeff drove three more hours on Friday than on Thursday." To check yourself, compare your sentence to the original question in the word problem.

Instructions: Work with a group. Follow the steps 1-4 to solve the word problems below. Write your answers in numbers (as in Step 3c), words (as in Step 3d) and sentences (as in Step 4).

PROBLEM 1: There were 7 people on the bus when Sam started his route. At the first stop, 3 people got on the bus. At the next stop, 8 more people got on. How many people were on the bus at that time?

STEPS FOR SOLVING WORD PROBLEMS (continued)

PROBLEM 2: Ms. Jones ordered 20 books for her class at \$24.95 each. How much did she spend for books?

PROBLEM 3: Nancy's new computer cost \$1,285. Don's computer cost \$995. What is the difference in price between Nancy's computer and Don's computer?

PROBLEM 4: Herman built 24 kitchen cabinets in 4 days. How many cabinets did he build per day?

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IV. Consumer Economics/Math	20. Interpret, write and use simple equations to solve math problems. 21. Give oral explanations of mathematical procedures and solutions to problems. CASAS# 1.5.1	Review of Present Passive (<i>One hundred dollars is set aside for utility bills.</i>)

SAMPLE SCANS ACTIVITY: Team Budgeting Task

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 50 minutes</p> <p>Purpose: This is a team task in which students work together in a group to make a monthly budget. This activity will involve using basic math terminology. It can also be used to introduce the use of the present passive form for explaining or giving instructions.</p> <p>1. Prepare three scenarios involving three different households: a single person, a family, and a couple. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 20%;">Sam Vasquez</th> <th style="width: 20%;">Weekly wage earned</th> <th style="width: 30%;">Monthly Necessities</th> <th style="width: 30%;">Monthly Extras</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">22 years old single shares apartment with 2 other people</td> <td style="padding: 5px;">\$250 @ \$6.00/hr</td> <td style="padding: 5px;">rent w/utilities = \$400 phone bill = \$40 groceries = \$120 gas for car = \$30 credit payments = \$25</td> <td style="padding: 5px;">entertainment clothing savings account emergencies</td> </tr> </tbody> </table> <p>2. To model the activity, write the first scenario on the board. Also, write the math equations:</p> <p style="margin-left: 20px;">\$250 x 4 = \$1,000 400 + 40 + 120 + +30 + 25 = \$615 \$1,000 – \$615 = \$385</p> <p>3. Orally, go over the process of calculating a budget using the present passive tense: First, \$250 <i>is multiplied</i> by 4 to get the monthly wage. Then, the costs of the necessities <i>are added up</i>. Then, these necessities <i>are subtracted from</i> the total monthly wage. Finally, the remaining money <i>is divided up</i> between some monthly extras. For example, \$100 <i>could be set aside</i> for a savings account.</p>	Sam Vasquez	Weekly wage earned	Monthly Necessities	Monthly Extras	22 years old single shares apartment with 2 other people	\$250 @ \$6.00/hr	rent w/utilities = \$400 phone bill = \$40 groceries = \$120 gas for car = \$30 credit payments = \$25	entertainment clothing savings account emergencies	<p style="text-align: center; border: 1px solid black; margin-bottom: 10px;">SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Arithmetic</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Money/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>
Sam Vasquez	Weekly wage earned	Monthly Necessities	Monthly Extras						
22 years old single shares apartment with 2 other people	\$250 @ \$6.00/hr	rent w/utilities = \$400 phone bill = \$40 groceries = \$120 gas for car = \$30 credit payments = \$25	entertainment clothing savings account emergencies						

4. Write on the board:

HOW A BUDGET IS CALCULATED

ACTIVE COMMANDS

PASSIVE INSTRUCTIONS

Multiply \$250 by 4.	\$250 <u>is multiplied by 4.</u>
Add up the necessities.	The necessities
Subtract the necessities from \$1,000.	_____
Divide the remaining money up.	The necessities
Set aside \$100 for savings.	_____
	The remaining money

	\$100 _____

5. Have the students help you fill in the correct passive forms using is/are + the participle.
6. Put the students in groups of four. Explain that they must follow three steps: First, calculate the amount of money which can be spent on monthly extras. Second, choose which of the extras are most important. Third, divide up the remaining money among the most important extras.
7. Give some groups scenario #2 and some scenario #3. Assign a writer for each group.
8. Circulate and monitor the groups.
9. Ask a student from one group for each scenario to come to the board and report how their group calculated the budget and what extras they chose to spend money on. Have the other groups that worked with the scenario explain whether they chose the same extras and if not, why not. **
10. Follow up activity: Have the students choose another process to describe using the passive. Some examples are how spaghetti is made, how vegetables are planted, how a clogged toilet is fixed, etc.

** This step serves as evaluation of the activity

Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

Systems- Understands Organizational Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
V. Government and Law/Social Studies	22. Recognize individual rights and responsibilities provided by the U.S. Constitution. CASAS# 1.5.1	N/A
SAMPLE SCANS ACTIVITY: KWL Chart		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 30-60 minutes	SCANS FOCUS									
<ol style="list-style-type: none"> 1. Before class, obtain a level-appropriate reading on the Bill of Rights or another reading on an academic subject. Make copies of the KWL Chart on page 77, one per student. Draw a KWL chart on an overhead transparency or on the board. 2. Distribute the KWL chart to students. Explain that they will be reading about the Bill of Rights (or other subject). 3. Using an overhead or the chalkboard, ask students what they already know about the rights they have under the Constitution. Demonstrate how to fill in the “K” (what I know) column of the graphic organizer by recording their responses in the correct column. 4. Ask students to share what questions they have about the topic. Demonstrate how to fill in the “W” (what I want to know) column by recording their questions in the appropriate column. For example: 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Competencies: Information- Acquires and Evaluates Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">K</th> <th style="width: 33%; text-align: center;">W</th> <th style="width: 33%; text-align: center;">L</th> </tr> </thead> <tbody> <tr> <td><i>We have the right to free speech.</i></td> <td><i>Which amendment gives us the right to free speech?</i></td> <td></td> </tr> <tr> <td><i>The Bill of Rights is the first 10 amendments.</i></td> <td><i>Does everybody have the same rights?</i></td> <td></td> </tr> </tbody> </table>	K	W	L	<i>We have the right to free speech.</i>	<i>Which amendment gives us the right to free speech?</i>		<i>The Bill of Rights is the first 10 amendments.</i>	<i>Does everybody have the same rights?</i>		
K	W	L								
<i>We have the right to free speech.</i>	<i>Which amendment gives us the right to free speech?</i>									
<i>The Bill of Rights is the first 10 amendments.</i>	<i>Does everybody have the same rights?</i>									
<ol style="list-style-type: none"> 5. Give students time to write their own questions individually or in pairs. 6. Ask students to share their questions with the class orally or by writing them on the board. ** 										

7. Distribute the reading material. Instruct students to read the material with the intention of answering their questions and recording what they learn from the reading. Demonstrate how they will note what they have learned in the “L” (what I **learned**) column of the graphic organizer. Circulate to offer assistance with the reading.
8. Call time and ask to students to share what they have learned from the reading. Record their answers in the “L” column. Clarify any questions about the reading.
9. Follow-up: Ask students to write a summary of what they learned from the reading.

** This step serves as evaluation of the activity

KWL CHART

What we know

What we want to know

What we learned

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VI. Health and Safety/Science	24. Interpret newspaper and magazine articles on health, accident prevention and safety. CASAS # N/A	N/A
SAMPLE SCANS ACTIVITY: Previewing a Reading		

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 90 minutes</p> <p>Purpose: This pre-reading activity provides a variety of previewing techniques students can use for predicting the content of a reading. Some kind of pre-reading activity should be used before beginning any reading lesson.</p> <ol style="list-style-type: none"> 1. Write the following question on the board: What do you think the reading is going to be about? 2. Hand out the reading. 3. Take the students through two or more of the following steps, having them make predictions about the passage after each step. <ol style="list-style-type: none"> a. Look at the title and headings for each section. b. Look at the pictures, if any. c. Read the first and last paragraphs. d. Read the first sentence of each paragraph. e. Scan the passage and circle words which have a connection to the title. 4. Explain that doing this before reading will help students to better comprehend the main ideas of a passage without having to read everything word by word. 5. As a class, ask the students to brainstorm questions they think the passage might answer based on what they saw in the previewing. Write the questions on the board. ** 6. Follow up: Read the passage. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Reading</p> <p>Thinking Skills: Creative Thinking/ Reasoning</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Occupational Knowledge	26. Identify and use sources of information about finding employment, applying and interviewing for jobs, asking for promotions or raises, succeeding in the workplace, etc. CASAS# 4.1.3, 4.1.8	N/A

SAMPLE SCANS ACTIVITY: Online Research

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 60 minutes	SCANS FOCUS
<p>Purpose: This is a research activity in which students work in pairs using technology to find information about job openings.</p> <ol style="list-style-type: none"> 1. Research several Internet sites where a student can go to find information about job openings. 2. Write on the board several web site addresses that contain information about job openings, such as Jobs.com or the EDD's free job line. Explain to students that they can access these sites from home if they have internet access, or from the school computer lab if it has access, or from a public library. 3. Put several job titles on the board. Use the kind of entry-level jobs for which the help wanted ads usually include the hourly rate of pay: cashier, receptionist, assembler. 4. Have the students choose a partner. Instruct each student to choose one job title and write it down. 5. Explain that their task is to find the three job openings with the highest salaries under that job title. In addition to the salary, they should write down the application deadlines and how to apply. Then, they will compare what they have found with other students. 6. Send the students out in pairs to complete their task in the computer lab or as homework to be done at a local library. 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Uses Computers to Process Information</p>

7. Have students report back what they found out. Write on the board the highest salary they were able to find for each job title.**

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

Systems- Understands
Social and Technological
and Organizational
Systems

Technology- Selects
Technology/ Applies
Technology to Task

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. a. Arrange events in chronological order. CASAS# 7.22.3.7, 5.3.8	22. Adverbial Clauses <i>(I didn't see the truck because I was talking on my cell phone.)</i>
SAMPLE SCANS ACTIVITY: Writing a Narrative		

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a writing activity in which students explain the sequence of events in a traffic accident. It requires the use of prepositions of motion (on, off, across, through, along, towards, up, down, behind, underneath, over, by, past, around, etc.)</p> <ol style="list-style-type: none"> 1. Write on the board: <ul style="list-style-type: none"> Have you ever been in a traffic accident? Were you driving or were you a passenger? Was anyone injured? How did the accident happen? If you're not sure, what might have caused the accident? 2. Ask students to raise their hand if they have been in a traffic accident. Call on several students to explain how their accidents happened. 3. After listening to several students, choose one of their stories to write on the board. Explain that the class is going to write a step-by-step narrative of how the accident happened. 4. Elicit a step-by-step narrative of the accident from the student. Write the narrative on the board. Try to incorporate many prepositions of location and motion: "My sister was driving <u>along</u> in the far right lane on the 405 when this other car sped <u>past</u> us one lane <u>over</u>. There was a big truck <u>up ahead</u>. It felt like we were heading <u>towards</u> it too quickly. Etc." 5. After you have finished, list these words on the board: "First, second, then, next, after that, finally." Discuss how these words can be used to divide the story into clear steps in a sequence. Ask the students to tell you where you could add these words to the story, and add them to the sentences, adjusting punctuation and capitalization where necessary. 	<p>Basic Skills: Speaking/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye</p> <p>Competencies: Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

6. Ask one student (someone with good handwriting) to copy the narrative from the board on to a sheet of notebook paper, double spaced.
7. For the next day, make 8-10 photocopies of the narrative the student copied. Cut each copy into strips so that each strip has only 1-2 sentences. Put each set of strips in an envelope. Give these strips to students to put in order the following day as a review. **
8. Optional Follow-Up: Show a five-minute DVD segment from a popular movie (What's Up, Doc? is a good one) in which the events leading to a traffic accident are depicted. Have the students describe the events they see in the movie.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. b. Categorize and classify items. CASAS# 7.1.4, 7.2.3	N/A
SAMPLE SCANS ACTIVITY: Organizing a Binder		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a study skills activity in which students organize papers into categories. It would be most helpful if done in the first weeks of class.</p> <ol style="list-style-type: none"> 1. A few days beforehand, ask the class to obtain an empty three ring binder, a set of colored divider pages and lined notebook paper. Explain that they will be organizing their materials to make them easier to find, review and study. Also, choose a number of students (1/4-1/3 of the class) and ask them to bring in their notebooks or folders from a prior class filled with their photocopies and papers. Note: Students will need a hole punch available in the classroom in order to complete the last step of this activity. 2. On the day of this activity, write an organizing scheme of your choice on the board. For example, you might want students to organize their notebooks according to categories of study likely to occur in your class. In this case, you might write on the board: reading, writing, grammar, new vocabulary, miscellaneous. 3. Put the students in groups of 3-4. Make sure there is one student in each group with an old notebook full of papers and photocopies. Have that student distribute some of his/her old photocopies to each group member. Explain that the group must organize this student's papers into piles for the five categories on the board. If they aren't sure which category something belongs in, they should place that paper in the miscellaneous pile. 4. Begin the activity. Give the students about 10 minutes. Circulate and monitor the groups. 5. Stop the activity. Have each group show three papers they placed in one category and three papers they weren't sure about. Discuss as a class.** 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>

6. Have all students label their dividers by category. Have them insert their lined notebook paper and any relevant photocopies into each section.

7. Follow up: Throughout the semester, as you hand out photocopies or do activities, have students indicate in which section of their notebook they think the information should be placed.

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

Information- Organizes
and Maintains Information

Systems- Understands
Organizational Systems

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. c. Interpret and create timelines CASAS # 7.2.2	N/A
SAMPLE SCANS ACTIVITY: Roundtable/Report Back		

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

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a roundtable/report-back activity in which students brainstorm a list of important life events. It could be used for generating ideas before a writing activity.</p> <ol style="list-style-type: none"> 1. Introduce the topic of brainstorming a list of important events in a person's life; for example, immigrate to the US, get married, start a career, retire, etc. Tell students they will be working in groups of four to generate a list. 2. Demonstrate the roundtable activity by having one group of four practice in front of the class. Have the model group pass around a paper and add items (things you might find in or on a desk, for example) to the list one by one. Emphasize that each group has only one pencil and one piece of paper and that they must take turns writing. 3. Ask the students questions to check their comprehension of the activity. 4. Give students a 10-minute time limit. Tell them to write as many events as possible in the 10 minutes. Have students begin the brainstorm. Circulate to monitor as they work. 5. Call time. Have each group choose a reporter. Tell the reporter that he/she is responsible for reading the answers from the group's paper, but that he cannot repeat anything another reporter has said. 6. Have the reporters all stand and take turns reading items from their lists. Write their responses on the board. Continue from group to group until all items have been reported back. Have the class discuss and evaluate the list and add any important life events that may be missing. ** 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

7. Follow up the roundtable activity by having students use the list of important life events to construct a timeline of their own life and work history.

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

Information- Organizes
and Maintains
Information/ Interprets
and Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. d. Prioritize and rank items. CASAS# 7.2.3, 7.2.7	N/A

SAMPLE SCANS ACTIVITY: Evaluating and Ranking Information

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a problem-solving activity in which students decide which washing machine is best for their needs according to a comparison chart in a consumer guide.</p> <ol style="list-style-type: none"> 1. Using information from a buying guide or magazine article, copy or compile a chart of at least six different washers compared according to criteria such as durability, options, size, energy efficiency, price range, etc. Make copies for the class and one overhead transparency. Note: another household item could be used. 2. Write on the board: <p style="margin-left: 40px;"><i>Which washing machine would you choose to buy?</i></p> <ol style="list-style-type: none"> a. <i>Identify which criteria are most important to you.</i> b. <i>Rank the top three washing machines from 1-3 according to your needs.</i> c. <i>Explain why you ranked them in that order.</i> 3. Put the transparency on the overhead projector, showing only the first two washers. Lead the class through a comparison according to the criteria in the chart. For example, "Washer #1 has a large capacity, but #2 doesn't; Washer #1 has a stackable option, and so does #2." 4. Ask individual students to choose which washer would be better for their own family and explain why. For example, "I need the larger capacity for doing laundry for the whole family." Answer any questions about the chart layout or symbols. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Arithmetic/Mathematics</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities/ Allocates Money/ Allocates Human Resources</p>

5. Put students in groups of four and explain the four roles. One person in each group will explain his/her needs. Two other people will use the comparison chart to determine the best washer for his/her situation by following the steps on the board. The fourth person will write down the decisions.
6. Begin the activity. Allow 15-30 minutes, depending on the complexity of the consumer chart. Circulate and monitor the groups.
7. Stop the activity. Have each group writer report back which washers they ranked #1-3 and explain why.**

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

Interpersonal-
Participates as Member
of a Team/ Negotiates to
Arrive at a Decision

Information Acquires and
Evaluates Information/
Organizes and Maintains
Information/ Interprets
and Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. e. Make inferences. CASAS# 7.2.4, 7.4.1	N/A
SAMPLE SCANS ACTIVITY: Making Inferences		

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	SCANS FOCUS
<p>Purpose: This is a critical thinking activity in which students work in pairs to make inferences about a reading passage.</p> <ol style="list-style-type: none"> 1. Choose a short reading which focuses on an event where the character's motivation or beliefs are not directly stated but can be inferred from his/her actions. Write 3-5 "why" questions about events in the story which will require the students to make logical conclusions (e.g., "Why do you think the boss yelled at his employee?" "Why do you think the woman decided to leave her country?") 2. Review or discuss the concept of "inferencing". Give examples. Answer any questions. 3. Write your "why" questions on the board. Explain that students should use these questions to guide their reading. After they read, they will answer the questions by making inferences. 4. Hand out the reading. Give students 10 minutes to read the passage. 5. Model the activity by eliciting answers to the first "why" question. Write the answers on the board. Explain that they must use words like "probably" or "most likely". Give examples. (It seems likely that the character yelled at his wife because he was upset about his boss yelling at him earlier in the story.) 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

6. Put students in groups of four. Assign one person to write for the group. Allow 10 minutes for the groups to make a list of as many logical conclusions for each question as they can. Circulate and monitor the groups.
7. Stop the task. Have each group report back at least one inference for each question. **

** This step serves as evaluation of the activity.

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. f. Identify a problem, consider alternatives, predict outcomes and suggest solutions. CASAS# 0.1.3, 7.3.1, 7.3.2	9. Gerunds/Infinitives as objects <i>(I'd recommend moving out if they can't afford to live there.)</i>

SAMPLE SCANS ACTIVITY: Problem Solving and Pro/Con Discussion

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

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a problem-solving activity in which students work in groups to generate and evaluate solutions to problems between a tenant and a landlord.</p> <ol style="list-style-type: none"> 1. Create three descriptions of three different tenant complaints. Make sure that the three situations have different factors which would influence the solution chosen. Make a handout with three descriptions on the page. See one example description below: <p style="margin-left: 40px;">The Smith's leaky faucet hasn't been fixed yet. The Smiths are a young, low income couple with three young children. They have lived in the building for two years. For the most part, they enjoy living in the building because the neighbors are quiet. However, the kitchen sink is very old and it drips all the time. They have called the landlord several times in the last four months about fixing it, but he hasn't done anything about it. The dripping keeps Mr. Smith up at night. It's been getting harder and harder to turn off the water after using the faucet.</p> 2. Tell the students they will be looking at problems that tenants have been having with their landlords and working in groups to find the best solution. Hand out the paper with the three tenant complaints. Have the class discuss the first one together to demonstrate how to do the activity. 3. Have the students read the first situation and discuss the specific problems in the tenants' complaint. Discuss whether the tenants have the legal right to complain and whether their complaint is justified. 4. Put the following headings on the board: 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

SOLUTION: PRO: I'm in favor of this solution
solution

CON: I'm against this

Information- Interprets
and Communicates
Information

5. Ask students to suggest several solutions to the first tenants' problem, and list them on the board. Then have students give reasons why they are "for" or "against" each solution, and write those on the board as well. For example:

Systems- Understands
Social Systems/ Monitors
and Corrects
Performance/ Improves or
Designs Systems

<i>SOLUTION</i>	<i>PRO</i>	<i>CON</i>
<i>a. tenant calls plumber</i>	<i>faster</i>	<i>might not get reimbursed</i>
<i>b. move out of building</i>	<i>no more leaking faucet</i>	<i>like living in building</i>
<i>c. call a lawyer</i>	<i>speaks for tenant w/ authority</i>	<i>not affordable for low income</i>

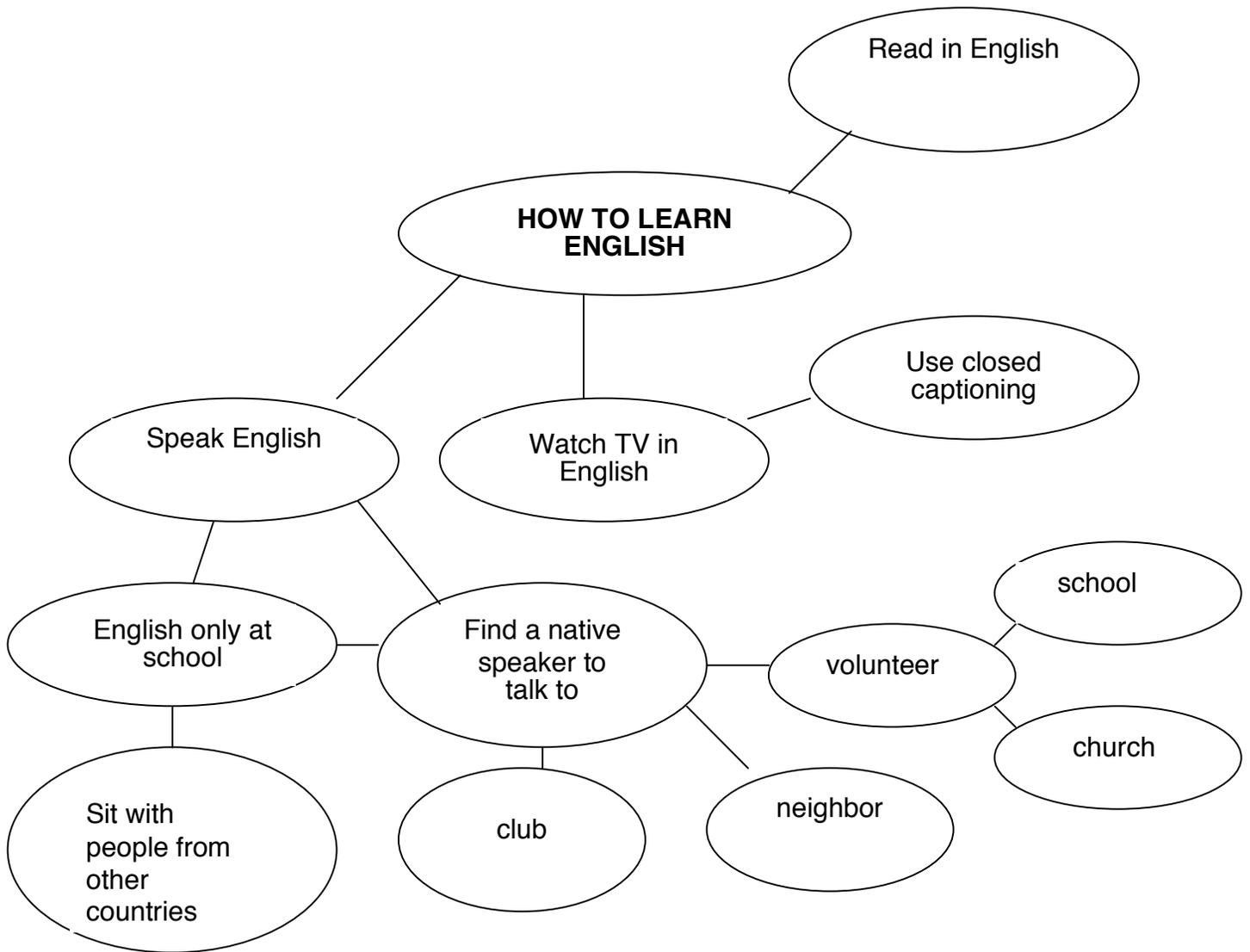
6. Have the class vote by a show of hands to decide which solution they recommend. Ask for several reasons they feel that solution is the best for the Smiths.
7. Review the problem-solving steps just completed:
- A. Evaluate the problem.
 - B. Generate possible solutions to the problem.
 - C. Consider pros and cons of each solution.
 - D. Choose the best solution.
8. Put the students in teams of four. Have them repeat the problem-solving steps with the other two situations on the handout, including discussing the pros and cons of each possible solution.
9. Ask one member of each group to report the solution they chose. Ask another member of the group to explain why. **
10. Follow up: Prepare a reading lesson on tenants' rights, housing discrimination, etc.
- ** This step serves as an evaluation of the activity.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Learning and Academic Skills A. Critical Thinking	28. Use critical thinking in classroom tasks. g. Generate ideas using brainstorming and clustering techniques. CASAS# 7.2.6	N/A

SAMPLE SCANS ACTIVITY: Clustering/Idea Web

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a brainstorming/clustering activity in which students generate ideas before a writing or speaking activity. This activity is often used as a pre-writing exercise to help students organize their ideas into paragraphs.</p> <ol style="list-style-type: none"> 1. Ask students to share some ways they like to get creative ideas. Tell students that they are going to learn a technique called “clustering” to generate ideas. 2. Give students a prompt that you will later ask them to discuss or write about. For example, <i>What are some ways to learn English?</i> 3. Discuss the importance of letting ideas flow freely, and not censoring or editing yourself. All ideas are valid and acceptable. 4. Draw a circle on the board with your key concept, phrase or question inside. Encourage students to call out ideas they associate with it. Write their responses in circles around the original one. Demonstrate how to draw lines to connect related concepts. <p>For example:</p>	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others/ Works with Diversity Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Organizational Systems</p>



5. Provide students with a prompt and ask them to create their own idea web using the clustering technique. Emphasize that there is no right or wrong way to do this exercise. It is simply a technique to generate ideas.
6. Have students discuss their idea webs with a partner. **
7. Follow-up: Provide discussion questions on the topic and/or have students use their idea webs for organizing one or more paragraphs.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VII. Learning and Academic Skills A. Critical Thinking	29. Restate, paraphrase and summarize oral or written information. CASAS# N/A	N/A

SAMPLE SCANS ACTIVITY: Jigsaw Reading and Summarizing

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a jigsaw reading activity in which students practice summarizing the main points in an article or other reading passage.</p> <ol style="list-style-type: none"> 1. Find newspaper or magazine article or reading passage of interest to the class. Make one copy and cut it into four equal pieces. Label the four pieces A-D. Then make copies of the pieces, one part of the reading for each student in the class. 2. Form groups of four. Let each student choose a number from 1 to 4. 3. Hand out one part of the article, A-D, to each student in each group. Give students 10 minutes to read and reread their pieces of the reading. 4. Call time. Starting with the student who had part A, have each student teach what he or she read to the other students in the group. Students are allowed to ask necessary questions. 5. After the groups have discussed all four parts of the article, call time. Give the next instruction: Student #1 will turn over the page and, with the group's help, write one or two sentences that state the main points of part of the reading. Groups may not look at the piece again to help them summarize. Have the groups continue summarizing and writing sentences for the remaining parts of the reading in order. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Teaches Others/ Exercises Leadership/ Works with Diversity</p>

6. Have each group select a reporter. The reporter will, with the help of all his group members, look at all the summary sentences and prepare to report the group's summary to the whole class orally.
7. Call on the reporter from each group to read what the group has written. If desired, have the class evaluate which group's summary is the most complete, yet clear and succinct. **

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

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills A. Critical Thinking	30. Use critical thinking to evaluate sources of information, identify point of view and recognize bias. CASAS# 1.2.1, 1.6.2	24. Adjective clauses (<i>This is an ad that uses glamour to deceive the consumer.</i>)

SAMPLE SCANS ACTIVITY: Group Discussion

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

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a group discussion activity in which students analyze persuasive and misleading magazine ads by considering their purpose, audience and any deceptive elements. It could be used to reinforce previous lessons on adjective clauses.</p> <ol style="list-style-type: none"> <li data-bbox="191 989 1073 1073">1. Tear out about 30 ads from general interest magazines (not specialized magazines.) You will need about five ads for every group of four in the class. <li data-bbox="191 1115 1114 1493">2. Write the following on the board: <i>PURPOSE: to persuade people to use a product, to inform, to entertain, to warn, to educate</i> <i>INTENDED AUDIENCE: families, men, women, children, retired people, business people, teenagers, adults, students, wealthy people, poor people</i> <i>DECEPTIVE/MISLEADING ELEMENTS: fine print, vague promises, sale scams, comparing apples and oranges, omitting information, pretending to inform</i> <li data-bbox="191 1528 1105 1619">3. Hold up several ads and discuss them with the class, using the guidelines on the blackboard. For example: "This is an ad <u>(which is) designed</u> for families. Fine print <u>is being used to deceive</u> the consumer." 		<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p>

4. Put the students in groups of four. Assign roles of timekeeper, discussion facilitator, and writer. If using this activity for grammar practice, assign another group member the role of grammar checker.
5. Tell the students that they will receive about five ads and must identify the purpose, audience and possibly misleading elements of each one. Then they must decide which ad is most persuasive and which is most misleading. Is it the same ad or a different ad?
6. Hand out the ads and give a time limit of about five minutes per ad. Circulate and monitor the groups.
7. Have each group report back about a persuasive and/or misleading ad. Have them explain the reasons for their characterization of the ad by discussing the three elements above.**
8. Follow up: Bring in a reading selection or article used for sales or advertising. Have students read the article in order to identify the purpose and intended audience of the author.

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

Competencies:

Interpersonal-
Participates as Member
of a Team/ Negotiates to
Arrive at a Decision/
Works with Diversity/
Teaches Others

Information- Organizes
and Maintains
Information/ Interprets
and Communicates
Information

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Learning and Academic Skills A. Critical Thinking	31. Apply critical thinking skills to a reading passage using graphic organizers (e.g., timeline, T-chart, spider map, Venn diagram, etc.) 32. Distinguish between fact and opinion. 33. Identify cause and effect relationships. 34. Identify part-whole relationships/general and specific elements (e.g., parts of an outline, main ideas and supporting details, headings and subheadings in reading material, etc.) 35. Identify and use comparison and contrast in reading, speaking and writing. CASAS# 7.2.2	N/A

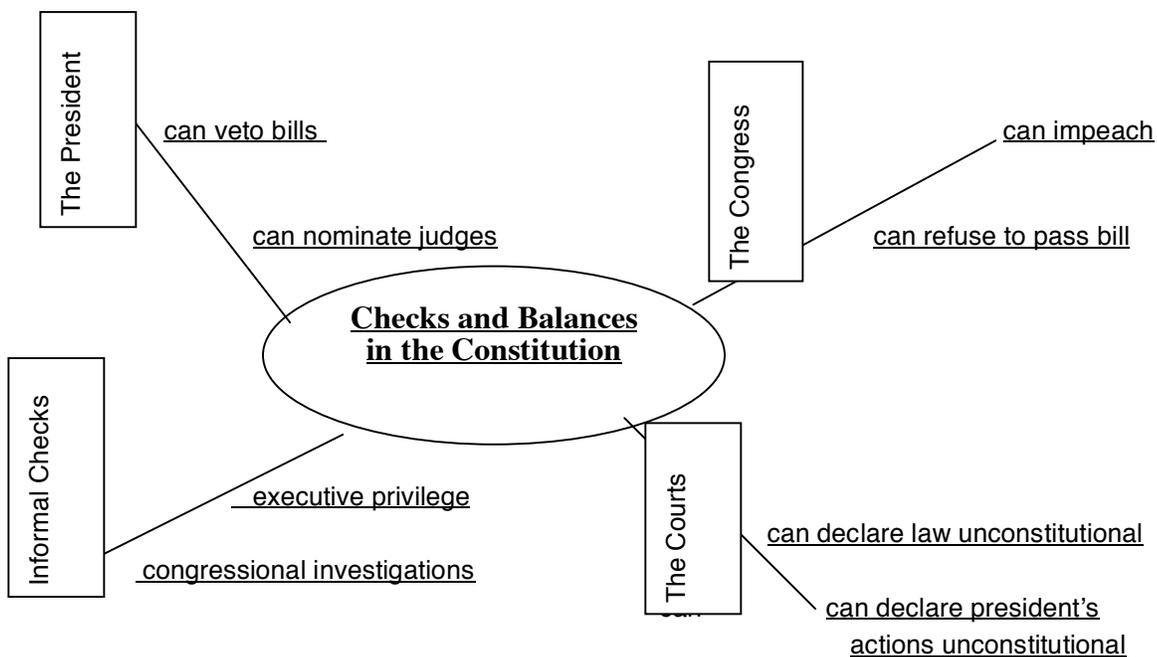
SAMPLE SCANS ACTIVITY: Using a Graphic Organizer for Reading Comprehension

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

<p>Steps for Sample Activity: Approximate Time of Activity: 75 minutes</p> <p>Purpose: This is a critical thinking/reading activity in which students, working in pairs, complete a graphic organizer to help them comprehend a reading. A pair activity is recommended to provide practice before students are expected to work with graphic organizers on their own.</p> <p>This sample activity employs a spider map for organizing main ideas and supporting details.</p> <ol style="list-style-type: none"> Before class, obtain a level-appropriate reading on an academic subject and select an appropriate graphic organizer for the critical thinking task. Make copies of the selected reading and graphic organizer, one of each per student. <p><i>Note:</i> Several graphic organizers appear on pages 102-109 following this activity. The graphic organizer used with a particular reading depends on the organization and content of the passage. Examples may include: a T-chart for categorizing items, a Venn diagram for showing comparison and contrast, a sequence chart for organizing events chronologically, a spider map for identifying main ideas and details, or a cause-effect map for delineating causes and effects mentioned in a reading. A KWL chart might be used before any academic reading to orient students to the content.</p>	<p>SCANS FOCUS</p> <p>Basic Skills: Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Organizational Systems</p>
--	--

2. Hand out the passage and conduct a reading activity. You may want to choose to focus on skimming the passage for main ideas.
3. After the reading activity, discuss the difference between main ideas and supporting details. Distribute copies of the Spider Map.
4. Using an overhead transparency or the board, elicit from students what they believe to be the overall topic of the reading. Demonstrate how to fill in the center circle of the spider map with the main topic of the reading.
5. Ask students what one main idea of the reading is. Demonstrate how to fill in one of the main spokes of the map (one of the spider's legs). Ask students what some supporting details are for that main idea, and demonstrate how to fill in the related details. For example, a spider map of a reading on *Checks and Balances in the US Constitution* might look like this:

SAMPLE SPIDER MAP



6. Form pairs. Ask students to complete the graphic organizer with a partner. Circulate and offer assistance.
7. Have students write their answers on the board or share their answers orally and then discuss the organization and content of the reading passage as a class. **
8. Explain that using graphic organizers is an effective way to study an academic reading passage. Plan to provide additional lessons in which students will read a passage and complete a graphic organizer on their own.
9. Follow-up: Ask students to summarize the reading orally or in writing, using their graphic organizer as a guide.

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

GRAPHIC ORGANIZERS

T-Chart

Venn Diagram

Sequence Chart

Spider Map

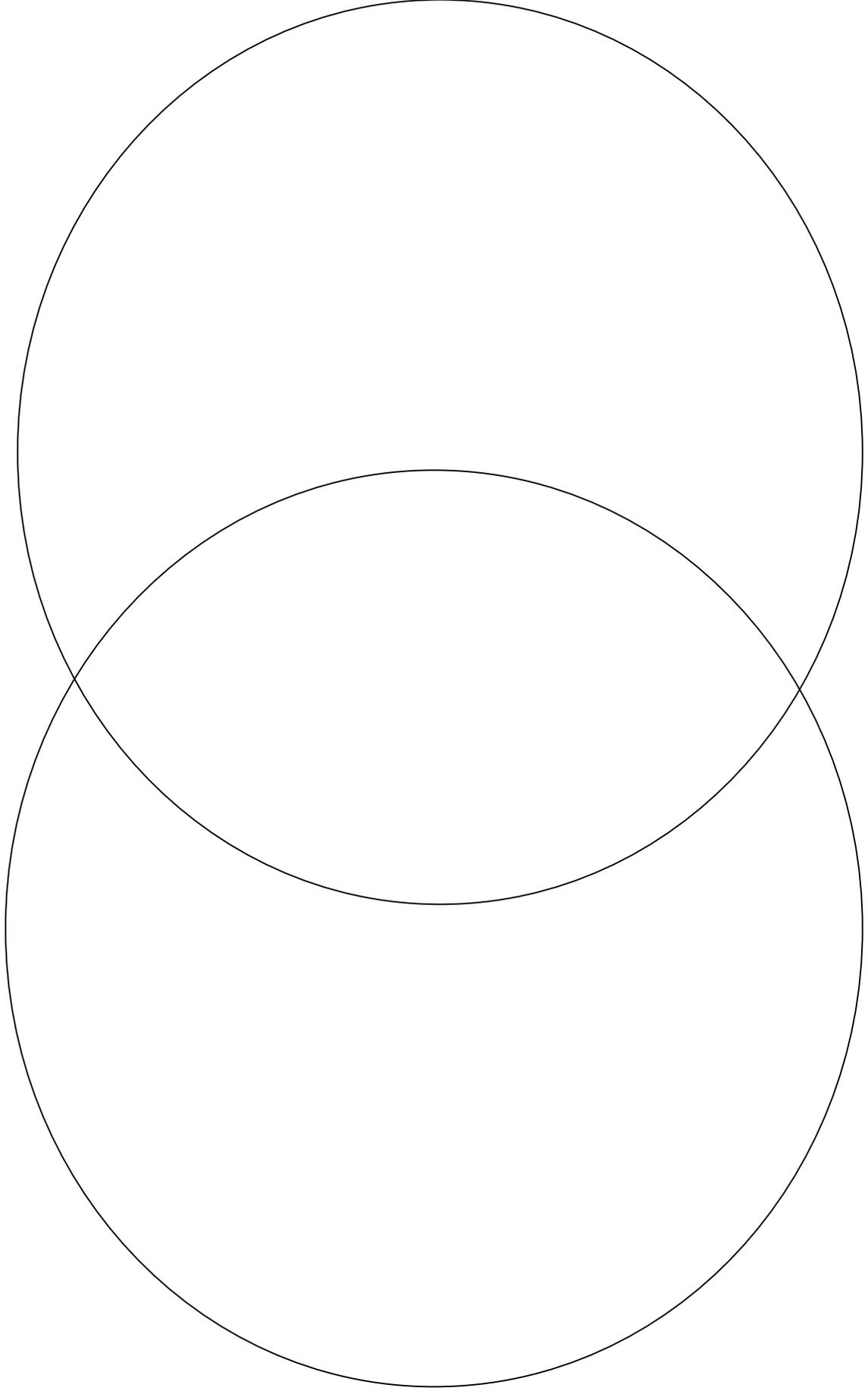
KWL Chart

Main Idea and Supporting Details

Cause and Effect

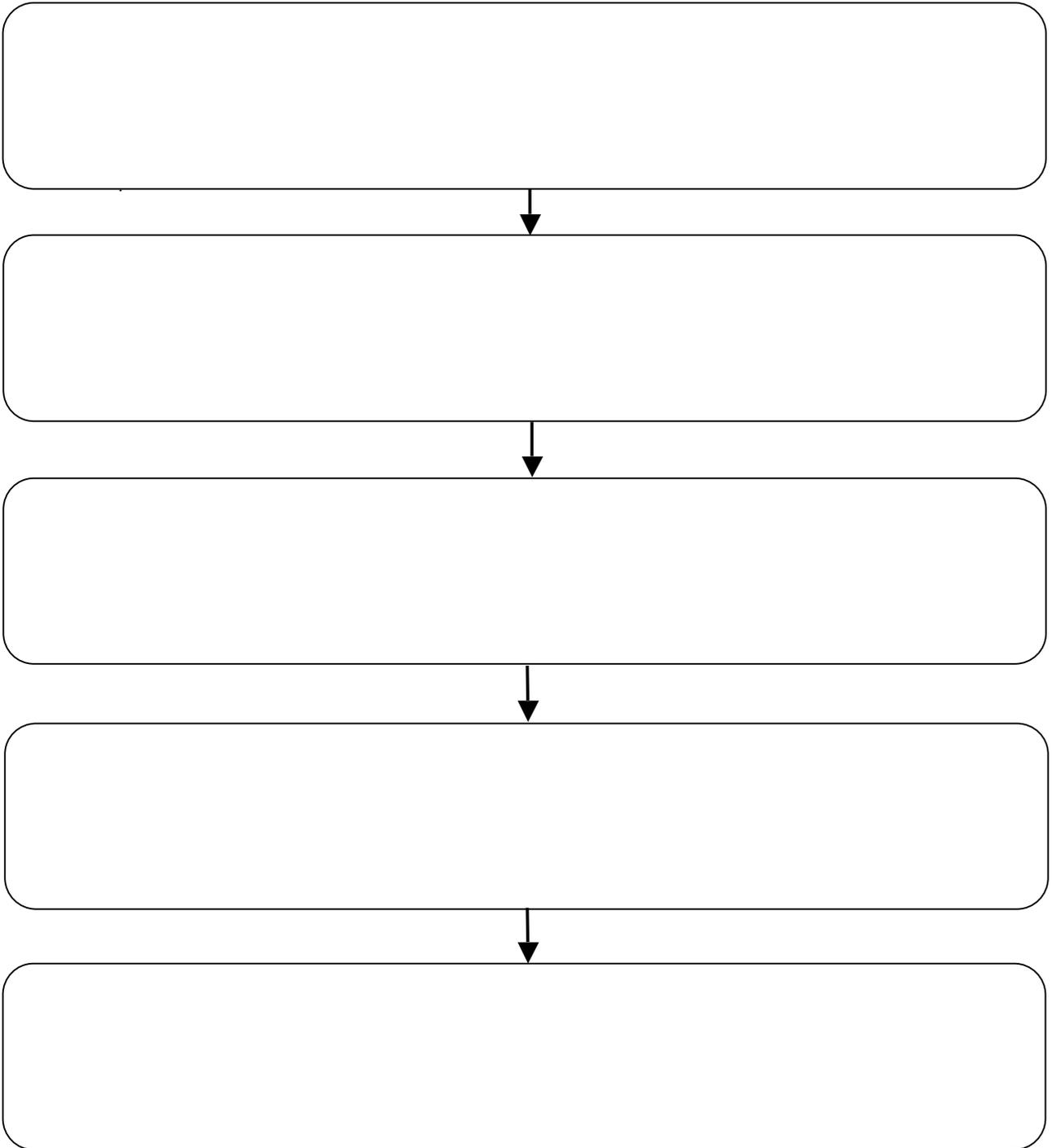
Fact or Opinion?

Venn Diagram

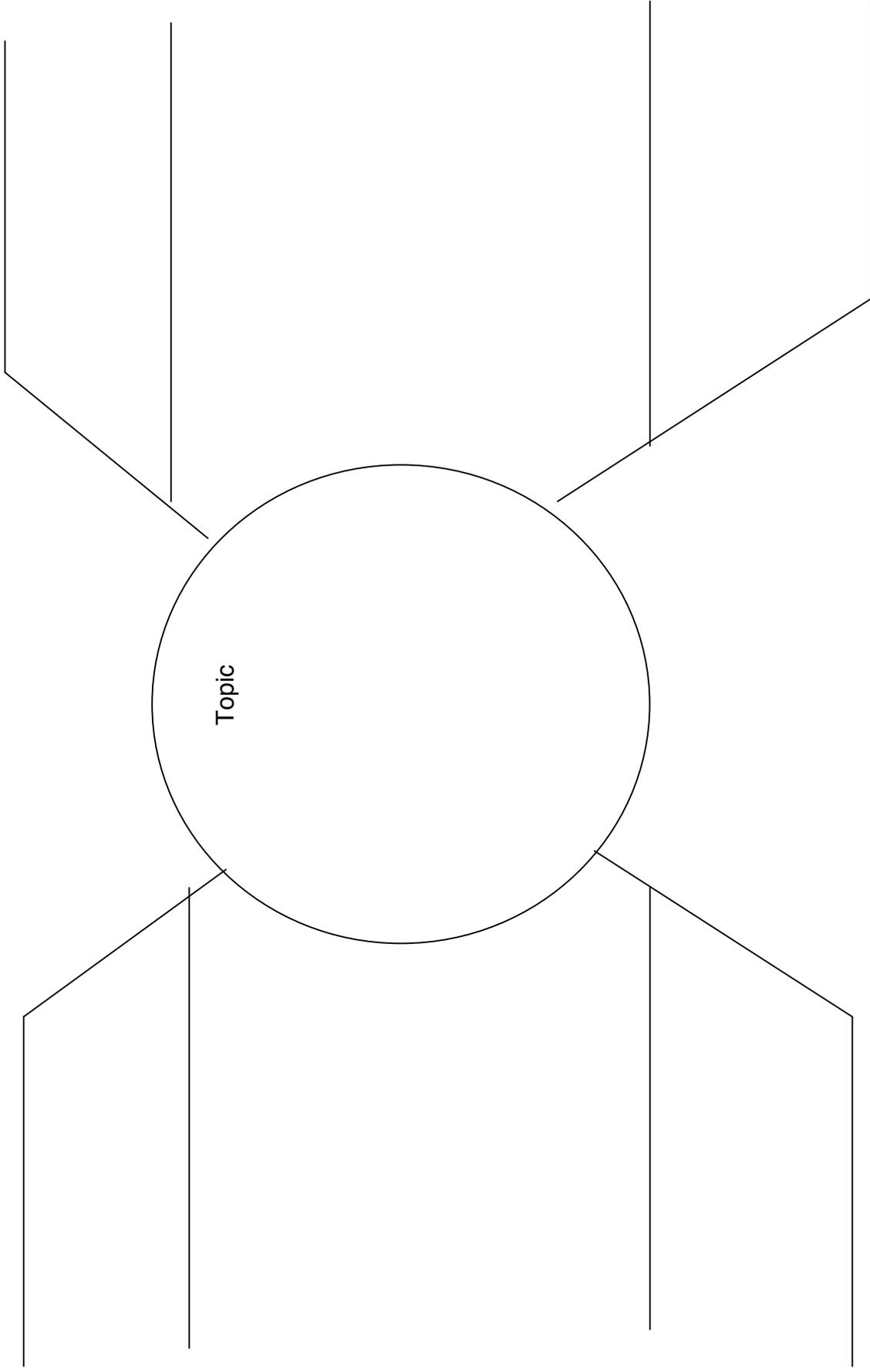


SEQUENCE CHART

Topic or Title of Story _____



SPIDER MAP



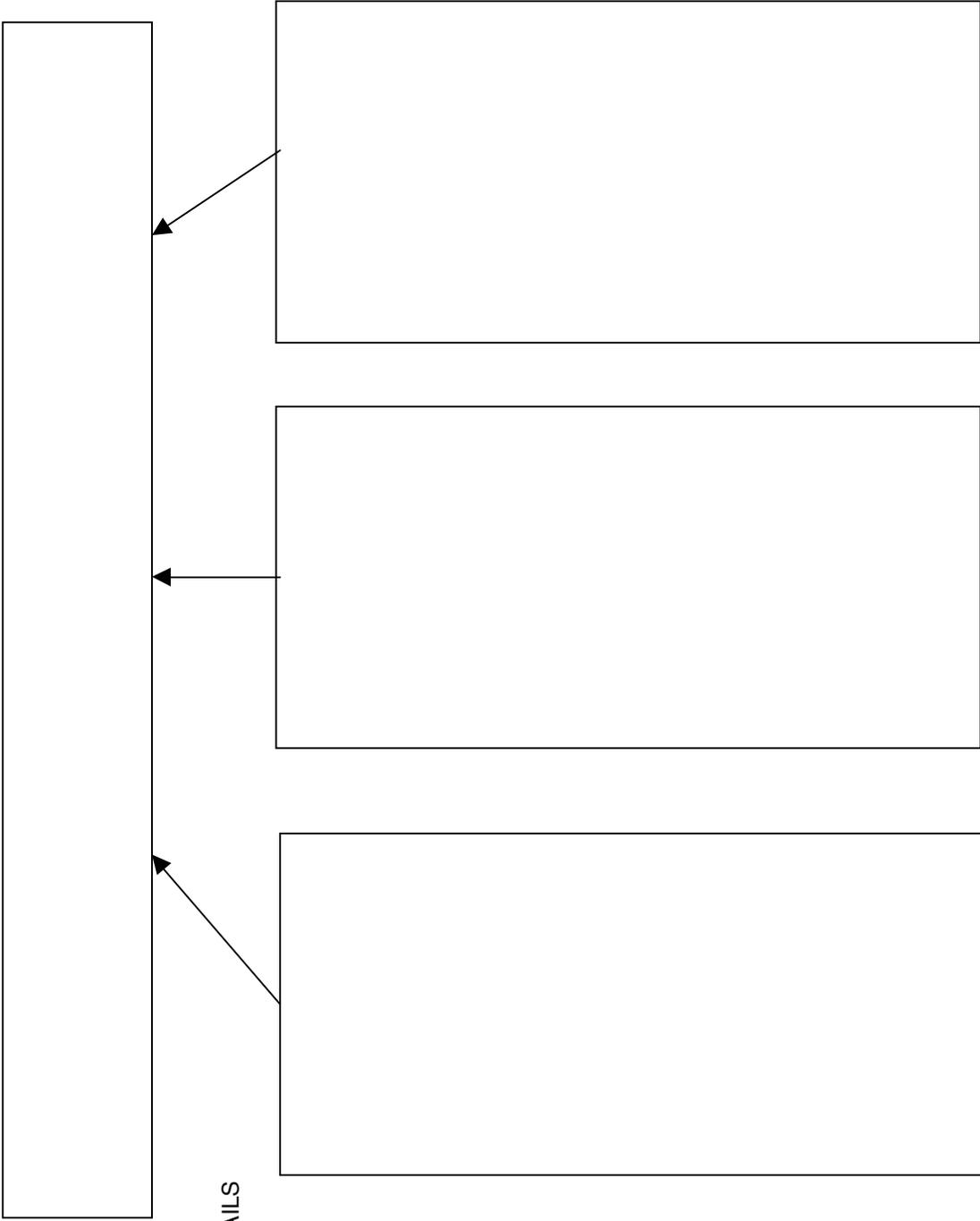
KWL CHART

What we know

What we want to know

What we learned

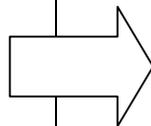
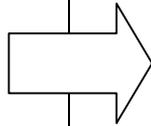
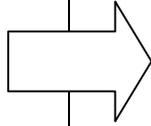
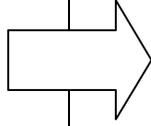
MAIN IDEA



SUPPORTING DETAILS

CAUSE and EFFECT

CAUSE	EFFECT



FACT OR OPINION?

	Fact	Opinion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills B. Vocabulary Development	36. Interpret idioms and phrasal verbs in context. CASAS# N/A	N/A

SAMPLE SCANS ACTIVITY: Vocabulary in Context

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 90 minutes	SCANS FOCUS
<p>Purpose: This is a reading skills activity in which students guess words from context. It could be used to introduce the concept of using context to aid vocabulary comprehension.</p> <ol style="list-style-type: none"> 1. Choose a reading and identify 10 words which will probably be familiar to students. List the words at the bottom of the page in scrambled order. Then, white out the words in the reading. 2. Explain that students will find a word on the list which best fits each blank in the reading. 3. Hand out the reading. 4. Model the activity by finding the first sentence in the reading which is missing a word. Go over the list of words with the students, using a process of elimination to decide what word would make sense in that blank. Do at least two words with the class as examples. Note that there may be more than one word that makes sense. Their answer may change once they read other sentences. 5. Have individuals or pairs complete the activity. 6. Have different students report their answers. Have them discuss any differences in their answers and the reasons for choices. ** 7. Follow up: Have the students identify two or three more unknown words in the reading. Ask them to use the same strategy of referring to the context to help them guess the possible meaning of those words. <p>** This step serves as an evaluation of the activity.</p>	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Negotiates to Arrive at a Decision</p> <p>Information- Interprets and Communicates Information</p>

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills B. Vocabulary Development	37. Use level-appropriate vocabulary building strategies. CASAS# 3.6.1, 3.6.3	27. Tag questions (<i>Lymph nodes are internal body parts, aren't they?</i>) Also 3, 5, 6, 17

SAMPLE SCANS ACTIVITY: Vocabulary Building

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 50 minutes</p> <p>Purpose: This is a vocabulary-building activity in which students categorize words in this example for internal and external body parts and medical symptoms. It can be used to expand students' existing vocabulary and to actively involve them in memorizing new words.</p> <ol style="list-style-type: none"> 1. Make a list of at least 15 vocabulary words in each of the three categories below. Make sure to include the words for body parts that students are unlikely to know yet. Get 45-60 large index cards and write one word on each card with a black magic marker. <ol style="list-style-type: none"> a. External body parts: calf, abdomen, eyelashes, knee, forehead, jaw, ankle, wrist b. Internal body parts: stomach, lung, nerve, ribs, sinuses, lymph nodes, lumbar vertebrae c. Symptoms: cough, dizzy, chills, rash, achy, nauseous, bruised, swollen 2. Draw three large outlines of the human body on the board. Label them: External body parts, Internal body parts and Symptoms. Place a roll of scotch tape under each body outline. 3. Explain to the class that you will be handing out cards with words which relate to one of the three categories on the board. Their job is to look at their cards, determine which category their cards fit into and tape them to the board in the appropriate place on the human body. They may ask other students for help, but they may not give away their cards. Everyone must come up to the board. No one may sit down until all cards have been stuck to the board. 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Organizes and Maintains Information</p>

4. Model the activity by holding up three cards, one from each category. Have the class help you categorize them and tape them in the correct place on the body for that category. For example, "cough" should be taped near the mouth or lung area of the "symptom" category. (Note that some words such as "rash" or "nerves" could be placed anywhere on the body.)
5. Hand out 1-2 cards to each student. Have them stand up and begin categorizing.
6. Circulate and listen. Encourage students who finish sooner to help others. Do not give away any answers. Mentally note those words which seem new or troublesome to students.
7. When all the cards have been taped up, have all the students sit down. Go to the board and pull off all the cards which were placed in the wrong category. Hold up each one, elicit suggestions as to where it should go and place it in the correct category. **
8. Go over each category orally, having the students pronounce the words aloud. To aid memory, have them touch or point to the corresponding part of their bodies as they say the word. ** Explain any words which are still unclear.
9. Have the students copy their words into their notebooks if they wish.
10. Follow up: a. Use these words to write several class dialogues with a doctor or nurse in which students discuss physical symptoms. B. As a review, dictate 20 of the words with difficult spelling to the class later in the week. For example: "ache," "nausea," "bruised," "calf."

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills B. Vocabulary Development	38. Use contextual clues to define unfamiliar vocabulary. CASAS# 7.4.7	19. Gerund as Object of the Verb (<i>You should avoid smoking.</i>)

SAMPLE SCANS ACTIVITY: Guessing Meaning from Context

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a reading activity in which students use the sentence context to aid in comprehension of new vocabulary.</p> <ol style="list-style-type: none"> 1. Choose a short newspaper article about a health issue or other topic and make a copy for every student. Read the article and identify which of the three strategies a student might use to cope with new vocabulary (see Step 2). Note that the imaginary word is ‘cocoahotis’. 2. Write the following strategies and examples on the board: <ol style="list-style-type: none"> a. Ignore new words because they don’t contribute to the main idea: <i>“Doctors have treated several infectious illness this winter including hepatitis, tuberculosis and <u>cocoahotis</u>.”</i> b. Recognize new words by the context in which they appear: <i>“Some doctors have used penicillin to treat cocoahotis, which is a throat infection caused by drinking too much cocoa.”</i> c. Identify new words which are necessary for comprehension of the passage: <i>“Cocoahotis has spread quickly this winter.”</i> 3. Discuss these three strategies for dealing with new words. Mention that it would only be worth taking out a dictionary for case ‘c’. 4. Hand out the article. Tell the students that you will read the article aloud to them. They are to raise their hand every time they see a new word. 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Competencies: Resources- Allocates Materials and Facilities</p> <p>Information- Interprets and Communicates Information</p>

5. Read the article aloud to the class. (Do not let students read aloud, allowing them to focus entirely on comprehension). As students raise their hands to indicate a new word, ask them to identify whether they think the word should fall into category 'a', 'b', or 'c'. Have them circle category 'c' words and underline 'a' and 'b' words.
6. When you are finished reading, discuss how many new words students were able to ignore using this technique. **
7. Follow up: Have the students look up essential new words in an English dictionary. Write example sentences as a class.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills C. Reference Skills	40. Apply alphabetizing skills when using reference materials. CASAS# 7.4.5	N/A
SAMPLE SCANS ACTIVITY: Alphabetizing Game		

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a game in which students compete to alphabetize groups of words.</p> <ol style="list-style-type: none"> 1. Choose letters of the alphabet and prepare lists of 21 words that begin with each letter, for example, person, pet, park, public, pollution, plan, poll, personnel, phone, pack, price, photo, etc. Be sure to include words which have the same first two or three letters like “please” and “play” or “proud” and “pronounce.” This will make the alphabetizing more challenging. Cut each list into strips with one word on each strip, and put each set in an envelope. 2. Write the alphabet on the board for reference. Write 10 words beginning with the same letter on the board. Talk the students through the steps of alphabetizing words, letter by letter. Alphabetize the 10 words. 3. Form groups of four. Explain that each group will have 10 minutes to alphabetize 21 words that begin with the same letter. All students must participate. The rules: Each person will take one word from the envelope and place it on the table. One by one, each group member must arrange his/her word alphabetically with respect to the other words, until all 21 words are in alphabetical order on the table. No one can touch another person's slips. (The person who placed it on the table must move it.) Finally, the most important rule is that there is no speaking! (This is to prevent students who are experts at alphabetizing from taking charge of the activity.) 4. Hand out the envelopes and begin the activity. Circulate and enforce the rules. 	<p>Basic Skills: Reading</p> <p>Thinking Skills: Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

5. Call time and have each leader write his/her group's list on the board.** Go over the lists and, if you wish, give a prize to any group that has all their words correctly alphabetized.
6. Follow up: If your class has access to a set of English language dictionaries, have the students compete to see which team can use these alphabetizing skills to look up a list of words in the dictionary the fastest.

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

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
VIII. Learning and Academic Skills D. Test-taking Skills	49. Identify and practice effective test strategies to take a standardized multiple-choice reading test. CASAS# 7.4.7	N/A

SAMPLE SCANS ACTIVITY: Identifying Main Idea
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a reading activity in which students use a logical strategy for identifying the main idea of a passage.</p> <ol style="list-style-type: none"> 1. Make copies of a short reading of your choice which is organized according to main and supporting ideas. Prepare a handout with five sentences about the reading. Two of them should be too specific to be the main idea; two should be too general; and one should be the main idea. Arrange the sentences randomly, and then number them 1-5. 2. Discuss or review the concept of what a main idea should be. Explain that too general means that the sentence is too broad to give the reader a clear idea what the article is about. (Give examples.) Explain that too specific means that the sentence is only one detail that might support the main idea. (Give examples.) 3. Hand out the reading. Tell students they will be reading an article, and then working in groups to try and identify the main idea by eliminating ideas which are too general or too specific. Allow a few minutes for students to read the article. Encourage them to read quickly. 4. Form groups of four. Hand out the page with the five "main idea" sentences. Have students decide on the merits of each sentence as the main idea. Have the group label the five sentences as "too general", "too specific" or "main idea". 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information</p>

5. Circulate and monitor the groups. If necessary, give additional explanations of why a sentence is too general (It can be interpreted in too many ways) or- too specific- (It is only one example.)
6. Stop the group activity. Have each group report back about one sentence on the handout, explaining which category it belongs in. If the answer is wrong, ask other groups for their opinions. **

** This step serves as evaluation of the activity.

NEEDS ASSESSMENT for the ESL ADVANCED LOW COURSE

Name: _____

Date: _____

Part 1: Check one space for each item below.

	A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
CAREER AND EDUCATIONAL GOAL SETTING				
1. Set personal, educational and career goals.	_____	_____	_____	_____
2. Identify short-term and long-term goals.	_____	_____	_____	_____
3. Make and discuss plans for accomplishing goals.	_____	_____	_____	_____
4. Identify personal barriers and supports for learning.	_____	_____	_____	_____
5. Discuss career pathways and education needed for moving up in those careers.	_____	_____	_____	_____
6. Research educational programs after ESL.	_____	_____	_____	_____
SOCIAL/CULTURAL/ACADEMIC INTERACTION				
1. Express personal beliefs and opinions.	_____	_____	_____	_____
2. Talk and write about cultural differences.	_____	_____	_____	_____
3. Use English to persuade, find solutions to conflicts, guess and predict.	_____	_____	_____	_____
4. Participate in group discussions in class.	_____	_____	_____	_____
COMMUNITY				
1. Interpret a jury summons.	_____	_____	_____	_____
2. Write a letter about a problem in the community.	_____	_____	_____	_____
3. Get information about volunteering in the community.	_____	_____	_____	_____
CONSUMER ECONOMICS/MATH				
1. Use percents and fractions to talk about graphs and statistical information.	_____	_____	_____	_____
2. Read about personal finance and economic issues.	_____	_____	_____	_____
3. Understand vocabulary for mathematics, geometry and measurement.	_____	_____	_____	_____
4. Read and solve mathematical "word problems."	_____	_____	_____	_____

NEEDS ASSESSMENT for the ESL ADVANCED LOW COURSE (continued)

A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
--	---------------------------------	---------------------------------	--

GOVERNMENT AND LAW/SOCIAL STUDIES

- | | | | | |
|--|-------|-------|-------|-------|
| 1. Learn about rights and responsibilities in the U.S. Constitution. | _____ | _____ | _____ | _____ |
| 2. Read about U.S. history and government, cultural studies, sociology or anthropology. | _____ | _____ | _____ | _____ |
| 3. Learn vocabulary for studying history, government and other subjects in social studies. | _____ | _____ | _____ | _____ |

HEALTH AND SAFETY/SCIENCE

- | | | | | |
|---|-------|-------|-------|-------|
| 1. Read articles about health and safety. | _____ | _____ | _____ | _____ |
| 2. Read about biology, astronomy or other sciences. | _____ | _____ | _____ | _____ |
| 3. Learn vocabulary for studying medical and scientific subjects. | _____ | _____ | _____ | _____ |

OCCUPATIONAL KNOWLEDGE

- | | | | | |
|--|-------|-------|-------|-------|
| 1. Find out about job opportunities from the Internet and other sources. | _____ | _____ | _____ | _____ |
| 2. Learn about applying for jobs, asking for more pay, being more successful at work, etc. | _____ | _____ | _____ | _____ |
| 3. Read about business, industry, and other workplace topics. | _____ | _____ | _____ | _____ |
| 4. Learn vocabulary for reading about business and workplace topics. | _____ | _____ | _____ | _____ |

LEARNING AND ACADEMIC SKILLS

A. CRITICAL THINKING

- | | | | | |
|---|-------|-------|-------|-------|
| 1. Use academic skills such as brainstorming, sequencing and categorizing in the classroom. | _____ | _____ | _____ | _____ |
| 2. Use problem-solving skills in the classroom. | _____ | _____ | _____ | _____ |
| 3. Restate or summarize information. | _____ | _____ | _____ | _____ |
| 4. Evaluate information and opinions. | _____ | _____ | _____ | _____ |
| 5. Compare and contrast information. | _____ | _____ | _____ | _____ |
| 6. Use charts and diagrams as learning aids. | _____ | _____ | _____ | _____ |

NEEDS ASSESSMENT for the ESL ADVANCED LOW COURSE (continued)

A I'm not interested in learning about this.	B This is easy for me.	C I need work on this.	D This is difficult for me to do well.
--	---------------------------------	---------------------------------	--

B. VOCABULARY DEVELOPMENT

- | | | | | |
|---|-------|-------|-------|-------|
| 1. Learn new idioms and two-word verbs. | _____ | _____ | _____ | _____ |
| 2. Learn new vocabulary by studying prefixes and suffixes (for example, <i>un-</i> , <i>dis-</i> , <i>-tion</i> , <i>-al</i>). | _____ | _____ | _____ | _____ |
| 3. Learn new vocabulary by studying word families (for example, <i>inform</i> , <i>information</i> , <i>informed</i>). | _____ | _____ | _____ | _____ |
| 4. Learn new vocabulary by studying similar words and opposites. | _____ | _____ | _____ | _____ |
| 5. Guess the meaning of new words while reading. | _____ | _____ | _____ | _____ |

C. REFERENCE AND TEST-TAKING SKILLS

- | | | | | |
|---|-------|-------|-------|-------|
| 1. Use reference materials such as encyclopedias, library resources and the Internet. | _____ | _____ | _____ | _____ |
| 2. Use geographical resource materials such as maps, globes and atlases. | _____ | _____ | _____ | _____ |
| 3. Use a monolingual English dictionary. | _____ | _____ | _____ | _____ |
| 4. Learn and practice effective test-taking strategies. | _____ | _____ | _____ | _____ |

Part 2: Check three spaces below to indicate the language skills that are most important for you.

- | | | | |
|-----------------|---------------------|------------------|--------------------|
| _____ Listening | _____ Speaking | _____ Reading | _____ Writing |
| _____ Grammar | _____ Pronunciation | _____ Vocabulary | _____ Study Skills |

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the ESL Advanced Low course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

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

LESSON PLANNING

Planning is essential for implementation of the ESL Advanced Low course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course. Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency-based components, or structure checklist in the course outline, 2) by identifying student needs on a formal needs assessment like the one found in this course outline or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

LESSON PLANNING (continued)

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

SAMPLE LESSON

“WHAT’S THE NEWS?”

OBJECTIVE: Students will be able to summarize spoken language using a previously recorded newscast.

TOPIC: Learning and Academic Skills

CASAS: 0.1.2, 2.3.3, 5.1.1, 7.2.1

SCANS SKILLS and Competencies Related to this Lesson:

Listening and Reading (Basic Skills)
Processing Information (Thinking Skills)

Work in a Team (Interpersonal)
Interpret and Communicate Info
(Information)
Monitor and Evaluate Performance
(Resources)

STRUCTURES: reported speech; relative clauses

VOCABULARY target vocabulary from a selected newscast as well as the following:
newscast, anchor, reporter, international, national, local, human interest

PREREQUISITE: For this lesson you’ll need to have either a TV and video player or good quality audio player in the classroom. Students should be familiar with past and perfect tense forms.

NOTE: This is a two-day lesson, with students completing the work through the first Guided Practice on Day 1 and continuing with a Review, more Guided Practice, Communicative Practice and the Evaluation on Day 2.

BEFORE CLASS

a.) Make one sign for each of the words below. These 11 signs are used in the Warm-Up activity. (The easiest way to do this is to use a dark, broad marker on white 8 1/2 by 11 sheets of paper.)

First Corners Activity	television radio newspaper internet word of mouth	Second Corners Activity	local news national news international news	human interest weather sports
------------------------------	--	-------------------------------	--	--

b.) Post the five signs for the first corners activity.

c.) Download or record a video or audio segment of a local or national news broadcast that contains several news stories. Choose one story for the Presentation.

d.) Choose another story from the news segment for the Comprehension Check. Prepare a summary of the story that has 5-8 factual errors and 2-3 grammatical errors. Copy this summary onto an overhead projector or piece of butcher paper for use in the Comprehension Check activity.

e.) Duplicate one copy of the worksheet on page 128 for each group of four in your class.

f.) Duplicate the evaluation forms on page 129 for the Evaluation activity. Make enough copies for each student to be able to evaluate all of the teams’ performances.

“WHAT’S THE NEWS?”

LESSON PLAN

WARM UP
(30 minutes)

1. Have students do two Corners activities - one that surveys how they get the news and the other on what type of news interests them the most. (See p. 125-a,-b.)
2. Record the results of the survey on the board and discuss students’ choices. You can also talk about how the media influences our understanding of the news.

INTRODUCTION
(10 minutes)

Discuss why it would be important to be able to summarize a news story.

PRESENTATION
(40 minutes)

1. Play one story from the news program. This is not the same story that will be used for the Comprehension Check.
2. Ask students to orally summarize the information they heard. Elicit or provide students with summarizing language and structures such as, *He said the earthquake registered 5.0 on the Richter scale* (reported speech), and *Windows were rattled but no one was hurt* (passive voice).
3. Construct a model summary on the board or an overhead transparency and review it with the class.
4. Ask a comprehension question and a follow-up question about the segment, differentiating between the two; e.g. *Where did the earthquake occur? Why do you think earthquakes are common in that area?*

COMPREHENSION
CHECK
(30 minutes)

1. Play the news segment for which you have already written a summary containing factual errors (See p. 125-c and e.)
2. Post the summary. Have students find the errors and correct them.

GUIDED
PRACTICE
(15 minutes)

Have each student write one comprehension question and one follow-up question about the news segment. Have students “test” the class with their questions.

DAY 2

REVIEW
(10 minutes)

Elicit what students remember how to summarize the news they hear.

GUIDED
PRACTICE
(35 minutes)

1. Form teams of four and assign different stories or segments of the news to each.
2. Play the complete newscast. Team members take notes on their segment.
3. When the broadcast is over, give team members 5-10 minutes to discuss and confirm the information in their notes. Monitor the discussions.

COMMUNICATIVE
PRACTICE
(40 minutes)

1. Number heads and assign tasks to each team member: #1 writes the summary of the news segment, #2 writes two comprehension questions, #3 writes two follow-up questions and #4 writes the answers to #2 and #3's questions.
2. Distribute the worksheet (p. 128). Give teams 20 minutes to complete their tasks and another 10 minutes to check their work with their teammates.

EVALUATION
(as needed)

1. Have each team come to the front to present their work: #1 reads the summary of their segment, #3 asks the comprehension questions, #2 verifies the responses, and #4 asks the follow-up questions.
2. Put the following scale on the board: 1 = needs improvement 2 = satisfactory 3 = excellent. Have the class evaluate each team's overall presentation and the accuracy of their summary using the evaluation form on p. 129.
3. Collect the worksheets, write feedback and make a copy for each team member.

APPLICATION
(homework)

On another day, have students summarize a news item they watched or heard at home.

TEAMWORK WORKSHEET

- Complete your tasks as assigned by your teacher.
- Take turns recording your work on this sheet.
- Ask your teammates to check your work.

Team Members	
#1.	#3
#2.	#4

1. Summary of the News Story

2. Comprehension Questions and Answers

Q.

A.

Q.

A.

Follow-Up Questions and Answers

Q.

A.

Q.

A.

“WHAT’S THE NEWS?”

NEWS SUMMARY EVALUATION FORMS

Evaluate the performance by circling the appropriate number 1 = needs improvement, 2 = satisfactory, 3 = excellent

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions:	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

Evaluate the performance by circling the appropriate number 1 = needs improvement, 2 = satisfactory, 3 = excellent

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions:	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

Evaluate the performance by circling the appropriate number 1 = needs improvement, 2 = satisfactory, 3 = excellent

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions:	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

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**LANGUAGE SKILL PROFICIENCIES and SKILL-BUILDING ACTIVITIES
for the ESL ADVANCED LOW COURSE**

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
I. Listening Comprehension	<p>Listening</p> <p>3. Identify specific information in a short lecture or broadcast.</p> <p>4. Detect the mood of a message, determining the attitudes and feelings of the speakers or the urgency of the message.</p> <p>7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>).</p>
SKILL-BUILDING ACTIVITY 1: Listening to a Recorded Message	

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

<p>Steps for Sample Activity:</p> <p>Purpose: This is a group activity in which students listen to a recorded telephone message and work together to answer questions about the message.</p> <ol style="list-style-type: none"> 1. Create several recorded telephone messages that you will either read to the class or record on a tape recorder and play to the class. Use lots of realistic telephone idioms: "I'll be in and out," "I'll catch you later," "I'll get back to you," etc. Write a sample message- one that is friendly and casual. One that is more businesslike. 2. Write several questions regarding each message and a choice of four answers per question. Try to write some questions with more than one correct answer. Though many of your questions will deal with the facts in the messages, also try to include some questions requiring higher level thinking skills, such as "What is the mood of the speaker?" "Can you guess the meaning of the word _____ in the recording?" The questions and answers will be given orally, not on a handout. 3. Ask students to divide themselves into groups of four and number off from 1-4. Each person should write his/her number (1, 2, 3, or 4) on an individual 8 1/2" x 11" piece of paper. This paper will be that person's personal number flag. 	<p style="text-align: center;">Approximate Time of Activity: 60 minutes</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="padding: 5px;">SCANS FOCUS</th> </tr> <tr> <td style="padding: 5px;"> <p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> </td> </tr> </table>	SCANS FOCUS	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>
SCANS FOCUS				
<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>				

4. Read (or play) one of the telephone messages to the class. Repeat. Using the questions you created earlier, ask the students the first one and tell them four possible choices for the answer, i.e.: How urgent is this message?

#1. Very #2 Quite #3 A Bit #4 Not at all

(Each person must remember what answer corresponds to his/her number.)
Tell the students they have two minutes to discuss the question as a group and choose the best answer or answers. *

* It's a good idea at this time to review group interaction etiquette- polite ways to disagree ("I'm not so sure about that."), to get clarification ("Would you explain that again, please?"), and to interrupt ("Pardon me, but I'd like to say...")

5. When you call, "Time," the student in each group whose personal number corresponds to the number of the best response should stand up, holding his/her personal number flag in front for all to see. Remind students that there may be more than one correct answer, and therefore more than one person standing from each group.
6. Looking around the room at the various respondents, ask the class to evaluate the response— are all groups in agreement? If not, have some of the students who are standing explain their groups' choices. **
7. Repeat with the other messages.
8. Follow up the activity with a class discussion on how students felt about working as a team.

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

Information- Acquires and
Evaluates Information/
Interprets and
Communicates Information

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
I. Listening Comprehension	Listening 2. Identify the main idea in a lecture or broadcast. 3. Identify specific information in a short lecture or broadcast. 6. Demonstrate understanding of stories and other passages that contain some unfamiliar vocabulary.

SKILL BUILDING ACTIVITY 2: Listening for Details in a News Story

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students will listen to a news broadcast and identify: who, what, when, where, why & how.</p> <ol style="list-style-type: none"> 1. Tape a local news broadcast off the TV and choose one event (no more than 3 minutes air time) to use in class. Pull out 10 key words that you think might be new or difficult to teach prior to showing the video. Also, write five information questions (Wh- questions) about the broadcast to ask the students after showing the video. 2. Write the 10 vocabulary words on the board. Ask the students how many of the words look familiar. Be prepared to teach the meaning of new words by giving synonyms only. (No example sentences yet!) 3. Explain that you are going to show a short news broadcast. Ask students to guess what it might be about according to the vocabulary on the board. For example: "The word 'destroy' is on the board, so it could be about some sort of disaster." 4. Put the students in pairs. Assign each pair one word on the board to listen for. They should listen for such things as how the word was used in a sentence and whether it was used a lot or a little. 5. Show the news segment. 6. Have pairs report back about their words.** Write a sentence from the broadcast for each word on the board as the pairs report back. 	<p>Basic Skills: Listening</p> <p>Thinking Skills: Knowing How to Learn/ Seeing Things in the Mind's Eye</p> <p>Competencies: Interpersonal- Teaches Others</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Understands Organizational Systems</p>

7. From the board, have students copy the sentences. Rewind the tape back to the beginning of the segment.
8. Write 4-5 information questions on the board. Ask the students to watch again and listen for the answers to these questions.
9. Show the news segment again.
10. Have students volunteer to come up to the board and write the answer to a question. **
11. Follow up: bring in a newspaper article which covered the same event as the TV news already shown in class. Ask the class to compare the coverage on TV and in the newspaper.

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
I. Listening Comprehension	Listening 3. Identify specific information in a short lecture or broadcast. 6. Demonstrate understanding of stories and other passages that contain some unfamiliar vocabulary. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>).

SKILL BUILDING ACTIVITY 3: Listening and Reconstructing a News Story

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a listening and team task activity in which students take notes from a short news broadcast and reconstruct the news story in groups.</p> <ol style="list-style-type: none"> Record a short television or radio broadcast. Choose a two-minute segment which deals with local community events. Prepare a list of 8-10 key vocabulary words that might impede student comprehension; for example, two-word verbs for events: <i>show up, drop by, put on, turn out...</i> Explain the steps of the listening activity. Explain that students won't write any notes until the third time the broadcast is played. <p>1st listening: to familiarize yourself with the information. 2nd listening: to hear any of the key words which were taught beforehand. 3rd listening: to jot down phrases in which the key vocabulary appears. 4th listening: to take notes on the main community events which are discussed.</p> Play the tape four times for the class to complete the above listening steps. After the fourth listening, put students in groups of four. Ask them to compare notes and attempt to reconstruct the order of the news broadcast as best they can. Assign one member of each group to write down the group's combined effort. Begin the team task. Circulate and help the groups. 	<p>Basic Skills: Listening</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others/ Exercises Leadership</p> <p>Information- Organizes and Maintains Information/ Interprets and Communicates Information</p>

6. After 10 minutes, stop the activity. Play the tape again and let the groups check their own work.**

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
---------------------	------------------------------

I. Listening Comprehension

- Listening
1. Demonstrate understanding of most face-to-face speech at a normal rate.
 2. Identify the main idea in a lecture or broadcast.
 3. Identify specific information in a short lecture or broadcast.
- Writing
1. Take notes on material transmitted orally which contains some unfamiliar information.

SKILL BUILDING ACTIVITY 4: Listening to a Speaker and Taking Notes
--

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a listening activity in which students listen to a presentation by a guest speaker and take notes on a teacher-prepared chart. A similar activity could be used for taking notes on students' oral presentations.</p> <ol style="list-style-type: none"> 1. Before class, arrange a date and time for a guest speaker to address a topic the students have been studying in class (i.e. the school counselor to address educational options, a representative from a volunteer organization, community leader, firefighter, police officer, etc.) <p>Obtain information about what the speaker will cover and any handouts he or she will provide. Work with the speaker to narrow the talk to no more than four topics.</p> <p>Create a handout by dividing a page into four sections and filling in four selected topic areas as shown on the sample <i>Note-Taking Chart</i> on page 139. Make one copy of the note-taking chart for each student. You may want to share this handout with the speaker prior to the presentation.</p> <ol style="list-style-type: none"> 2. Before the speaker arrives, distribute the note-taking handout. 3. Review the four topics with the students. Discuss what the students might expect to hear about each of the topics and any important vocabulary. 	<table border="1"> <tr> <td data-bbox="1130 856 1494 976">SCANS FOCUS</td> </tr> </table> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management</p> <p>Competencies: Information- Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>	SCANS FOCUS
SCANS FOCUS		

4. Tell the students that as the speaker addresses each topic, they should write the important ideas they hear. They may also want to write questions to ask the speaker after the presentation.
5. Welcome and introduce the speaker. This introduction may be done by a student.
6. Have students take notes as the speaker presents.
7. When the speaker is finished, encourage students to ask questions and thank the speaker.
8. In pairs or groups, ask students to share what they learned about each of the topics. **
9. Debrief by asking students' the most important points in the presentation in a whole-class discussion.
10. Follow up: ask students to write a summary of what they learned and/or write a thank-you letter to the speaker.

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

Interpersonal- Participates as a Member of a Team/ Works with Diversity

Systems- Understands Social and Organizational Systems

Teacher Sample

The four topics on this sample handout were selected for a presentation by a guest speaker from a women's center on domestic-violence service

NOTE-TAKING CHART

INSTRUCTIONS: Use this chart to help you take notes. You do not need to write everything the speaker says. Just write the main and key points.

SUPPORT SERVICES FOR VICTIMS OF ABUSE	SELF-DEFENSE WORKSHOPS
VOLUNTEER TRAINING	HIV/AIDS COMMUNITY EDUCATION

5. Ask a few volunteers to model clarification questions that might be needed during the activity. Practice multiple ways to ask for and give clarification with the whole class.
6. Ask a few volunteers to model clarification questions that might be needed during the activity. Practice multiple ways to ask for and give clarification with the whole class.
7. Start the pairs on the peer dictation. Do not allow students to show their partners the labels! Circulate and note spelling or pronunciation errors.
8. Stop the activity and have the pairs correct each other's sentences by comparing them to the labels. **
9. Ask students to read the warning phrases aloud. Write their warnings on the board in order to compile a class list. Discuss the pronunciation of the phrases and any unclear meanings.
10. Follow-up: Use these phrases to introduce a lesson on passive modals.

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

Information- Acquires and Evaluates Information/ Interprets and Communicates Information

Systems- Monitors and Corrects Performance

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
II. Listening & Speaking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 5. Respond to detailed spoken instructions (e.g., equipment operating instructions, academic assignments). <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILL-BUILDING ACTIVITY 6: Giving and Clarifying Instructions

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a role play activity in which students create and practice dialogs designed to instruct.</p> <ol style="list-style-type: none"> 1. Model a sample dialog (from textbook or on the board) in which one student instructs another on how to do some activity. For example, making a cup of tea. <p style="margin-left: 40px;"><i>First, fill the kettle with water. Turn on the gas and wait until the water boils. When the kettle whistles, turn off the gas. After you turn off the gas, put a tea bag into a cup. Pour the water into the cup. Wait two minutes before you take out the tea bag. After you take out the tea bag, add two spoons of sugar to the tea.</i></p> 2. Suggest other ideas for instruction: cooking recipes, operating a machine, changing a tire, etc. If desired, bring in realia such as tools, cooking utensils, etc. to stimulate ideas. 3. Form pairs. Give partners 15 minutes to choose a topic and write a dialog for instruction. 4. Have students practice their dialogs in pairs. One student gives the instruction while the other student asks clarifying questions and performs the activity (either with realia, or by pretending). ** 	<p style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Teaches Others/ Exercises Leadership</p> <p>Information- Interprets and Communicates Information</p> <p>Systems- Monitors and Corrects Performance</p>
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5. Have volunteer pairs perform in front of the class. (You may want to give a prize for the pair with the largest number of adverbial clauses.)

Technology- Selects
Technology/ Applies
Technology to Task

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
II. Listening and Speaking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 4. Detect the mood of a message, determining the attitudes and feelings of the speakers or the urgency of the message. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>) 4. Adjust language used according to level of formality required by the situation.

SKILL-BUILDING ACTIVITY 7: Discussing a Child's Progress Report

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

<p>Steps for Sample Activity: Approximate Time of Activity: 90 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a role play activity in which students discuss a child's progress report with the teacher. It should follow other activities on children's schooling and/or participial adjectives.</p> <ol style="list-style-type: none"> 1. Obtain a blank report card from a local elementary or high school. Copy and fill in two different report cards for two imaginary students, using the scores given at the bottom. Include positive and negative grades and comments. Make a transparency of the first report card. Make copies of the second report card, one per student. 2. Write example sentence frames on the board which could be used to react to the report card. For example: <p style="margin-left: 40px;"><i>It's _____ing to see her doing well/badly. I'm _____ed about her doing well/badly.</i></p> <p style="margin-left: 40px;"><i>That subject has been _____ing for her. She's been _____ed about/with/by/in that subject.</i></p> 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Allocates Human Resources</p> <p>Interpersonal- Participates as Member of a Team</p>

It's been a/an _____ing semester for her.

She's been _____ed this semester because...

Reading used to be _____ing, but,

She used to be _____ed by reading, but now...

Information- Interprets and Communicates Information

Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance

(Explain that the blanks could be filled with adjectives formed from any of the following words: *confuse, interest, fascinate, overwhelm, frighten, disappoint, excite, satisfy, fulfill, shock, bore, annoy, tire, frustrate, relax, distract, challenge, please, motivate, encourage, or discourage*.) Have the students suggest participial adjectives that could fit in the blanks. As adjectives are suggested, write them on different parts of the board, away from the sentence frames.

3. Show the transparency of the first report card on the overhead. Go over the meaning of the grades and clarify any unknown words or symbols. Then ask students to respond as parents to the child's grades, using some of the expressions given above.
4. Hand out the role play checklist. (See next page.) Go over the questions on the checklist and explain that the role play should include each of the language functions listed (praising, explaining, making suggestions, etc.). Brainstorm ways to express each of the functions in the role play conversation.
5. Ask a volunteer to role play with you. Have the student imagine that this is his/her child's report card and play the role of the parent as you play the role of the teacher. Repeat the role play with several different students. Discuss the role play checklist in relation to each role play.
6. Form groups of three. Assign three roles in each group: teacher, parent and observer. Explain that the observer will listen and fill in the checklist as the other two discuss the child's report card.
7. Hand out copies of the second report card. Give the groups five minutes to read it and ask any questions. Then, begin the role play activity. Circulate and monitor the groups.**
8. Stop the activity and have each observer report back a little of what was said. ** Then have the groups continue, switching roles and reacting to each of the two report cards again.
9. Follow up: Have the groups write dialogues based on the same situation. ** This step serves as an evaluation of the activity.



PROGRESS REPORT

GRADES 2-3

PRINCIPAL _____

NAME _____

GRADE _____

YEAR _____

TRACK _____

SCHOOL _____

TEAM TEACHER(S) IF APPLICABLE _____

REPORTING PERIODS

1st

2nd

3rd

4th

Achievement
Effort

ACADEMIC

SUBJECTS

READING ELD READING

COMMENTS (OPTIONAL)

WRITING ELD WRITING

COMMENTS (OPTIONAL)

XXXXX XXXXXX X XXX XXXX
XXXXX XXXX XXXXXXXX
XXXX XXX XXXXXXXX

LISTENING ELD LISTENING

SPEAKING ELD SPEAKING

MATHEMATICS

COMMENTS (OPTIONAL)

XXXXX XXXXXX X XXX XXXX
XXXXX XXXX XXXXXXXX
XXXX XXX XXXXXXXX

HISTORY/SOCIAL SCIENCE

COMMENTS (OPTIONAL)

XXXXX XXXXXX X XXX XXXX
XXXXX XXXX XXXXXXXX

HEALTH EDUCATION

PHYSICAL EDUCATION

ARTS

COMMENTS (OPTIONAL)

XXXXX XXXXXX X XXX XXXX

ACHEIVEMENT SCORE

Meets Grade Level-Standard

- 4 Advanced
- 3 Proficient*
- 2 Partially Proficient
- 1 Not Proficient

EFFORT SCORE

- 4 Strong
- 3 Consistent
- 2 Inconsistent
- 1 Poor

ROLE PLAY CHECKLIST

TEACHER

Did he/she praise the child's strengths? Yes No

Did he/she explain why the child might be having difficulties? Yes No

Did he/she make one suggestion about how to help the child improve? Yes No

PARENT

Did he/she describe why one part the child's report pleased him/her? Yes No

Did he/she express why certain parts of the report card concerned him/her? Yes No

Did he/she ask for suggestions about how to help the child improve? Yes No

LANGUAGE SKILLS AREA	LANGUAGE SKILL PROFICIENCIES
II. Listening and Speaking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 4. Detect the mood of a message, determining the attitudes and feelings of the speakers or the urgency of the message. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>) 4. Adjust language used according to level of formality required by the situation.

SKILL-BUILDING ACTIVITY 8: Giving and Responding to Criticism

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a role play activity in which students create and practice dialogs about giving and responding to criticism.</p> <ol style="list-style-type: none"> 1. Find or create a model dialog of a boss giving criticism to a worker. For example, <p style="margin-left: 20px;"><i>A- I need to see you in my office.</i></p> <p style="margin-left: 20px;"><i>B- Sure.</i></p> <p style="margin-left: 20px;"><i>A- Last night when you left, you forgot to turn off two of your machines.</i></p> <p style="margin-left: 20px;"><i>B- I know. I'd like to apologize for not turning them off. I was trying to fix an electrical problem in the back room and I forgot to turn the machines off before I left.</i></p> <p style="margin-left: 20px;"><i>A- It's important to turn those machines off every night.</i></p> 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Problem Solving/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self- Management/ Self- Esteem/ Integrity/Honesty</p> <p>Competencies: Resources- Allocates Human Resources</p>

B- I know. I'm sorry. I'll remember to turn them off from now on.

2. Prepare a checklist that students will use to monitor their role plays. (See example on next page.) Make enough copies so that students will have three checklists.
3. Write the dialog on the board. Model the dialog and let students practice it in pairs.
4. Hand out the checklists. Discuss the importance of the items and check for understanding of the checklist.
5. With the whole class, brainstorm several reasons why a worker might be criticized by a boss: broke a piece of equipment, arrived late, forgot to do something, etc. Then elicit from the students phrases the worker could say in response to the criticism in each case. If the students come up with variations on the original dialog, write those phrases on the board. Explain that in the role play students will be free to use any language they wish to express themselves.
6. Model the role play by asking a volunteer to improvise a similar conversation with you. Give the "worker" criticism about something he/she did wrong at work, and let him/her respond. Then, with another volunteer, let the "boss" criticize you about something you did wrong at work, and respond to the criticism.
7. Put students in groups of three. Assign one as the boss, one as the worker, and one as an observer. Have them choose one of the situations and improvise a conversation between the worker and the boss as the observer marks the checklist.
8. Have the groups repeat the role play three times, switching roles as worker, boss, and observer.
9. Have volunteer pairs perform a role play in front of the class.**

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

Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Teaches Others/ Exercises Leadership

Systems- Understands Social, Organizational, and Technological Systems/ Monitors and Corrects Performance

ROLE PLAY CHECKLIST

- | | | |
|--|-----|----|
| 1. Did the boss state the problem clearly? | YES | NO |
| 2. Did the worker apologize? | YES | NO |
| 3. Did the worker show that he understood the problem? | YES | NO |
| 4. Did the worker offer an explanation? | YES | NO |
| 5. Did the worker offer to correct or avoid the problem in the future? | YES | NO |
| 6. Was the boss polite? | YES | NO |
| 7. Was the worker polite? | YES | NO |

ROLE PLAY CHECKLIST

- | | | |
|--|-----|----|
| 1. Did the boss state the problem clearly? | YES | NO |
| 2. Did the worker apologize? | YES | NO |
| 3. Did the worker show that he understood the problem? | YES | NO |
| 4. Did the worker offer an explanation? | YES | NO |
| 5. Did the worker offer to correct or avoid the problem in the future? | YES | NO |
| 6. Was the boss polite? | YES | NO |
| 7. Was the worker polite? | YES | NO |

ROLE PLAY CHECKLIST

- | | | |
|--|-----|----|
| 1. Did the boss state the problem clearly? | YES | NO |
| 2. Did the worker apologize? | YES | NO |
| 3. Did the worker show that he understood the problem? | YES | NO |
| 4. Did the worker offer an explanation? | YES | NO |
| 5. Did the worker offer to correct or avoid the problem in the future? | YES | NO |
| 6. Was the boss polite? | YES | NO |
| 7. Was the worker polite? | YES | NO |

LANGUAGE SKILLS AREA	LANGUAGE SKILL PROFICIENCIES
III. Listening, Speaking & Critical Thinking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>) 5. Respond to written and visual information by answering questions orally, summarizing an article, describing a scene, explaining a current event or retelling a short story.

SKILL-BUILDING ACTIVITY 9: Expressing Opinions Board Game

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

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is a speaking activity in which students ask for and express opinions.</p> <ol style="list-style-type: none"> 1. Before class, make copies of the board game on page 153, one per group of four students. Obtain dice and markers for each group of four. 2. Discuss and practice ways to elicit opinion (e.g., <i>What do you think? What's your take on this?</i>), offer opinions (e.g., <i>I think that... In my opinion, ... In my view, ...</i>) Write the phrase on the board. Discuss the difference between facts and opinions and provide several examples. Point out that opinions are not necessarily right or wrong. Tell students they are going to discuss and offer their opinions on a variety of issues. 3. Form groups of four. Distribute one die and one game board per group. 4. Demonstrate the activity: Students take turns rolling the die and advancing on the board. When landing on a particular item, each student should read the question out loud, offer his opinion, and ask another group member his/her opinion. The game is over when all four players reach the end. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Self-Esteem/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Competencies: Information- Interprets and Communicates Information Interpersonal- Participates as a Member of a Team/ Works with Diversity Systems- Understands Organizational Systems</p>

5. Begin the activity. Circulate to offer assistance and feedback. Take note of any errors.
6. When all groups have completed the activity, discuss and offer feedback on the discussion and/or errors. **
7. Follow up: Have students write a paragraph supporting their opinion on one of the topics.

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

FINISH	This was an interesting lesson.	Someday a woman will be president of the USA.	Professional athletes are paid too much.	American public education is not good.	Education is the key to success.	There should be one international language.
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						This is a good school.
It's easier to be a man than a woman.	Divorce hurts children.	Homework shouldn't be given.	People should be allowed to smoke on airplanes.	People must be required to clean up after their dogs.	If women ran governments, there would be no wars.	Americans are friendly.

What's your opinion?

Soccer is more interesting than basketball.	Everyone needs a yearly vacation.	Immigration to the US should be unrestricted.	Mothers shouldn't work outside the home.	Dogs are better than cats.	T. V. makes children more violent.	Guns should be outlawed.
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						Fat is beautiful and thin is unnatural.
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START	Zoos are important.	Children should leave home by 21.	There is life on other planets.	The car is our best invention.	Smoking is a right.	Killers should be executed.
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LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
IV. Listening, Speaking & Critical Thinking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh.</i>) <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>) 5. Respond to written and visual information by answering questions orally, summarizing an article, describing a scene, explaining a current event or retelling a short story.

SKILL-BUILDING ACTIVITY 10: Team Task: Decision Making

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

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a team task activity in which students decide in groups what personal strengths they would look for when hiring employees for different jobs. It requires the use of adjectives for personal strengths.</p> <ol style="list-style-type: none"> 1. Make copies for the class of the list of personal strengths on the next page. 2. Have the students help you brainstorm a list of jobs on the board. Or, have groups brainstorm a list of jobs in a Roundtable activity and then post the lists on the board. Tell students to include both high and low paying, and high and low prestige jobs. Write down as many jobs as possible in 10 minutes. 3. Form groups of four. Assign each group three different jobs from the list on the board. Tell each group that they are the hiring committee for those three jobs. 4. Hand out the list of personal strengths. Write the following questions on the board: <i>Why should we hire you? Tell me about yourself. How would you describe your strengths and weaknesses?</i> Explain that these are questions which are often asked in job interviews. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Self-Esteem/ Integrity/Honesty</p>

5. Explain the group task: Discuss which personal strengths the hiring committee would be looking for in an employee for each of the three jobs. They must give a reason why they chose each strength.

6. Write an example on the board:

An airline pilot would need to be conscientious, dependable and flexible. Why? The passengers need someone who they can count on. The company needs someone who is precise with the mechanical controls but can adjust to changes in schedule or weather if needed.

7. Assign one student per group to be the writer, timekeeper, and facilitator. Allow 20 minutes for the group discussion. Circulate and monitor the groups.

8. Stop the group task and have each group writer come up to the board and write three strengths they chose for one job.** Discuss with the class whether they agree or disagree with the choices of personal qualities for each job.

** This step serves as evaluation of the activity.

Competencies:

Resources- Allocates Time/ Allocates Human Resources

Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Teaches Others

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
III. Listening, Speaking & Critical Thinking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 6. Demonstrate understanding of stories and other passages that contain some unfamiliar vocabulary. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 2. Participate in a discussion about a reading, broadcast or presentation. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILL-BUILDING ACTIVITY 11: Debating an Issue: Pro and Con

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a problem solving activity in which students express agreement and disagreement and evaluate opinions about gun control. It could follow a recent event in the news which involved gun violence.</p> <ol style="list-style-type: none"> 1. Copy the list of six opinions about gun control, three in favor and three against, on the next page as a handout for each student. 2. Tell students they are going to discuss whether they're in favor of or against gun control. 3. Hand out the list of opinions in favor of and against gun control. Discuss the ideas behind the first point on each side of the debate, i.e. "If guns aren't banned, eventually everyone will have a gun and we will all be living in fear." "There is nothing the law can do to protect us from guns and criminals, so I'd rather have a gun." Then propose a question based on the two opinions: "Can the government or a law really solve the gun violence problem?" 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving/ Knowing How to Learn/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>Competencies: Resources- Allocates Time</p>

4. Put the students in groups of 4-5. Go over the phrases given on the handout for how to state an opinion, agree, and disagree. Have one group help you model the discussion. Say to one group member, "If you ask me, we must ban guns because it's the only way to reduce crime." Get one or two group members to disagree with you by saying, for example, "That might be true, but I'd rather be able to protect myself if a criminal shows up."
5. Tell the groups to discuss each of the three pro-con arguments, relating the arguments to their own experience. Then, have each group come to consensus on whether they are in favor or against banning guns. Assign two roles in each group: one student who will facilitate and elicit opinions and another who will report back at the end. (The reporter can report a minority opinion if one or two members don't agree with the decision of the group.)
6. Start the activity. Circulate and monitor the groups. Make sure students disagree politely.
7. Stop the group activity after 15 minutes. Ask one member of each group to report back: "Our group is in favor of banning guns because..." or "Our group is against banning guns because..." **
8. Follow up: Have students write a short paragraph which begins with the phrase: "In my opinion, guns should/shouldn't be banned," followed by at least two reasons to support their argument.

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

Interpersonal-
Participates as Member
of a Team/
Works with Diversity

PRO: GUNS SHOULD BE BANNED

1. The crime problem won't be solved by everyone having a gun. There are too many gun-related killings.
2. In Japan, people are prohibited from owning any kind of weapon and the murder rate there is very low.
3. Gun availability makes people more prone to violence.

CON: GUNS SHOULDN'T BE BANNED

1. Criminals will always be able to get guns. The public should be able to protect themselves.
2. Gun control can't be enforced in the USA. It's too easy to smuggle in guns with our long coastlines.
3. Guns don't kill, people do. We need better gun training classes, not gun prohibition.

STATE AN OPINION

If you ask me...
Wouldn't you say that...

EXPRESS AGREEMENT

That's a good point.
I feel the same way.

EXPRESS DISAGREEMENT

Maybe, but don't you think...
That might be true, but...

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
III. Listening, Speaking & Critical Thinking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 4. Respond to detailed spoken instructions (e.g., equipment operating instructions, academic assignments). 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 2. Participate in a discussion about a reading, broadcast or presentation. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILL-BUILDING ACTIVITY 12: Problem Solving Scenario
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Steps for Sample Activity:	SCANS FOCUS
<p>Purpose: This is a problem solving activity in which students, in teams, use higher level thinking to identify a problem, discuss its causes and propose solutions.</p> <ol style="list-style-type: none"> 1. Create a scenario that poses a problem to be solved. For example: <p style="margin-left: 40px;"><i>THE SITUATION: A woman on her job is getting unwanted attention from a male co-worker. He regularly compliments her on her looks. Several times he has asked her out on dates. She has politely refused, but she is uncomfortable working with the man.</i></p> 2. Present the situation to the class by writing it on the board. Alternatively, a problem situation can be elicited from the students and written on the board. 3. Check students' comprehension of key vocabulary concepts and clarify where necessary. 4. Ask students to identify the problem inherent in the situation and speculate on possible reasons for the problem 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving</p> <p>Personal Qualities: Sociability/ Self-Management/ Honesty/Integrity</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and</p>

- | | |
|---|---|
| <p>5. Have students brainstorm solutions to the problem by discussing it in groups. All members should take turns suggesting solutions. Have a group recorder write down the different ideas.</p> | <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/</p> |
| <p>6. Have the recorders list the possible solutions their groups came up with on the board. With the class, discuss possible outcomes or consequences of each solution.</p> | <p>Negotiates to Arrive at a Decision/ Works with Diversity</p> |
| <p>7. Review language students will need to agree or disagree with each other as they discuss the problem.</p> | <p>Information- Interprets and Communicates Information</p> |
| <p>8. Set a time limit of 10 minutes. Have students work together in their original groups to decide on the best solution. Their goal is to agree on one recommended solution.</p> | |
| <p>9. Have each group report back on their decision. **</p> | |

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
III. Listening, Speaking & Critical Thinking	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILL-BUILDING ACTIVITY 13: Workplace Problem Solving Brainstorm

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

Steps for Sample Activity:	SCANS FOCUS
<p>Purpose: This is a problem-solving activity in which students work in groups to brainstorm a list of workplace safety problems, causes, and possible solutions.</p> <ol style="list-style-type: none"> 1. Have students brainstorm a list of safety problems they have encountered on their jobs. Start with a range of problems like a fire, a machine accident, and a broken toilet. Let students generate a list. Write the list on the board. 2. Choose one problem, such as a fire, that might have several possible causes. Have students work in groups to brainstorm a list of possible causes of the problem. Have them choose a group leader whose job it is to report the group's results. 3. Ask the group leaders to report the causes their groups came up with. Then elicit from the class solutions related to each cause mentioned; that is, things that could be done to prevent the problem from happening again. Write the solutions generated for that problem on the board. 4. Review the steps you've just modeled: identify the problem, brainstorm causes, and propose solutions that address the possible causes of the problem. 	<p>Approximate Time of Activity: 60 minutes</p> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Sociability/ Integrity/Honesty</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity/ Teaches Others/ Exercises Leadership</p>

5. Assign each group 2-3 of the safety problems on the board, excluding the one you've already solved. Give the groups 10-15 minutes to brainstorm a list of causes and propose solutions. Circulate to monitor the groups and answer any questions.
6. Interrupt the groups and ask them to decide on the most likely cause for each of their problems.
7. Have group leaders report on each safety problem, the most likely cause, and the proposed solution. Take notes during each report. After all groups have reported, write a few notes about each problem and the solution proposed.
8. Have the whole class discuss and evaluate the solutions. **

** This step serves as evaluation of the activity.

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
IV. Reading & Critical Thinking	<p>Reading</p> <ol style="list-style-type: none"> 1. Interpret authentic materials (e.g., prose fiction, newspaper articles, Web sites) on familiar subjects. 4. Skim a passage to determine organization and general ideas. 5. Scan a passage for details. 10. Apply critical thinking skills to reading passages.

SKILL-BUILDING ACTIVITY 14: Using Headings in a Reading

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

<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a two-part reading activity in which students scan a brochure for information and use headings to identify the main ideas of paragraphs or sections.</p> <ol style="list-style-type: none"> 1. Obtain two copies of an informational brochure describing a program, service or organization. Circle key informational phrases in the paragraphs of the brochure, which you will use for part one of the activity. Keep this as a teacher's copy. On a second copy, which you will use for part two of the activity, white out all the headings of paragraphs or sections of the brochure. On a separate piece of paper, list the headings in mixed-up order. Make copies of the brochure with missing headings and the separate list of headings, one of each handout for every student. 2. Put a pre-reading question related to the brochure on the board, e.g., "Have you ever used a service?" Allow the students five to ten minutes to discuss their experiences, if any, in pairs or groups. 3. Hand out a copy of the brochure with the missing headings to each student. Tell the students that they will practice by doing two short reading activities before actually reading the brochure all the way through. First, they will scan for specific information, and then they will decide on an appropriate heading for each paragraph. 4. Divide the class into two teams. Explain that you have a list of phrases from the brochure. You will read a phrase out loud and the first person to find the information should raise his/her hand. You will come over and verify they have found it and his or her team will get one point. Emphasize that the goal is SPEED! 	<p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility</p> <p>Competencies: Interpersonal- Participates as Member of a Team</p> <p>Information- Interprets and Communicates Information</p>

5. Begin the scanning activity, reading the phrases which are circled on the teacher's copy. Do one phrase at a time until all have been located. The team that finds the most phrases wins.
6. Ask the class whether they thought it was difficult to find the phrases in the paragraphs of the brochure. Point out that it would be easier if there were headings for the paragraphs to guide the reader. Explain that a heading can help students scan more quickly and understand the main idea or topic of a paragraph without reading it through.
7. Hand out the list of headings which are missing from the student copies of the brochure. To model the activity, look at the first heading on the list. Help the class to identify which paragraph it best corresponds to by pointing out related sentences in the paragraph.
8. Put students in pairs and have them match the remaining headings to the appropriate paragraphs of the brochure.
9. Have each pair report back about one paragraph, starting at the beginning of the brochure. Have them explain which sentence or words in the paragraph specifically led them to match it with that heading. **

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

7. For the team task, the group must use the information in the reading to make a list of things that the group members have done or obtained to prepare for an earthquake. (Items they should have prepared are: a first aid kit, water, some canned food, a fire extinguisher, a radio and fresh batteries, an out-of-state contact number if family separated, etc.)
8. Give the students 20 minutes to discuss their readings and make their preparedness lists.
9. Call time. Have each team report two answers to the comprehension questions and two things their group is prepared to do in an earthquake.**

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

Systems- Monitors and
Corrects Performance

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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V. Reading & Vocabulary	<p>Reading</p> <ol style="list-style-type: none"> 1. Interpret authentic materials (e.g., prose fiction, newspaper articles, Web sites) on familiar subjects. 3. Interpret textbook materials on academic subjects and answer comprehension questions. 10. Apply critical thinking skills to reading passages.
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<p>SKILL-BUILDING ACTIVITY 16: Context Strategies for New Words</p>

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

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a reading activity in which students use context strategies to assist their comprehension of unknown vocabulary.</p>		<p>Basic Skills: Reading</p> <p>Thinking Skills: Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>
<ol style="list-style-type: none"> 1. Choose a short newspaper article which includes some new or technical vocabulary. 2. Write the following reading strategies and example sentences on the board. <ol style="list-style-type: none"> a. Ignore new words because they don't contribute to the main idea: <i>Los Angeles merchants sell a variety of clothing such as: wretugs, pants, jackets and shirts.</i> b. Recognize new words from the context in which they appear: <i>Many Los Angeles merchants sell wretugs, <u>which are a type of boot popular with teens</u>. Wretugs are very hip. Young people wearing <u>these boots</u> can be seen all over the city.</i> c. Identify new words which are necessary for comprehension of the main idea.: <i>Wretugs are the number one seller among Los Angeles merchants.</i> 		
<ol style="list-style-type: none"> 3. Discuss these three strategies for dealing with new words. Explain the goal of avoiding the use of a dictionary for words that can be figured out from context. 		

4. Hand out the article. Model the activity by reading the first two paragraphs out loud. Ask students to raise their hands every time they hear a new word. As students raise their hands, ask them to identify the best strategy, A, B, or C above, for dealing with the word. Explain that any words that fall into category C, words which are essential for understanding the main ideas, will be explained later.
5. Put the students in pairs. Assign each pair 1-2 different paragraphs in the article. Explain that they must read the paragraph and underline any new words or words they aren't sure about. Then, they must label each new word either A, B or C and discuss why it should be labeled that way.
6. Begin the activity. Circulate and monitor the pairs.
7. After most of the class has finished the activity, have each pair report back on the words they underlined and which category each word fits into. Write only the words that fit into category C on the board.**
8. Explain, define, or give synonyms for the category C words on the board.
9. Follow up: Have students look up the essential new words in an English dictionary and write example sentences.

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

Information- Interprets
and Communicates
Information

Systems- Understands
Organizational Systems

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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V. Reading & Vocabulary

- Reading
1. Interpret authentic materials (e.g., prose fiction, newspaper articles, Web sites) on familiar subjects.
 4. Skim a passage to determine organization and general ideas.
 5. Scan a passage for details.
 8. Make inferences from charts, tables, graphs and reading passages.

SKILL-BUILDING ACTIVITY 17: Defining Technical Vocabulary

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Steps for Sample Activity: Approximate Time of Activity: 40 minutes

SCANS FOCUS

Purpose: This is a team vocabulary-building activity in which students match definitions to vocabulary words in a reading. It may be used as a pre-reading activity for a passage in which comprehension is dependent on knowing specific or technical vocabulary.

1. Obtain a car insurance coverage declaration form or other reading with very specific vocabulary. Choose 15-20 key words from the form which are specific to the topic of auto insurance due to their legal or technical nature: comprehensive, collision, liability, etc. Underline these terms. Then, make a separate list of explanations for the key words, with blanks for filling in the matching word. Make sure the explanations use simple, familiar vocabulary, and that they are numbered on the page.
2. If desired, prepare a list of 8-10 comprehension questions to use in the follow-up.
3. Hand out the insurance form and the list of explanations. Form groups of 3-5 students. Give them 15-20 minutes to discuss the form together and guess which of the underlined vocabulary words on the form matches each explanation.
4. Call time. Have each group choose a blackboard writer. Have each writer post their group's answers. (Or have each writer post some of the answers.) Go over the words listed on the board and identify which are correct. For each word, ask a group with the correct answer to explain their choice.**

Basic Skills:

Listening/ Speaking/
Reading

Thinking Skills:

Knowing How to Learn

Personal Qualities:

Sociability

Competencies:

Interpersonal-
Participates as Member
of a Team/ Negotiates to
Arrive at a Decision

Information- Interprets
and Communicates
Information

If no group had the correct answer, note this as a word that will need to be taught.

5. Give the students 8-10 questions to answer about the insurance coverage declaration. Have them read the form to find the answers and report back their findings.

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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V. Reading & Vocabulary	<p>Reading</p> <ol style="list-style-type: none"> 1. Interpret authentic materials (e.g., prose fiction, newspaper articles, Web sites) on familiar subjects. 5. Scan a passage for details.
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SKILL-BUILDING ACTIVITY 18: Scanning Game

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

<p>Steps for Sample Activity:</p>	<p>Approximate Time of Activity: 90 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a reading game in which two teams of students scan a passage to find a specific word or phrase as quickly as possible. This game can be used as a pre-reading activity.</p> <ol style="list-style-type: none"> 1. Choose a short reading on a topic currently being covered in class. Identify 10 words or phrases in the reading. Circle them on the teacher's copy ONLY. 2. Divide the class in two teams. 3. Explain that this is a timed scanning game in which you will say a word from the reading and the students should search their reading for the word. Ask the students to raise their hands when they find the word or phrase: The clock will keep ticking until every member of the team has raised their hand to indicate a word has been found. Students may not help a team member sitting next to them by pointing out the word if he/she hasn't found it yet. 4. Ask one student to be the timekeeper. Have him/her note the start time as you say each word. 5. Hand out the reading and write <u>Team 1</u> and <u>Team 2</u> to tally the score on the blackboard. 6. Remind students not to read but to simply move their eyes over the page in search of the words they will be hearing. 7. Ask the timekeeper for a start time and say the first word or phrase. 		<p>Basic Skills: Reading</p> <p>Personal Qualities: Responsibility/ Self-Management</p> <p>Competencies: Resources- Allocates Time</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p> <p>Information- Interprets and Communicates Information</p>

8. When all the hands of one team are up, write the elapsed time, for example, 30 seconds, on the board. Then when all hands of the other team are up, write their time, for example, 35 seconds, on the board. The team with the fastest overall time will win. Alternately, score the game without keeping time by simply giving one point to the team on which everyone finds the word or phrase the fastest.
9. After each word, circulate and check that all students on the faster team can point out where the word is. **
10. Keep going until all words or phrases have been found. Hand out prizes to the winning team.
11. Follow-up: Teach the meaning of the words which were identified in the scanning activity.

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

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VI. Vocabulary Practice	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

<p>SKILL-BUILDING ACTIVITY 19: Known and Unknown Words</p>
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

<p>Steps for Sample Activity: Approximate Time of Activity 40 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a vocabulary building activity in which students identify known vocabulary words and teach new vocabulary words to others.</p> <ol style="list-style-type: none"> 1. Prepare a list of vocabulary words needed for an upcoming reading lesson. Before class, write the words on the board. 2. Form groups of 4-5. Ask each student to take out a blank sheet of paper and prepare two columns labeled <u>Words We Know</u> and <u>Words We Don't Know</u>. 3. Explain the first task: groups will “put their heads together” and discuss the meanings of the words. Students will then copy each word from the board into the correct column on their papers, depending on whether they can figure out the meaning of the word in their group. 4. Have the members of each group number off or use some other method to select two members of each group to be “travelers.” Explain that the travelers will take their papers, leave their “home” group, and travel to another group. After a few minutes, signal the travelers to move to a new group. At each group, travelers will share the meanings of words they know, and ask the group members to explain the words the travelers don't know. ** 5. Begin the activity. After most groups have had enough time to discuss 2-3 words, signal the travelers to move on to the next group. ** Continue until all travelers reach their home groups. 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources: Allocates Human Resources</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p>

6. Have travelers share all the definitions with their home groups. Then have groups identify any words that are still undefined. Teach that vocabulary.

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

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

Note: "Cinderella" is only an example. The vocabulary selected should come from passages that have been used in previous reading lessons. The objective is to incorporate useful words and use them in a new context to improve students' breadth of vocabulary.

2. Distribute the handouts. With the whole class, review the structures to be practiced. Ask individual students about each item, modeling the question forms that are required, e.g., *Do you own.../Are you.../Do you know...*
3. Explain to students that this is a mixer. They should get up and move around to interview other students. When a student answers, "Yes" to a question, they will write his or her name on a blank line for that question. Continue until there is one name written on each blank line.
4. Give a ten-minute time limit. Tell students to stand up and begin interviewing.
5. Call time. Go over the list of questions with the whole class, asking students to volunteer who answered "Yes" to each of the things on the list. Encourage them to mention as many people as possible in order to practice the target vocabulary. If appropriate, have students volunteer sentences about the class as a whole, e.g., *Several students.../Only two of us.../Almost everyone in the class...*

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

Information- Acquires and Evaluates Information/
Organizes and Maintains Information/
Interprets and Communicates Information

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VI. Vocabulary Development	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate; some repetition may be required. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really? Uh-huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 1. Participate in most face-to-face conversations fluently. 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILL-BUILDING ACTIVITY 21: Word Map

Stages of Lesson: Warm Up Introduction Presentation Practice Application

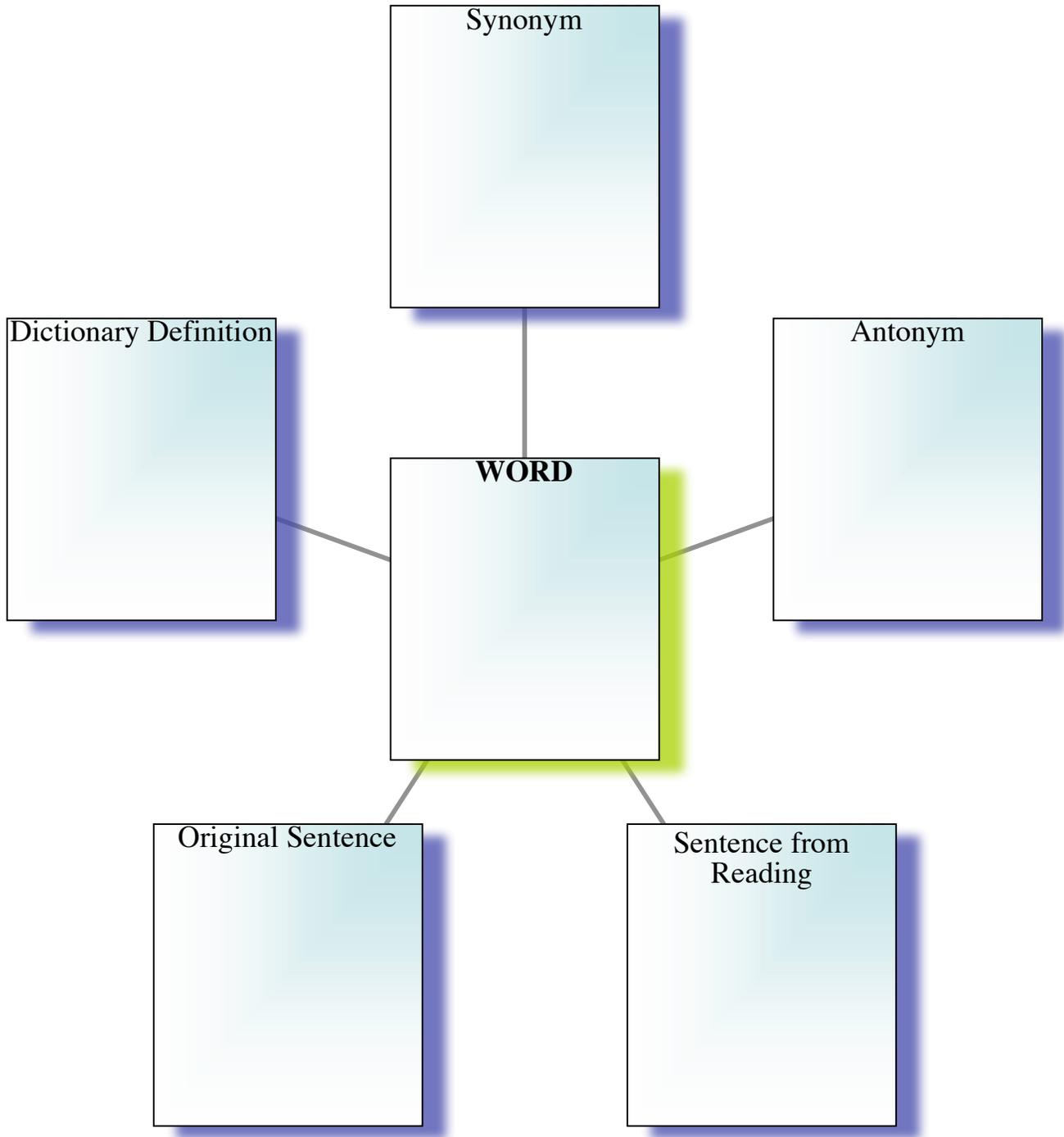
<p>Steps for Sample Activity: Approximate Time of Activity: 30 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a vocabulary practice activity in which students make a word map to increase their depth of knowledge about a new vocabulary word.</p> <ol style="list-style-type: none"> 1. Before class, make copies of the word map on page 179, one per student. Make an overhead transparency of the word map. You may want to provide index cards for students to use with similar word maps for creating vocabulary flash cards. 2. After a reading or other activity, ask students to generate a vocabulary list of unfamiliar words, or generate your own class vocabulary list. 3. Ask students how they like to study or learn new vocabulary words. Discuss with students that the key to learning new vocabulary is to use the new word in lots of different ways and to make many different associations with the word. 4. Distribute the handout. 5. Display the transparency or copy the word map on the board. Using one of the vocabulary words, demonstrate how students should write the target word in the center. Ask the students for the synonym, antonym, sentence, dictionary definition, etc. as you demonstrate how to complete the word map. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Organizes and Maintains Information Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

6. Ask students to select one or more words from the list that they would like to focus on. Ask them to create a word map for their vocabulary word(s). Students can copy the word map format into their notebooks, using the handout as a guide.
7. Ask student pairs to share one or more of their word maps with a partner. **
8. Follow-up: Assign one vocabulary word per student. As homework, or in class, have students create a word map on chart paper. Invite individual students to come up and present their word map chart to the class. If possible, display the word maps around the classroom for students to look at.

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

WORD MAP

Directions: Write a vocabulary word from the reading in the center. Write additional information about the word in the boxes.



LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VI. Vocabulary Practice	<p>Listening</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of most face-to-face speech at a normal rate. 7. Demonstrate active listening in interpersonal communication (e.g., <i>I see! Really Uh huh</i>). <p>Speaking</p> <ol style="list-style-type: none"> 3. Clarify meaning through strategies such as rephrasing when misunderstanding occurs (e.g., <i>What I meant was... In other words, ...</i>)

SKILLS-BUILDING ACTIVITY 22: Question Grid

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

Steps for Sample Activity:	Approximate Time of Activity: 45 minutes	SCANS FOCUS
<p>Purpose: This is a teacher-created speaking activity in which students circulate, ask and answer questions, and complete a student information grid. It is designed to provide extended practice of selected vocabulary words, particularly words that appear frequently in readings on a variety of academic subjects.</p> <ol style="list-style-type: none"> 1. Identify high-frequency academic vocabulary words that have appeared in previously studied reading materials and that warrant further practice. Choose words that are not in students' everyday vocabulary, but that are not specific to any particular subject either. For example, the words <i>rural</i>, <i>impact</i> and <i>collect</i> have been selected from the following excerpt: <p style="text-align: center;">What Countries are in Your Closet? -by Tricia Donovan</p> <p><i>"What countries are in your closet?" I asked a group of GED learners in rural Western Massachusetts. My intent was to get students thinking about the impact of world trade and globalization, the loss of manufacturing jobs in the United States, and the lack of unions in developing countries... That evening, students went home and collected data on ten items in their closet. For each item, they wrote out the type of clothing, its fabric content, and the name of the country in which it was made.</i></p> <p>Excerpted from Issue on <i>Economic Security and Justice, The Change Agent</i> – September 2001. Note: This excerpt is an example only. A teacher-created question grid must be based on vocabulary selected from previous class materials.</p>		<p>Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others/ Works with Diversity</p> <p>Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Organizes and Maintains Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

2. Prepare a list of questions (with follow-up questions if desired) that incorporate the selected vocabulary words. The questions need not be related to the subjects of the prior readings, and they should be on topics that students will be interested in asking each other about.
3. Create a grid that includes the questions and spaces for students to fill in names and responses of one or more fellow students. For example:

Question Grid

Do you like to collect anything?

Name:	Type of collection:	How long collecting?

Are you from a rural area, a small city or a large city?

Name and country:	Rural areas	Urban areas
	in your country:	in your country:

Can you tell me about someone who has had a large impact in your country?

Name:	Person:	Type of impact:

Make copies of the handout, one per student.

4. Distribute the handouts. With the whole class, review the vocabulary to be practiced in the new topical and grammatical context. Ask individual students to model the question forms that are required for gathering the information on the grid (e.g., *What do you collect? What are some of the rural areas in your country? What type of impact did she have?*)
5. Explain to students that this is a mixer. They should get up and move around to interview other students. As they are speaking to someone, they should note the person's name and responses to the questions in the blanks. They will continue interviewing until all of the blanks have been filled.
6. Give a time limit. Tell students to stand up and begin interviewing.
7. Call time. Have students sit with a partner and share the information they collected, using complete sentences as they discuss what they found out during the interviews. Circulate and monitor the pair work. **
8. Go over the questions with the whole class, asking for several students' responses to each question in order to provide maximum practice with the target vocabulary. **

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

6. Have each group report back 1-3 wishes and conditional sentences, depending on the size of the class. Write the wishes and conditional sentences on the board.**
7. Follow up: Have students choose one wish to write about and explain why it's their wish.

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

Interpersonal-
Participates as Member
of a Team/ Works with
Diversity/ Teaches Others

Information- Organizes
and Maintains
Information/ Interprets
and Communicates
Information

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VII. The Writing Process A. Prewriting	Writing 3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work.

SKILL-BUILDING ACTIVITY 24: Brainstorming Differences
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Stages of Lesson: Warm Up **Introduction** Presentation Practice Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a whole class activity in which students brainstorm a list of possible differences between the U.S. and other countries.</p> <ol style="list-style-type: none"> 1. Practice level-appropriate structures by asking questions about the United States with regard to work, education, family and personal relations. (For example: In the U.S., is everyone allowed to go to school? How long are children supposed to stay in school?) 2. Explain that the purpose of this brainstorm is to generate as many differences as possible between the U.S. and other countries. 3. Write the word “Education” on the board. Elicit ways in which one system of education might be different from another; for example, years required, public vs. private, hours per day, class behavior, dress codes, etc. Make notes on the board under the word “Education.” 4. Either teacher or a selected student write the next topic on the board: family. Students generate ways in which family life might be different from one culture to another and the teacher or volunteer writes phrases on the board. 5. Divide class into small groups. Give a fifteen-minute time limit. Have each group to repeat the brainstorm procedure with two additional topics: work and personal relations. 6. Call time. Have a volunteer from each group read the results of that group’s brainstorm. ** 	<p>Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities/ Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Works with Diversity</p>

7. Follow up the brainstorm activity with a small group or individual writing activity in which students write about ways that their native country is different from the U.S. with regard to any of the four topics.

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

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VII. The Writing Process A. Prewriting	Writing 3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work.

SKILL-BUILDING ACTIVITY 25: Working with Chronological Order

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

Steps for Sample Activity: Approximate Time of Activity: 45 minutes

SCANS FOCUS

Purpose: This is a team task activity in which students organize life events chronologically into categories they think are appropriate. It could be used as a pre-writing activity.

1. Compile a list of 20-30 possible life events, for example: get married, get a driver's license, have my first child, drink alcohol for the first time, have my first kiss, get my first job. Consider the countries your students represent and what their life events may be. Cut a single copy of the list into strips for each life event.
2. Write on the board:

"begin first day of school, make my first best friend, learn to ride a bicycle"

"I had/hadn't _____ by the time I began my first day of school."
3. Ask the students to help you put these three childhood events in chronological order, using the example sentence to help explain which would come first, second, and third. There is no "right" order.
4. Hand out a different life event slip to each student. Tell the students they will stand up and organize themselves in a line by discussing where their slip belongs chronologically. For example, if a slip says "celebrate my 16th birthday," the person would probably stand somewhere before "get a driver's license."
5. Give students approximately five minutes to get organized in line. Repeat that there is no "right" order. The point is simply to discuss their slips with each other.

Basic Skills:
Listening/ Speaking

Thinking Skills:
Decision Making/ Creative Thinking/ Seeing Things in the Mind's Eye/ Problem Solving

Personal Qualities:
Responsibility/ Sociability/ Self-Management

Competencies:
Resources- Allocates Time

Interpersonal- Participates as Member of a Team/ Negotiates to Arrive at a Decision/ Works with Diversity

6. Stop after five minutes, even if students are not finished. Have them read off their life events from first to last in line. Write the life events onto the board in the order given. Do not allow disagreement at this time.
7. Collect the slips and have the students sit down in groups of four. Write three categories on the board: "Childhood, teenage years, adulthood." Tell the students their task will be to work in groups to organize the list of life events into these three categories by discussing their own life experiences with each other. Assign one student in each group to write down the events, in the three categories, on a piece of paper.

You may want to write more phrases on the board that students could use to explain themselves:

"Before I was a teenager, I had already _____." or *"Until adulthood, I'd never _____."* or *"When I was a child, I didn't _____."*

8. Start the task. Give the groups 15 minutes. Circulate around the room, helping groups come to consensus.
9. Stop the task and have each group writer report back to the class which life events fit into one category. For example, "Most of us didn't get a driver's license until we were adults, so we wrote it under adulthood." **
10. Follow up: Give students a list of conjunctions used to show a sequence of events (before, until, after, when, by the time, etc.). Have them choose any three life events from their group's list and write a paragraph about their own experiences.

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

Information- Organizes and Maintains Information/ Interprets and Communicates Information

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VII. The Writing Process A. Pre-Writing	Writing 3. Use the steps of the writing process – prewriting, writing, revising, editing– in written work. 4. Identify and write narrative, descriptive and expository paragraphs.

SKILL-BUILDING ACTIVITY 26: Using Graphic Organizers to Plan Writing

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

	SCANS FOCUS
<p>Steps for Sample Activity: Approximate Time of Activity: 45 minutes</p> <p>Purpose: This is a pre-writing activity in which students use a graphic organizer to plan and outline a paragraph before writing. This activity should be preceded by lessons on identifying and writing topic sentences.</p> <ol style="list-style-type: none"> 1. Before class, make copies and an overhead transparency of the handout on page 190 or an appropriate graphic organizer found on pages 102-109. 2. In preparation for a paragraph writing assignment, discuss with the class the importance of organizing one’s ideas before writing a paragraph. Review the elements of a paragraph (title, topic sentence, supporting sentences, and conclusion). 3. Distribute the handout on page 190. Explain that often the conclusion of a paragraph is a paraphrasing or restatement of the topic sentence. 4. Display the transparency or copy the outline portion of the handout on the board. 5. Write a title and a topic sentence in the appropriate space. For example, the title may be <i>“Eating at Home”</i> and the topic sentence may be <i>“Eating at home is healthier, cheaper, and more relaxing than eating at a restaurant.”</i> 6. Demonstrate how to organize ideas in a logical sequence that supports the topic sentence. In this case, demonstrate how students should elaborate on each item in the same order as the topic sentence (first discuss how eating at home is 1. <i>healthier</i>, then 2. <i>cheaper</i>, then 3. <i>more relaxing</i>.) 	<p>Basic Skills: Writing</p> <p>Thinking Skills: Creative Thinking/ Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Competencies: Information- Interprets and Communicates Information/ Organizes and Maintains Information</p> <p>Systems- Understands Organizational Systems/ Monitors and Corrects Performance</p>

7. Ask for student suggestions to complete the supporting details portion of the outline. Demonstrate how to write words or phrases (not complete sentences) to organize the ideas. For example:

1. Healthier
 - Fresh ingredients
 - More sanitary conditions
 - Smaller portions
2. Cheaper
 - No tip, parking, gas
 - Leftovers

8. Remind students that the conclusion is often a restatement of the topic sentence. Ask students for suggestions on how to restate the topic sentence and write the conclusion on the appropriate line.

9. As homework, or in class, ask students to create an outline for their own paragraph.

10. Put students in pairs and ask them to explain their outline to their partner.
**

11. Follow-up: Instruct students to write the first draft of their paragraph, using their outline as a guide.

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



Topic Sentence

Supporting Sentences

Conclusion

Paragraph Outline

Title _____

Topic Sentence

Supporting Details

1. _____

2. _____

3. _____

Conclusion _____

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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VII. The Writing Process

B. Writing

Writing

2. Identify and correct errors in written work, including spelling errors.
3. Use the steps of the writing process – prewriting, writing, revising, editing– in written work.
5. Format writing with appropriate margins, indentation and centering.

SKILL-BUILDING ACTIVITY 27: Chain Writing

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p>	<p>SCANS FOCUS</p>
<p>Purpose: This is a chain writing activity in which students in small groups write a cover letter. It should be done after the class is familiar with the purpose and format of a cover letter.</p> <ol style="list-style-type: none"> 1. Review proper format for a cover letter. 2. Write on the board (or hand out copies of) several help wanted ads. Ads should include necessary experience, skills and other requirements for the job. They should also include the name and address of the employer. 3. Discuss one ad and what a good cover letter in response to that ad would include. 4. Divide students into groups of three or four. Explain that they can use only one pen and one piece of paper and that they must take turns writing sentences. 5. Tell each group to choose one ad and to discuss the requirements. Tell them to pretend that they meet all the requirements for the job. 6. Give a 30-minute time limit for the group to work together taking turns writing sentences to create a cover letter in response to the help wanted ad they have chosen. 	<p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>

7. Call time. Have one student from each group read the ad and the cover letter to the class. Have the class offer comments/suggestions. **

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

Information- Acquires and
Evaluates Information/
Interprets and
Communicates
Information

Systems- Understands
Organizational Systems

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
VII. The Writing Process B. Writing	Writing 2. Identify and correct errors in written work, including spelling errors. 3. Use the steps of the writing process – prewriting, writing, revising, editing– in written work.

SKILL-BUILDING ACTIVITY 28: Organizing a Short Letter

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

<p>Steps for Sample Activity: Approximate Time of Activity: 60 minutes</p> <p>Purpose: This is group writing activity in which student teams organize and write a thank-you letter, using appropriate format and punctuation.</p> <ol style="list-style-type: none"> Write two short but formal letters of thanks without punctuation or capitalization. Write only the body of each letter, formatted as separated sentences rather than paragraphs. Make enough copies to give one letter to each group of four in your class. Cut the letter into strips by cutting each sentence into phrases (see examples below). Place the strips for each letter into a separate envelope. Tell the students they will be getting a thank-you letter in which the phrases from sentences are mixed up and that they must put the sentences back together. Write on the board the following six phrases, which can be made into two complete sentences: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 40px;"><i>to remember my birthday</i></td> <td><i>thoughtful of you</i></td> </tr> <tr> <td style="padding-right: 40px;"><i>it was so</i></td> <td><i>I really appreciate</i></td> </tr> <tr> <td style="padding-right: 40px;"><i>receiving such</i></td> <td><i>a wonderful gift</i></td> </tr> </table> The students should help you construct the following: "I really appreciate receiving such a wonderful gift. It was so thoughtful of you to remember my birthday." Point out where to add capitals and periods. 	<i>to remember my birthday</i>	<i>thoughtful of you</i>	<i>it was so</i>	<i>I really appreciate</i>	<i>receiving such</i>	<i>a wonderful gift</i>	<p style="text-align: center; border: 1px solid black; margin-bottom: 10px;">SCANS FOCUS</p> <p>Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>Competencies: Resources- Allocates Time/ Allocates Materials and Facilities</p> <p>Interpersonal- Participates as Member of a Team/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p>
<i>to remember my birthday</i>	<i>thoughtful of you</i>						
<i>it was so</i>	<i>I really appreciate</i>						
<i>receiving such</i>	<i>a wonderful gift</i>						

4. Write on the board: body of letter, signature, salutation, closing, date. Next to this, draw a big rectangle to represent a sheet of paper. Ask the students to help you "format" the letter: i.e. identify the correct location for each element on the page. Write each element in its correct place in the rectangle. Let the students copy this format from the board.
5. Put the students in groups of four. Assign four roles: Student A will arrange the strips to form sentences, with his group's advice; Student B will put the sentences in the correct order; Student C will write up the body of the letter with correct punctuation/capitalization; and Student D will write the date, salutation, closing and signature.
6. Hand out one envelope to each group. Some groups will have the first thank-you letter, others the second. Circulate to monitor the activity. As you are circulating, choose one group to present the first letter and one group to present the second.
7. Stop the activity. Have writers from the two groups you have selected come to the board and write their versions of the letters. Go over the letters on the board, discussing any mistakes in sentence order, punctuation or format and asking other groups' advice as you make corrections. **
8. Follow up: Have students write their own thank you letters or other short notes using appropriate format and punctuation.

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

4. Explain that a topic sentence should not be too broad, too vague, or a simple statement of fact. It should be a declarative sentence. It should not announce what the writer will write about. Give several examples orally of topic sentences that are too broad, too vague, etc.
5. Form groups of four. Distribute the handouts.
6. Have groups look at the list of topic sentences and decide if they are acceptable or not. Ask them to decide as a group and note if they are *OK*, *too broad*, *too vague*, a simple *fact* or an *announcement* of the topic.
7. Go over the results by surveying all the groups and discussing their conclusions. **
8. Follow-up: Ask students to compose their own topic sentences for a writing assignment. Invite volunteers to write their sentences on the board. As a class, evaluate the effectiveness of each topic sentence according to the criteria learned.

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

EFFECTIVE TOPIC SENTENCES

Effective topic sentences should have a clear topic and a controlling idea. The topic sentence is not the same as a title. A topic sentence should not be too broad, too vague, or a simple fact. It should be declarative sentence, not an announcement.

Directions: With your group discuss these topic sentences. Are they acceptable? Why or why not?

1. The time I spent working in New York was great. (*too vague*)
2. The Iraq War has changed the world. (*too broad*)
3. William Shakespeare wrote *King Lear*. (*fact*)
4. I want to tell you about my trip to Mexico. (*announcement*)
5. Baseball in America (*title, not topic sentence*)
6. Computers have simplified our lives. (*ok*)
7. There are 18 million people in my hometown of Sao Paulo, Brazil.
8. In this paper, I will tell you about my wonderful husband.
9. If parents want their children to do well in school, they must become involved at their schools.
10. My summer vacation was bad.
11. It is healthier, cheaper, and more relaxing to eat your meals at home.
12. Exercise is important.
13. My sister is the most optimistic person I know.
14. There are three things you should do to relieve stress at work.
15. In this paper, I am going to explain why homework is not necessary.
16. We must pay teachers higher salaries if we want to improve education.
17. Our educational system is in crisis and must be reformed.
18. Living with a roommate is good.

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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VII. The Writing Process C. Revising and Editing	Writing 3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work. 4. Identify and write narrative, descriptive and expository paragraphs.
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SKILL-BUILDING ACTIVITY 30: Revising a Paragraph for Unity
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity:	SCANS FOCUS
<p style="text-align: right;">Approximate Time of Activity: 30 minutes</p> <p>Purpose: This is a pair activity in which students review a sample paragraph and identify sentences that are not related to the topic sentence and controlling idea.</p> <ol style="list-style-type: none"> 1. Make copies of the handout on page 200, one per student. 2. Discuss with students the concept of unity in a paragraph. Explain that all of the supporting sentences must be relevant, that is, they must provide information that is related to the topic sentence. 3. Hand out the sample paragraph revision exercise on page 200. 4. Ask students to identify the topic sentence. (<i>My house and my car are similar in many ways.</i>) Reiterate that everything in the paragraph must be relevant to the topic sentence. 5. Form pairs. Ask partners to read the paragraph together and identify four irrelevant sentences. (<i>I love to eat fast food. I usually drive with my dog Timmy. Sleeping in the car can be really uncomfortable. As you can see, I love to play sports and work out at the gym.</i>) Pairs should discuss why the sentences are not relevant. 6. Go over students' conclusions and discuss as a class. ** 7. Follow-up: After a paragraph-writing assignment, do a peer revision exercise in which pairs read one another's paragraph drafts to check for irrelevant items. 	<p>Basic Skills: Listening/ Speaking/ Reading/ Writing/ Arithmetic/Math</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning.</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management/ Honesty/Integrity</p> <p>Competencies: Resources- Allocates Time/ Allocates Money/ Allocates Materials and Facilities/ Allocates Human Resources/</p>

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

Interpersonal- Participates as a Member of a Team/ Teaches Others/ Serves Clients/Customers/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity

Information- Acquires and Evaluates Information/ Interprets and Communicates Information/ Organizes and Maintains Information/ Uses Computers to Process Information

Systems- Understands Social and Organizational Systems/ Monitors and Corrects Performance

Technology- Selects Technology/ Applies Technology to Task/ Maintains and Troubleshoots Equipment

Revising a Paragraph for Unity

A paragraph must follow the rule of unity. That means that all the supporting sentences must be relevant to the main idea. When a sentence does not relate to the main idea (or topic sentence) it is irrelevant.

Directions: Find four irrelevant sentences in this paragraph and cross them out.

My House and My Car

My house and my car are similar in many ways. First of all, both places are messy. In my house, you can see clothes on chairs, papers stacked on every table, and dirty dishes in the sink. Similarly, in my car, the back seat and floor are covered with shoes, books, empty water bottles, and fast food wrappers. I love to eat fast food. Second of all, I like to spend a lot of time in my house and in my car. After work, I usually go home, eat dinner, and sit down onto the sofa to watch tv or listen to music. Likewise, on weekends, I usually drive to the mountains or the ocean. I usually drive with my dog, Timmy. I sit in my car and watch the view and listen to music. Sometimes I even sleep in my car. Sleeping in the car can be really uncomfortable. Finally, I do some identical activities in my house and in my car. In my house, I get dressed, talk on the phone, and eat. In the same way, I change into my gym clothes in the car, chat on my cell phone, and eat snacks on my way home after work or the gym. As you can see, I love to play sports and work out at the gym. Although I am comfortable in my car and my home, I should probably clean both of them up so that people won't be afraid to visit or drive with me!

6. Upon completion, tape up your dictation in the front of the classroom and have students join you in checking it against the Editing Checklist (which you can display on the overhead projector). The checklist appears on next page.
7. Have students choose a partner. Give the first note that you prepared earlier to student A of each pair who will dictate the note to Student B. Then give the second note to Student B who will dictate it to Student A. Each student should then check his/her writing against the Editing Checklist and make corrections. Collect the dictations for your review. **

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

EDITING CHECKLIST

- | | | | |
|----|--|-----|----|
| 1. | Did you indent the paragraph? | Yes | No |
| 2. | Is there a left and right margin? | Yes | No |
| 3. | Does every sentence begin with a capital letter? | Yes | No |
| 4. | Does every sentence have ending punctuation? | Yes | No |
| 5. | Are all the words spelled correctly? | Yes | No |
| 6. | Is your handwriting legible? | Yes | No |

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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VII. The Writing Process

C. Revising & Editing

- Writing
2. Identify and correct errors in written work, including spelling errors.
 3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work.
 5. Format writing with appropriate margins, indentation and centering.

<p>SKILL-BUILDING ACTIVITY 32: Team Error Correction</p>
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Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

Steps for Sample Activity: Approximate Time of Activity: 30 minutes

<p>SCANS FOCUS</p>

Purpose: This is a team task activity in which students work in groups to find errors in a sample resumé.

1. Prepare two resumé as handouts. The first is a model resumé done in chronological format with work history and education listed in reverse chronological order. Include sections on work history, education and training, strengths and skills, and personal information and references. The second resumé is for a different person and has mistakes in each of the sections. Mistakes may include chronological order mistakes, errors in format, errors in dates, spacing, indentation, etc., in addition to grammar, spelling or punctuation problems students have been working on in class.
2. Hand out both resumé to the class. Form groups of five, and assign a leader to each group.
3. Explain to the leaders the team task: Each member of the group is responsible for one section of the resumé. The task is to compare the model and the second resumé find as many errors as possible. The team will report the total number of errors found.
4. Have the leaders explain the task to their groups and assign one section of the resumé to each group member. The leader is free to float and help any member of the group who needs assistance.
5. Circulate monitor and answer questions.
6. Have group members report the number of errors to the group leader.

Basic Skills:

Speaking/ Reading

Thinking Skills:

Knowing How to Learn/
Reasoning

Competencies:

Resources- Allocates
Time/ Allocates Human
Resources

Interpersonal-
Participates as Member
of a Team/ Exercises
Leadership/
Teaches Others

Information- Interprets
and Communicates
Information

Systems- Understands
Social and Organizational
Systems/ Monitors and
Corrects Performance

7. When all students have finished, call time. Have the group leaders report the total number of errors their group has found.**

** This step serves as evaluation of the activity.

LANGUAGE SKILL AREA	LANGUAGE SKILL PROFICIENCIES
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VII. The Writing Process

C. Revising & Editing

Writing

2. Identify and correct errors in written work, including spelling errors.
3. Use the steps of the writing process – prewriting, writing, revising, editing – in written work.
4. Identify and write narrative, descriptive and expository paragraphs.
5. Format writing with appropriate margins, indentation and centering.
7. Write business letters or e-mail messages requiring some detail.

SKILL-BUILDING ACTIVITY 33: Self-Evaluation Checklist

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

Steps for Sample Activity: Approximate Time of Activity: 30 minutes

SCANS FOCUS

Purpose: This is a writing activity in which students evaluate the content and/or format and punctuation of their writing, based on a self-evaluation checklist. It can be done after each writing assignment students complete in class.

1. Prepare a detailed checklist that includes all of the areas of paragraph writing you will be teaching during the term. Then separate the steps of the checklist into sections that will be manageable for your class. For example, you may choose to cover formatting (items 1-3) first. Then cover punctuation (items 4-5) in a separate lesson. Finally, cover points about the organization of a paragraph, topic sentence, etc.
2. Prepare a handout with a sample paragraph in which the items from one section of the checklist have been marked in some way. Label them on the sample paragraph, using the same terminology that is on that section of the checklist; e.g., *indent*, *right margin*, *left margin*.
3. Write on the board only the steps of the checklist that you have chosen to cover. (You will hand out the full checklist once you have covered everything.) Go over the sample paragraph and the checklist on the board. Ask questions to check for comprehension of the items on the checklist.
4. Have pairs work together to correct their own writing assignments by using the checklist section on the board.**

Basic Skills:
Writing

Thinking Skills:
Problem Solving/
Knowing How to Learn

Personal Qualities:
Responsibility/ Self-
Management

Competencies:
Interpersonal- Teaches
Others
Systems- Monitors and
Corrects Performance

5. Follow up: When students have learned all the sections of the checklist, they can use the full checklist to check their own writing individually before turning it in.

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

SUGGESTED EVALUATION ACTIVITIES

California Model Standards for ESL Student Evaluation

- Students' placements in ESL courses are determined by a variety of assessments.
- Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
- 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 measurements in more than one language skill to gain information about the students. Assessments 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

The Division-developed ESL Placement System is used to determine the appropriate course for new students entering the school.

In-Class Evaluation Methods

In-class evaluations such as student writing samples, needs assessments, and class surveys are used to determine students' knowledge before introducing an objective, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:

- a. Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer)
- b. Applied performance (e.g., follow oral or written directions, oral interview, complete forms, take notes, write a letter)
- c. Observation (e.g., while working or writing individually or in groups)
- d. Simulation (e.g., role playing)
- e. Portfolio of students' work (e.g., completed worksheets, checklists of class content, graphs of own progress)
- f. Textbook publishers' tests

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

Promotional and Program Exit Test

The Division-developed ESL 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 passage of the Division-developed ESL Promotional Test for the ESL Advanced Low level.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- 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.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - 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.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - 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.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

- Systems**
- 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.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the existing policies.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

**Personal
Qualities**

GLOSSARY of COMMON ESL TERMS

**** Definitions for all words in *bold* can be found in this glossary.**

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

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 level of the local community.

CCAЕ – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the **context** of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

GLOSSARY of COMMON ESL TERMS (continued)

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

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).

Drill – A controlled activity which focuses on the language **form** rather than expressing meaning. See **dialog substitution**.

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

ELL – English Language Learner.

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play**, **problem solving** or **peer revision** as example activities for this stage.

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

GLOSSARY of COMMON ESL TERMS (continued)

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

Form (see **Grammar**).

Grammar – See **Language Form**

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

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

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

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

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structure or grammar of the language.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

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

GLOSSARY of COMMON ESL TERMS (continued)

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

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self-evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

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

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

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

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

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

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

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

GLOSSARY of COMMON ESL TERMS (continued)

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

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

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is 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 **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

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

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

Structure – See "Language Form".

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

GLOSSARY of COMMON ESL TERMS (continued)

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

SUGGESTED INSTRUCTIONAL RESOURCES

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

INSTRUCTIONAL RESOURCE MATERIALS

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL, Second Edition. ESL and Citizenship Programs, DACE, 2004.

OTHER RESOURCES

CASAS Competency List, CASAS, 2003.

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

Teacher's Guide, ESL Advanced Low Promotional Test Battery. Adult ESL and Citizenship Programs, DACE, 2001.

WEB SITES

Division of Adult and Career Education, LAUSD: www.adultinstruction.org

ESL/CBET & Citizenship Programs, LAUSD: www.esl.adultinstruction.org

CATESOL: California Association of Teachers of English to Speakers of Other Languages, www.catesol.org

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

RESOURCE PERSONS

Subject area supervisor and adviser

SUGGESTED TEXTBOOK LIST

CORE TEXTBOOKS

These textbooks offer listening, speaking, reading, writing and grammar skills.

Bonsteel, Lynn, Arlen Gargagliano and Jeanne Lambert. Future 5: English for Results. White Plains, New York: Pearson Education, Inc., 2010.

This multi-skill text presents language skills within the context of high interest topics such as advancing on the job, U.S. law, the environment and technology. Future 5 is designed to help students with the “transition” to further education and career training. Vocabulary building is stressed. In addition to covering the basic language skills, Future 5 also includes problem solving and learner persistence activities in every unit.

ISBN: 978-0-13-240875-2

(800) 872-7423

Johnson, Staci and Rob Jenkins. Stand Out 5: Standards –Based English. Boston, Massachusetts: Heinle-Cengage, 2008.

Each thematically-based unit of Stand Out 5 integrates language development, life skills and academic content. Lessons in the Student Book are highly interactive. To create well-developed lessons, teachers using this series will also need to use the Stand Out 5 Lesson Planner and Grammar Challenge.

ISBN: 978-1-4240-0262-7

(877) 633-3375

MacKay, Susannah, Jan Forstrom, Marta Pitt, Mari Vargo, Shirley Velasco, Pamela Vittorio. Excellent English 4: Language Skills for Success. New York, New York: McGraw-Hill ESL/ELT, 2008.

A grammar focused, academically oriented multi-skills book that highlights the skills of reading, writing, and grammar. Excellent English 4 helps students build vocabulary skills and provides students with reading and writing strategy tips. Should be supplemented with academic content area readings. Appropriate for classes where Intermediate High and Advanced Low students are studying together.

ISBN: 978-0-07-719276-1

(800) 380-8099

McCarthy, Michael, Jeanne McCarten and Helen Sandiford. Touchstone 4.

New York, New York: Cambridge University Press 2006.

Touchstone 4 is based on a syllabus built on the Cambridge International Corpus, a large database of conversations and written text using North American English. The book emphasizes the teaching of vocabulary, grammar, and communication strategies. The text targets young adults and adult students. Teachers who select this book will need to supplement it with academic content area readings.

ISBN: 978-0521665933

(800) 872-7423

Saslow, Joan and Allen Ascher. Summit 1: English for Today’s World. White Plains, New York: Pearson Education, Inc., 2006.

The ten units in Summit 1 are based on high interest topics and incorporate the skills of vocabulary acquisition, pronunciation, grammar, speaking and listening, reading and writing. Listening practices feature the authentic language people use every day. Readings begin at 8th grade level.

ISBN: 978-0-13-232008-5

(800) 872-7423

SUGGESTED TEXTBOOK LIST (continued)

North Star 3 offers listening, speaking, reading and writing skills in two companion books.

Barton, Laurie and Carolyn Dupaquier Sardinas. North Star 3: Reading and Writing, Third Edition. White Plains, New York: Pearson Education, Inc., 2009.

In North Star 3: Reading and Writing students are focused on the integration of critical thinking and the academic skills of making inferences, synthesizing, and note taking. Students are guided through the stages of the writing process.

ISBN: 978-0-13-613368-1

(800) 872-7423

Solorzano, Helen and Jennifer Schmidt. North Star 3, Listening and Speaking, Third Edition. White Plains, New York: Pearson Education, Inc., 2009.

This book integrates critical thinking and academic skills (making inferences, synthesizing, note taking and test taking) in each unit. North Star 3 includes an online learning and assessment program. Content material has a high interest, academic focus.

ISBN: 978-0-13-613313-1

(800) 872-7423

SUPPLEMENTAL TEXTBOOKS

Schools may choose to supplement the core textbook they choose for Advanced Low with any of these textbooks that focus on specific language skills.

Listening

Blackwell, Angela and Therese Naber. Open Forum 1: Academic Listening and Speaking. New York, New York: Oxford University Press, 2007.

Specific academic listening and speaking skills are introduced in each chapter of Open Forum 1: listening for main idea, identifying examples, identifying main points and note taking. Reading passages are level appropriate.

ISBN: 978-0-19-441781-5

(800) 451-7556

Mackey, Daphne, Laurie Blass and Ellen Kisslinger. Panorama 2, Building Perspective Through Listening. New York, New York: Oxford University Press, 2007.

Each unit of Panorama 2 provides students with academic listening practice including identifying the main idea, making predictions and noting supporting details. A strong emphasis is placed on building vocabulary. Topics include anthropology, history, cultural studies and more.

ISBN: 978-0-19-475713-3

(800) 451-7556

Numrich, Carol. Tuning In: Listening and Speaking in the Real World. White Plains, New York: Pearson Education, Inc., 2006. The three listening segments in each unit of Tuning In come from a variety of real-world sources. In each unit, students listen for main idea and details, and make inferences. Aspects of spoken language, grammar, pronunciation and language functions are practiced.

ISBN: 978-0-131919327

(800) 872-7423

SUGGESTED TEXTBOOK LIST (continued)

Ward, Mary E. What I Believe 2: Listening and Speaking about What Really Matters. White Plains, New York: Pearson Education, Inc., 2008.

Based on the *This I Believe* public radio series, What I Believe introduces students to the stories of real people. Students listen for main ideas and details, build vocabulary skills and practice grammar points.

ISBN: 978-0-13-159193-6

(800) 872-7423

Reading and Vocabulary

Ackert, Patricia and Linda Lee. Cause and Effect, Fourth Edition. Boston, Massachusetts: Heinle-Cengage, 2005.

Topics covered in Cause and Effect are of high interest to students: explorers, population growth, rain forests, women and the family, etc. The book is strong in teaching pre-reading, reading and post reading skills, especially vocabulary development, reading comprehension and critical thinking.

ISBN: 978-1413004168

(877) 633-3375

Ashby, Wendy. What Makes American Tick? A Multiskill Approach to English through U.S. Culture and History. Ann Arbor, Michigan: University of Michigan, 2003.

In What Makes America Tick?, students delve into readings and discussions emphasizing higher level vocabulary pertaining to modern U.S. history and culture. The speaking, listening, reading and writing practices in this text engage students in meaningful, cross-cultural comparisons of values and politics.

ISBN 978-0472088836

(877) 364-2942

Butler, Linda. Password 2: A Reading and Vocabulary Text. White Plains, New York: Pearson Longman, 2004.

This book is strong on building student vocabulary acquisition and reading skills.

ISBN: 978-0-13-048467-3

(877) 202-4572

Flynn, Kathleen F., Daphne Mackey and Latricia Trites. Panorama 2, Building Perspective through Reading. New York, New York: Oxford University Press, 2006.

Panorama 2 contain high interest readings designed for adult ESL students. Units include three readings, one each on people, places and concepts/events. This book's strengths are reading skill development and vocabulary building.

ISBN: 978-0-19-430544-0

(800) 451-7556

Reading and Writing

Barton, Laurie and Carolyn Dupaquier Sardinas. North Star 3: Reading and Writing, Third Edition. White Plains, New York: Pearson Education, Inc., 2009.

North Star 3: Reading and Writing focuses on critical thinking skills and the academic skills of making inferences, synthesizing and note taking. Students are guided through the stages of the writing process.

ISBN: 978-0-13-613368-1

(800) 872-7423

SUGGESTED TEXTBOOK LIST (continued)

Blanton, Linda London. The Multicultural Workshop: A Reading and Writing Program, Books 1 and 2. Boston, Massachusetts: Heinle-Cengage, 1995.

This is well-paced, fully integrated reading and writing program for adult ESL students. The books are designed to raise students' reading and writing proficiencies, increase their vocabulary, strengthen critical thinking skills, and develop strategies for academic reading and writing.

ISBN: 978-0838448359 (Book 1)

ISBN: 978-083844834-8 (Book 2)

(877) 633-3375

Broukal, Milada. Weaving It Together: Connecting Reading and Writing, Book 2, Second Edition. Boston, Massachusetts: Heinle-Cengage, 2004.

Each thematically based chapter in Weaving It Together, Book 2 is introduced with a reading and a vocabulary exercise. Following reading comprehension activities, students work in groups discussing questions related to the reading. They practice various writing skills at the paragraph level (topic sentence, capitalization and punctuation, etc.) and engage in writing practice.

ISBN: 978-0-8384-4808-3

(877) 633-3375

Hartmann, Pamela and Laurie Blass. Quest 1: Reading and Writing, Second Edition. New York, New York: McGraw-Hill, 2007.

Quest 1, Reading and Writing, is designed to prepare ESL students for academic success. Theme-based materials help students develop their reading and writing skills, as well as their critical thinking abilities.

ISBN: 978-0-07-353390-2

(800) 380-8099

Wharton, Jennifer. Academic Encounters: The Natural World. New York, New York: Cambridge University Press, 2009.

Content-based units in Academic Encounters: The Natural World introduce students to the subjects of earth science and biology. A highly readable and interesting text, the material integrates the reading, writing and study skills students need to prepare for transitioning from ESL into academic programs.

ISBN: 978-0521715164

(800) 872-7423

Writing

Blanchard, Karen and Christine Root. Ready to Write: A Beginning Writing Text, Third Edition. White Plains, New York: Pearson Education, Inc., 2003.

Ready to Write focuses on the process of writing paragraphs. Students learn about topic sentences, supporting details and signal words. Chapters include individual and collaborative writing and peer feedback activities.

ISBN: 978-0130424631

(800) 872-7423

SUGGESTED TEXTBOOK LIST (continued)

Miller, Judy and Robert F. Cohen. Reason to Write: Strategies for Success in Academic Writing, High Beginning. New York, New York: Oxford University Press, 2006.

In Reason to Write, High Beginning, theme-based units on high interest topics move students from sentence to paragraph writing. Practice activities include correcting capitalization and punctuation errors, writing descriptive and analytical paragraphs and writing a paragraph about information in a graph. Grammar and vocabulary building are integrated into each unit.

ISBN: 978-0194311205

(800) 451-7556

Rooks, George M. Share Your Paragraph: An Interactive Approach to Writing, Second Edition. White Plains, New York: Pearson Education, Inc., 1999.

Students using Share Your Paragraph learn to write sentences and paragraphs about diverse topics. In each unit, they follow a sequential model going from pre-writing, writing and sharing to revising, editing and expanding their writing. Oral communication and grammar points are included as part of the writing process.

ISBN: 978-0136607960

(800) 872-7423

Grammar

Azar, Betty S. and Stacy A Hagen. Understanding and Using English Grammar, Fourth Edition. White Plains, New York: Pearson Longman, 2009.

Understanding and Using English Grammar can be used effectively to develop students' grammar skills and language patterns. Grammar charts and verb lists help students learn correct structures. This edition includes interactive and communicative language activities involving group and pair work and academic readings.

ISBN: 978-0-13-233333-7

(877) 202-4572

Folse, Keith S. Clear Grammar 3: Activities for Spoken and Written Communication. Ann Arbor, Michigan: University of Michigan Press.

Clear Grammar 3 is a clearly written, easy to use grammar text that uses speaking, listening, reading and writing activities to teach grammar points. Grammar charts and cautionary notes about common errors make this book easily accessible to adult ESL students.

ISBN: 978-0-472-08373-2

(877) 364-2942

Fuchs, Marjorie and Margaret Bonner. Focus on Grammar: An Integrated Skills Approach, Book 4, Third Edition. White Plains, New York: Pearson Longman, 2006.

In Focus on Grammar, Book 4, grammar structures are introduced in the context of readings. Grammar practice is integrated into speaking, listening, reading and writing activities. Clear grammar charts assist students in understanding and applying what they learn.

ISBN: 978-0-131900080

(877) 202-4572

Statement for Civil Rights

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