

# Integrated English Literacy, Career, & Civics Education

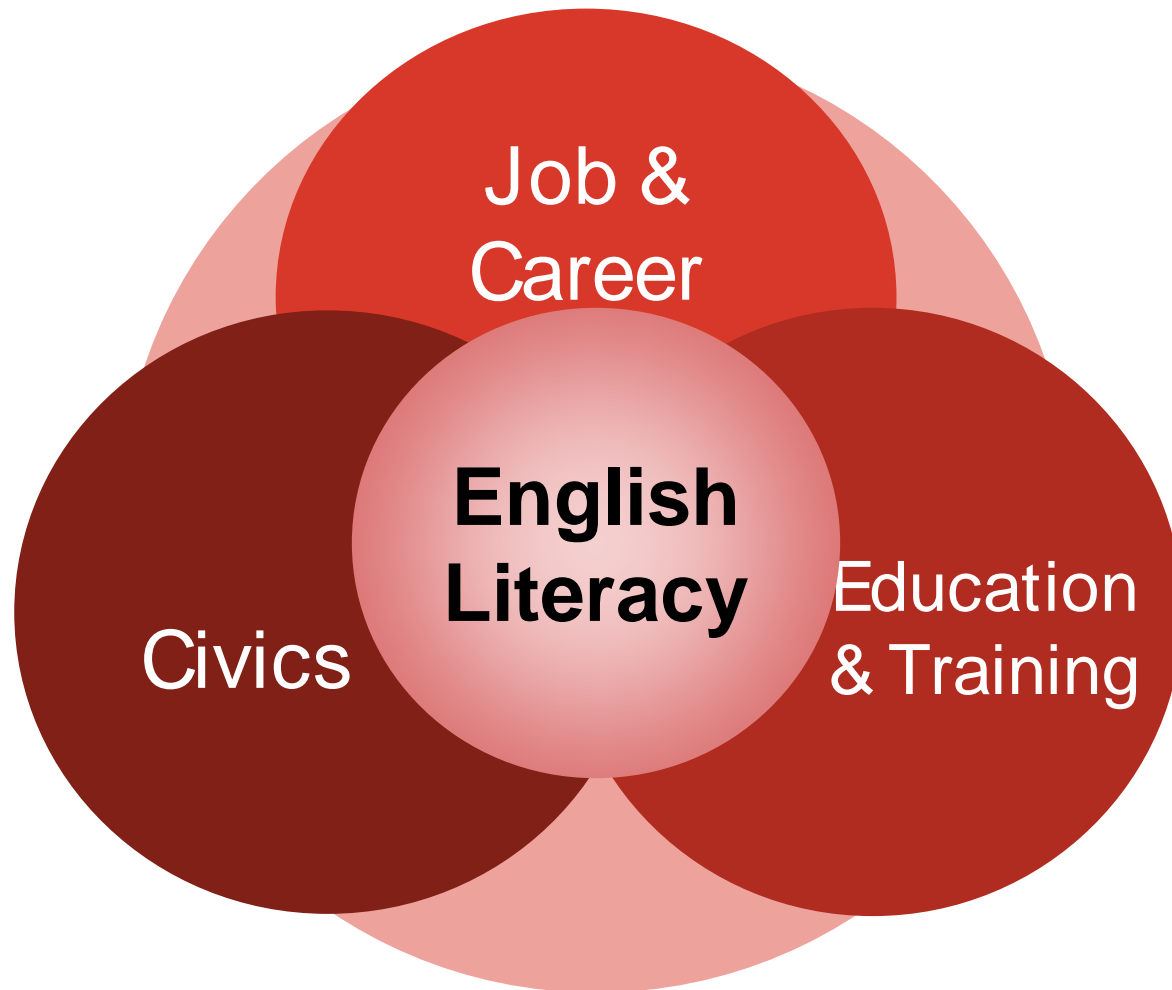
Presented by the T-S-T BOCES ESL Program, Ithaca, NY  
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*Sponsored by CSTRAEN and NYSED College and Career Readiness Professional Development*

# Integrating English Literacy



# Resources

## The CUNY CareerKit for HSE & ESL Learners

2016

A Comprehensive Career Preparation Teaching Resource  
Reflecting NYS Regional Labor Market Statistics



The CUNY CareerKit was made possible through support from the New York State Education Department, Office of Adult Career and Continuing Education Services.

## ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness  
Standards for English Language Arts and Literacy, and  
Mathematical and Science Practices

October 2016



AIR

## College and Career Readiness Standards for Adult Education

Susan P. Pomeroy  
2012



AMER  
ADULT MATHEMATICS  
RESEARCH

# College and Career Standards

## Phonemic Awareness

CCR  
Reading Foundations 2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
(Phonemic Awareness)

CCR  
Reading Foundations 2

**Count, pronounce, blend, and segment** syllables in spoken words.

CCR  
Reading Foundations 3.h

**Decode** two-syllable words following basic patterns by breaking the words into syllables

# Digital Literacy



# College and Career Standards

## Digital Literacy

**CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

Level A	Level B	Level C	Level D	Level E
<p>With guidance and support, use a variety of <b>digital tools</b> to <b>produce</b> and <b>publish</b> writing, including in <b>collaboration</b> with peers. (W.1.6)</p>	<p>With guidance and support, use <b>technology</b> to <b>produce</b> and <b>publish</b> writing (using <b>keyboarding skills</b>) as well as to <b>interact</b> and collaborate with others.</p>	<p>With some guidance and support, use technology, including the <b>Internet</b>, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills <u>to type</u> a minimum of <b>one page</b> in a single sitting.</p>	<p>Use technology, including the Internet, to produce and publish writing and <b>link</b> to and <b>cite sources</b> as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Use technology, including the Internet, to produce, publish, and <b>update</b> individual or <b>shared writing products</b>, taking advantage of technology's capacity to link to other information and to <b>display information</b> flexibly and dynamically.</p>

**CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Level 1**  
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
(SL.K.2)

**Level 2**  
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
(SL.3.2)

**Level 3**  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
(SL.4.2)

**Level 4**  
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  
(SL.8.2)

**Level 5**  
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems...

# Adapting Career Kits for Beginners

- Vocabulary
- Phone calls
  - Emergency response
- Charts, forms, graphs
- Collaboration



# Levels 1 - 6: Vocabulary Boxes

Spaced-repetition flashcard program

- Leitner INDEX CARD method



# Levels 1 - 6: Vocabulary Boxes

Spaced-repetition flashcard program



# Adapting Career Kits for Beginners

- Phone calls
  - Emergency response
- Charts, forms, graphs
- Collaboration



# Activity

1. Think about the jobs needed in your community. What foundational vocabulary and skills do beginners need for those jobs?

AND / OR

2. How could higher levels collaborate or interface with beginners to strengthen skills on both sides?

# Healthcare


- Types of healthcare providers
- Where to seek care

# Interactive Class Activity

*911      Doctor's office      Urgent care clinic      ER      Ambulance*

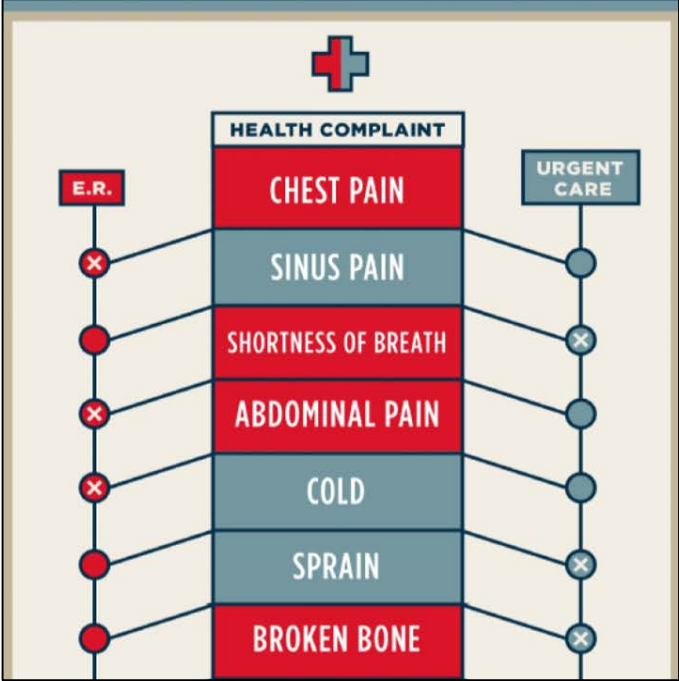
# Adapting online visuals/information

**EMERGENCY ROOM vs. URGENT CARE**



**PICKING THE BEST PROVIDER**

You need medical help, but your regular doctor isn't available. Where should you turn?



# Interactive Class Activity

*911*

*Doctor's office*

*Urgent care clinic*

*ER*

*Ambulance*

Child  
swallowed  
furniture  
polish

Bad cough  
and low  
fever

Very bad  
burn

Broken  
leg

Heavy  
bleeding  
from a  
wound

Child  
swallowed  
furniture  
polish  
Bad cough  
and low  
fever



# Healthcare

- Types of healthcare providers
- Where to seek care
- Insurance issues
- Options for prescriptions

# Prescription and OTC Medicine



# Healthcare

- Types of healthcare providers
- Where to seek care
- Insurance issues
- Options for prescriptions
- Purpose of well visit

# Teaching Communication Skills: Phone Calls



Vocabulary/phrasal verbs

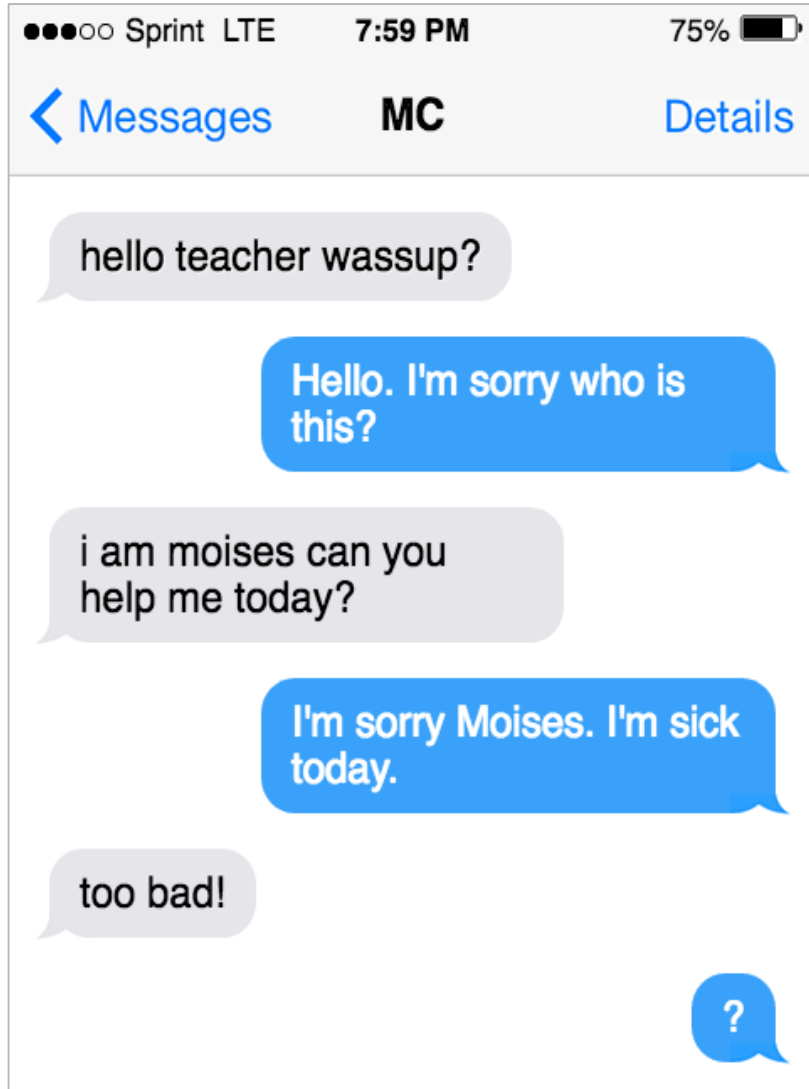
Role plays with other students

Calls to community agencies

Calls to native speakers



# Teaching Communication Skills: Emails and Text Messages



vocabulary & style

emailing between  
students

emailing a professional

emailing a business  
complaint

# Civic Engagement

Elections: The Voting Process

Judge/lawyer/jury duty

Veterans/military duty

Law enforcement/officers

Religious tolerance/holidays

# Civic Engagement, cont'

Issues of racism and protests - MLK Jr, local activist, local protest

Immigration



# Education & Parenting

Parent Teacher Conferences

Visit schools/attend school events

Teachers as guest speakers

Parents as guest speakers/panel discussion

Adoption





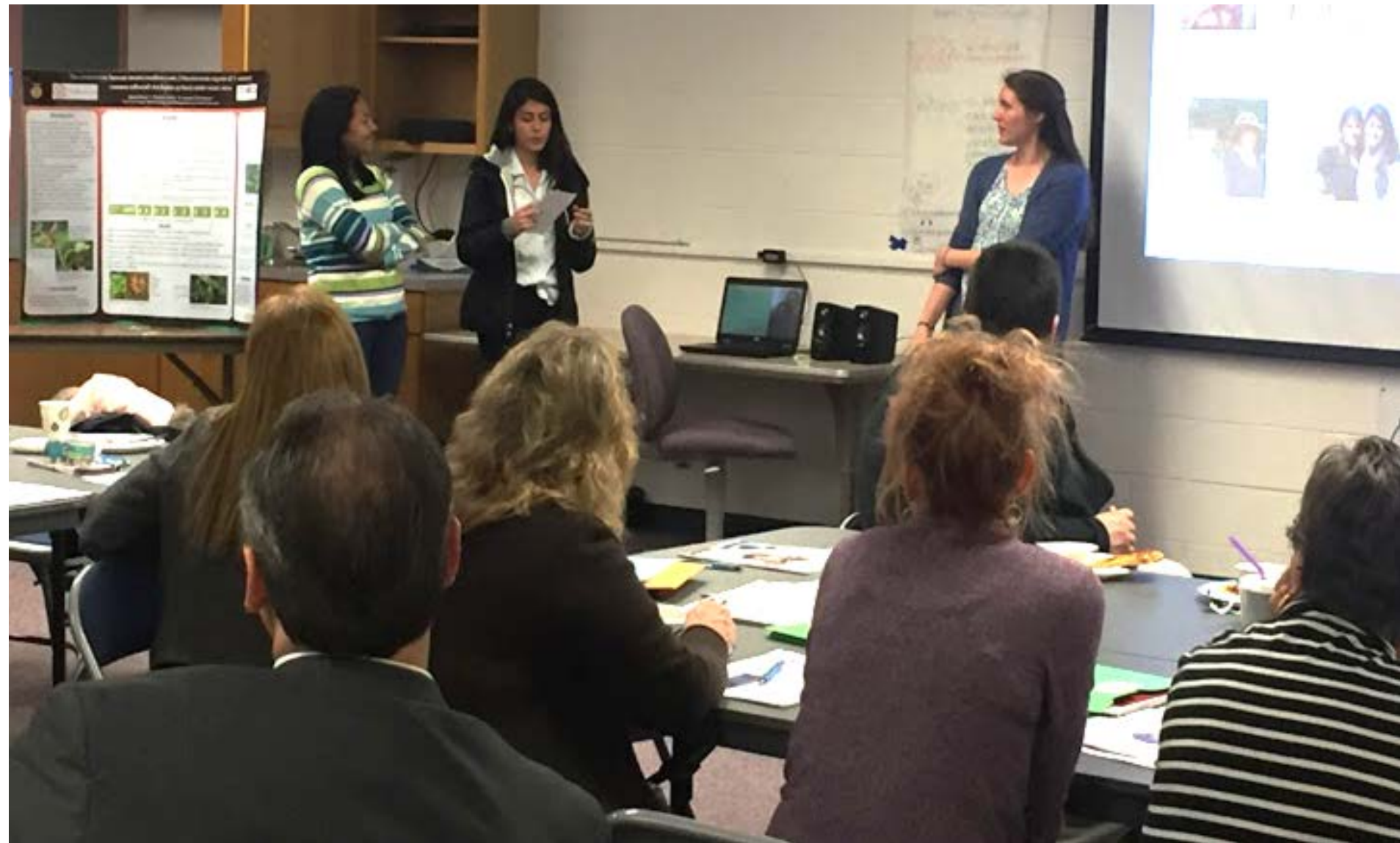
# Participating in School Events



# Volunteering in Community Projects



# Board of Education Presentation



# Activity

Share what you're presently doing in:

- healthcare
- communication skills
- civic engagement
- parenting & education

How you can make this relevant for your class and community?

# Civics & Media Literacy



# Rationale for Integrating Media Literacy

- Stresses inquiry-based learning
- Develops critical thinking skills
  - identifying bias
  - perspective taking
  - compare/contrast
  - citing evidence
- Comprehending input (media and beyond)

# Rationale con't

- Method for addressing controversial issues
- Standards-based (CCR, Common Core, 21<sup>st</sup> Century Skills)

# DEVELOPING HABITS OF INQUIRY

## KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES

### AUTHORSHIP

Who made this?

### PURPOSES

Why was this made?

Who is their target audience?

What do they want me to do?

What do they want me to think (or think about)?

### CONTENT

What are the messages about \_\_\_?

What ideas, values, and information are overt? Implied?

What is left out that might be important to know?

How does this compare/contrast to other media messages on this topic?

### TECHNIQUES

What techniques are used to communicate the messages?

How effective are those techniques? What are their strengths and weaknesses?

Why might they have chosen to use those techniques?

### CONTEXT

When was this created?

Where and how was it shared with the public?

What aspects of cultural context are relevant to consider?

### ECONOMICS

Who paid for this?

Who might make money from this?

### CREDIBILITY

Is this fact, opinion, or something else?

How credible is the information?

What are the sources of the ideas or assertions?

Is this a trustworthy source about this particular topic?

### EFFECTS

Who might benefit from this message?

Who might be harmed by it?

Whose voices are represented or privileged?

Whose voices are omitted or silenced?

### INTERPRETATIONS

What is my interpretation of this?

How do prior experiences and beliefs shape my interpretation?

What do I learn about myself from my interpretation or reaction?

### RESPONSES

How does this make me feel?

What kinds of actions might I take in response to this?

*And....*

What's my evidence?

Why might that matter?

Why do I think that?

What else do I want (or need) to know?

How could I find that out?



**MEDIA CONSTRUCTIONS OF  
SUSTAINABILITY: UPPER ELEMENTARY**  
A Media Literacy Curriculum Kit



# Media Constructions Of Sustainability: Upper Elementary

PowerPoint Slide Show

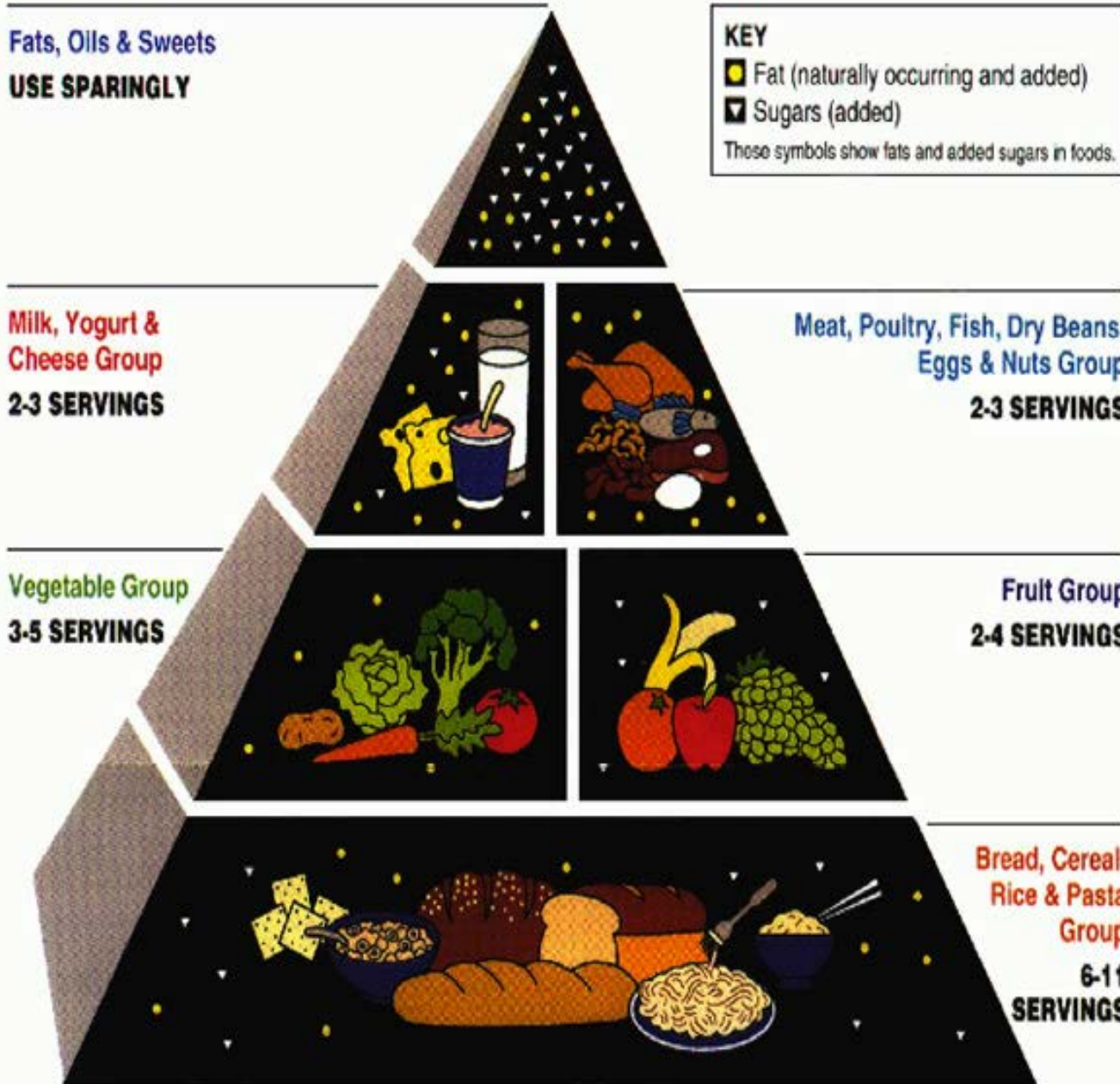
Unit 1: Food Choices

Lesson 1: How do we decide what to eat?



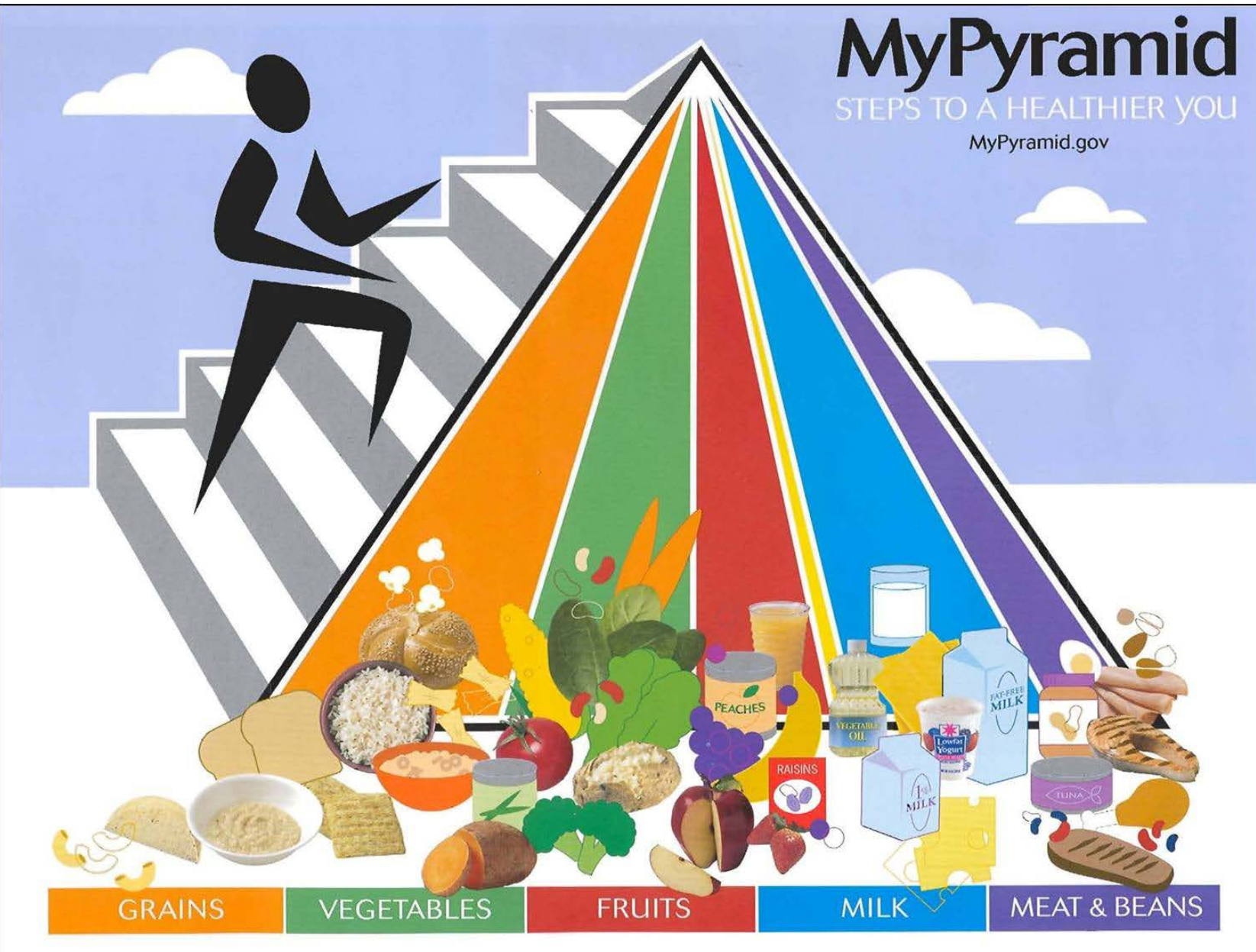
ITHACA COLLEGE

Project Look Sharp



U.S. Department of Agriculture Food Pyramid, 1992

# U.S. Department of Agriculture Food Pyramid, 2005





# Let's eat for the health of it



Start by choosing one or more tips to help you...



**Build a  
healthy plate**



**Cut back on  
foods high in solid  
fats, added sugars,  
and salt**



**Eat the right  
amount of  
calories for you**



**Be physically  
active your way**



- FOOD
- PROMOTIONS
- OUR STORY
- CAREERS
- LOCATIONS
- SEARCH
- CONTACT US
- SERVICES
- WEBSITES



## A Balancing Act

Many nutrition professionals agree that McDonald's food can be part of a healthy diet based on the sound nutrition principles of balance, variety and moderation.

The [USDA MyPyramid](#) shows how these meals fit into a balanced 2,000-calorie daily diet. Your own daily values may be higher or lower depending on your calorie needs.

### Your Daily Goals



Today's dietary guidelines refer to your overall pattern of eating. For instance, the guideline for adults to consume between 20% and 35% of calories from fat applies to your calorie intake for the whole day, not from a single meal or ingredient. So, if your goal is to consume no more than 30% of calories from fat and you went over that at breakfast, it's OK. Just balance it out with a lower-fat lunch or dinner. Keep an eye on your overall daily intake, and you'll maintain balance.

### Sample Menu

#### Breakfast

- [Egg McMuffin](#)
- [1% Low Fat Milk Jug](#)
- [Fruit 'N Yogurt Parfait \(with or w/o granola\)](#)

#### Lunch

- [Premium Caesar Salad with Grilled Chicken](#)
- [Newman's Own® Low Fat Balsamic Vinaigrette Dressing](#)
- [Apple Dippers with Low Fat Caramel Dip](#)
- [Unsweetened Iced Tea](#)

#### Dinner

- [Cheeseburger](#)
- [Snack Size Fruit & Walnut Salad](#)
- [Diet Coke](#)

### Food Quality

#### Nutrition

- [Kids' Nutrition](#)
- [Balancing Busy Lives](#)
- [▶ A Balancing Act](#)**
- [Simple Steps](#)
- [Meal Comparisons](#)
- [See What We're Made Of](#)
- [Trends & Innovation](#)

Get straight answers to your food quality questions.



Freedom in a bowl.

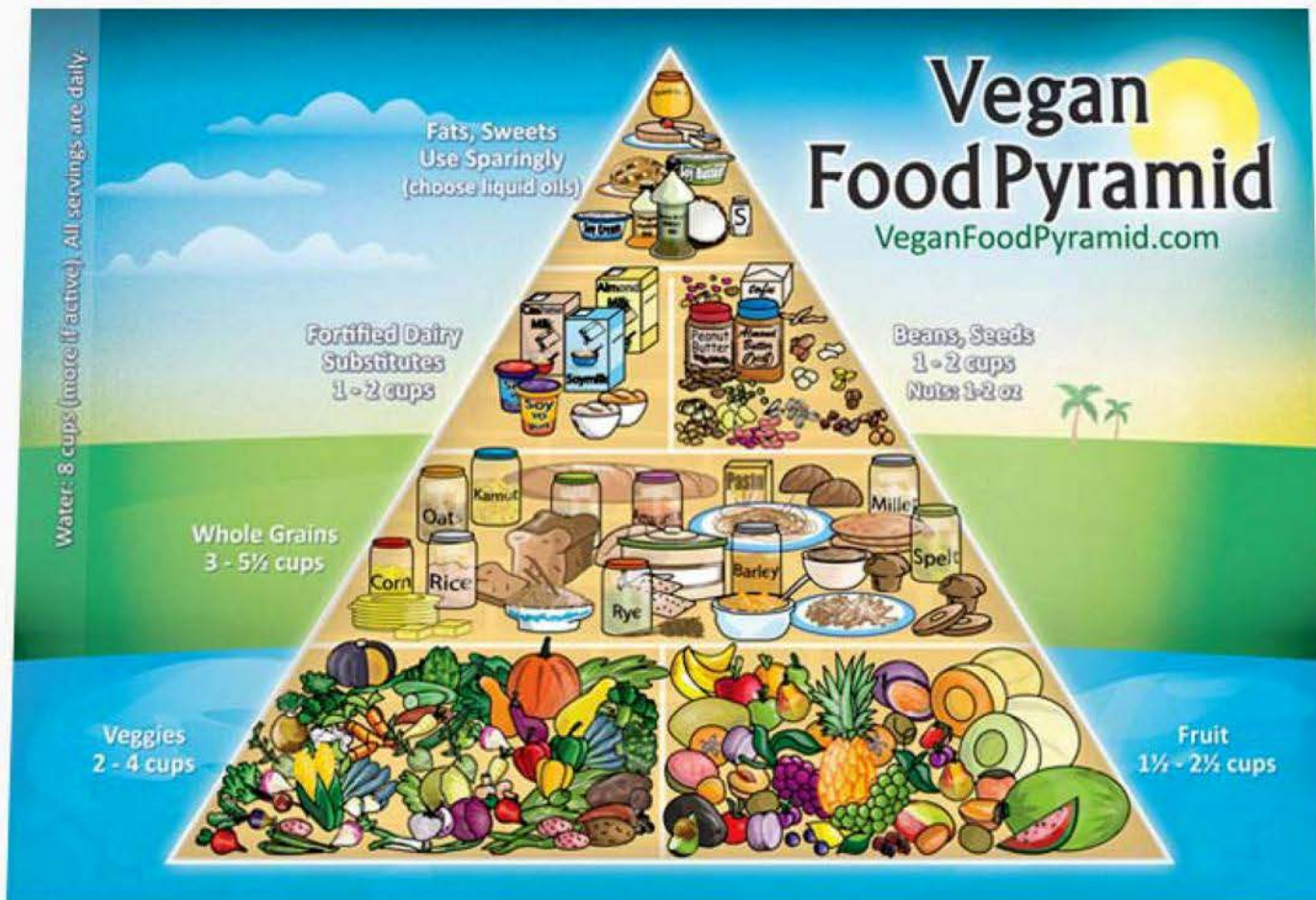


Fun and yummy Happy Meals.

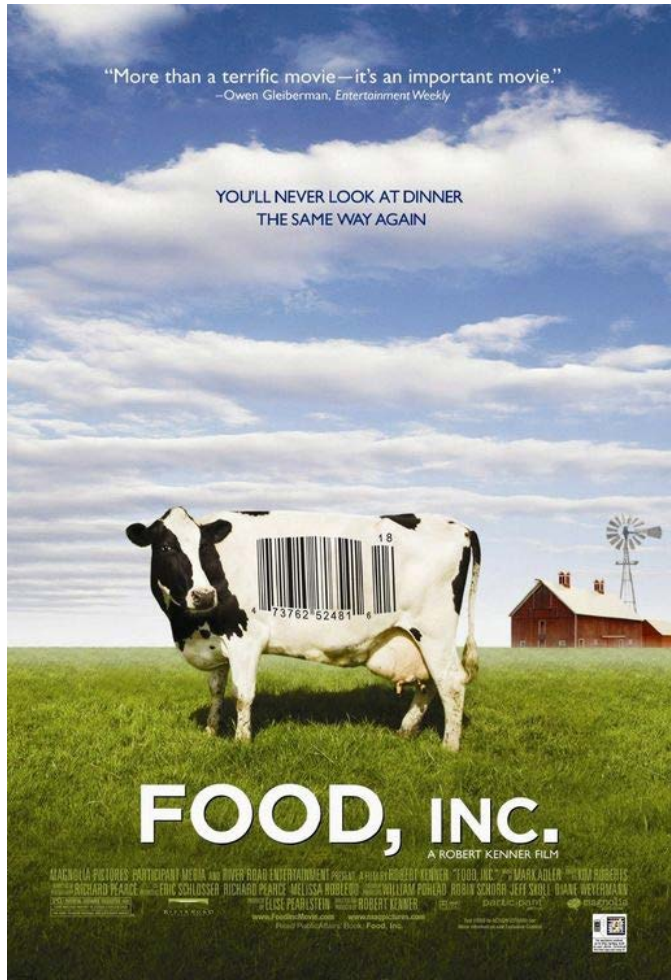


# The Newly Designed and Updated Vegan Food Pyramid

» [Shop Now](#)



# Media Literacy & Current Affairs



MONSANTO



# 15 "Color" Vowels

gr ay

black

auburn

green

red

wooden

white

silver

turqoise

rose

olive

brown

blue

mustard

puruple



# Color Vowels for Beginners

- How can I help students isolate and hear specific vowel sounds?
- How can I teach vowel sounds authentically with minimal vocabulary?
- How can I connect sound with spelling?
- How can I make pronunciation fun?

# Auburn sound: Awww!



# Auburn sound: Awww!



# Auburn sound: Awww!

## My process:

- Identify the vowel sound
- Practice the sound in isolation (or as close as you can) in a fun way
- Brainstorm words students know that make that sound
- Identify vowel spelling patterns
- Practice with teacher-provided words

# 15 "Color" Vowels

gr ay

black

auburn

green

red

wooden

white

silver

turqoise

rose

olive

brown

blue

mustard

puruple

# Unvoiced/Voiced Consonants

f--v	ch--j
p--b	sh--zh
t--d	( <u>sh</u> ell--genre)
k--g	th--th
s--z	( <u>th</u> anks-- <u>th</u> at)

# Stop & Go Consonants

<b>b</b>	<b>p</b>	<b>mmm</b>	<b>rrr</b>
<b>c</b>	<b>t</b>	<b>sss</b>	<b>nnn</b>
<b>d</b>	<b>k</b>	<b>fff</b>	<b>vvv</b>
<b>g</b>	<b>j</b>	<b>lll</b>	<b>zzz</b>

# Student Stories and Non-Fiction

***Tell Me More:***

**Student Stories  
& Nonfiction**



# Opening Questions

- Connected to a theme of the reading or lesson
- Important that students' voices be heard early in day
- Sets expectation that everyone talks here

# English Literacy: A Foundation for Lifelong Language Acquisition

Household Spoken English  
200-800 words

Reader's English  
20,000-500,000 words

# Reader s Must

- process visual text into sound
- move the appropriate muscles to make the sounds
- process the sounds into meaning
- access prior knowledge
- connect meaning to prior knowledge

All at the same time!

Read this:

Egg know rinses bless

What does it mean?  
(Hint: It's a proverb)

Ignorance is bliss

# Sound → Meaning

“Echoed uh fifth hicks”

(Hint: A professional phrase)

“A code of ethics”

# Word Pairs

Train:

the ears → sounds

the eyes → spelling patterns

woman women	evening every	chicken kitchen	house how	
----------------	------------------	--------------------	--------------	--

# A Strong, Smart Woman

- Listen carefully
- Circle the word you hear
- Check your answers
- Ask for word-pairs you want to hear (ex. #9-3)





# Syllables & Stress

- Count the syllables, and write the number on the line
- Underline the syllable that is longer (stressed)

# Vocabulary

- Students in language groups
- Teacher circulates
- Or, teacher works with language-singles

# Drawings

- Use the vocabulary to talk about the pictures
- Whole-group, or in pairs

# Teacher reads aloud

- Slowly
- Speed is right if students can “mouth” along
- Visual → sound processing

# Students read to self

- Goal: to understand this English
- Sound → meaning + prior knowledge = comprehension
- Do not skip this step!

# Students read to partner

- Goal: to pronounce this English clearly
- Listener corrects reader's pronunciation
- Read entire passage!

# Questions

Yes-no (true-false)

- Check detail

Wh-- questions? Too similar!

- Answer the question *asked*

# Re-telling

- Use the pictures to *re-tell* the story or information, to a different partner
- Homework: Go home and *tell* the story to someone



# Intonation & Phrasing

## "ESL StoryCorps"

-The International Family Stories Project-  
Click the story you want to hear. [For more stories, click HERE](#)



"My older sister is the most amazing cook I know"



"My uncle taught me a lot of things like... how to seduce girls!"



"I had a brother. He loved me."



"My brother LU wasn't always patient"



"My husband's story"



"He has taught me to not blow my chance"

# Stress

He said he loved her .

He said he loved her .

He said he loved her .

- How do we show it?
- Where do we put it?
- Why does it matter?
- What happens to unstressed words?

Your Turn

# Thought Groups

**Which of these is natural? Why?**

1. (My grandfather taught) (me how to) (do many things, including) (how to grow) (roses.)
2. ((My grandfather) taught me how to do many things), (including (how to grow roses.))

**How else do thought groups convey meaning?**

1. (Waleria) (said Min) (is intelligent.)
2. (Waleria said) (Min is intelligent.)

# Thought Groups: Focus Words

Every thought group has a **focus word** -  
a stressed word conveying most important  
meaning within thought group

1. ((My grandfather) taught me how to do many  
things), (including (how to grow roses.)
2. (Waleria said) (Min is intelligent.)

# Thought Groups: Focus Words cont'

How can we identify them?

Focus words are typically:

- nouns
- verbs,
- adverbs (always, usually, very, often, so, rarely, etc.)
- adjectives
- negatives (don't, can't, won't, etc.)
- interjections (what?!, wow!, yes!)

Focus words typically aren't:

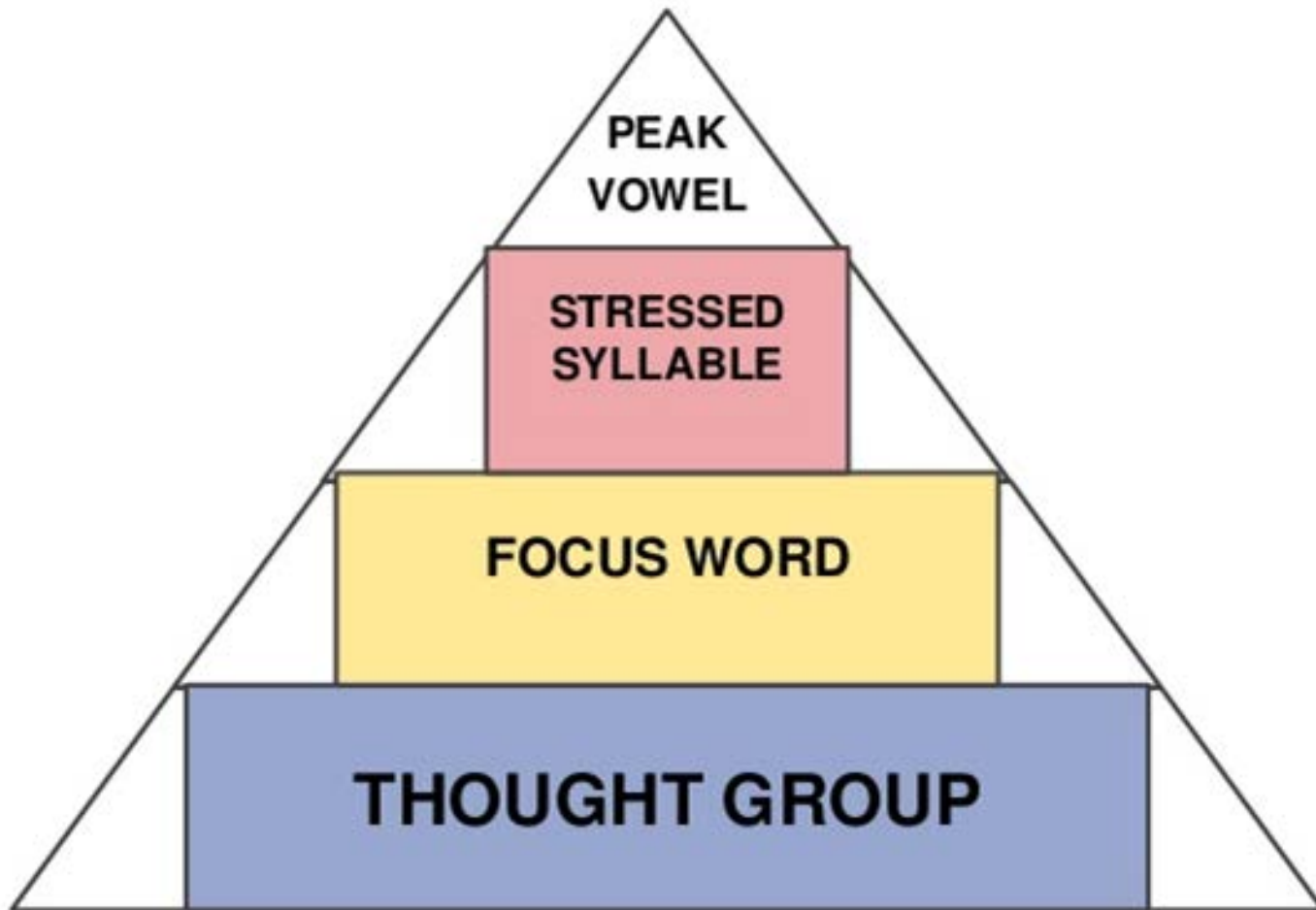
- little words: articles, pronouns, prepositions and conjunctions

EXCEPT FOR

- corrections
- clarifications

Your Turn

# Intonation



Your Turn



*-The International Real Stories Project-  
Click the story you want to hear!*



*"My older sister is the most amazing cook I know"*



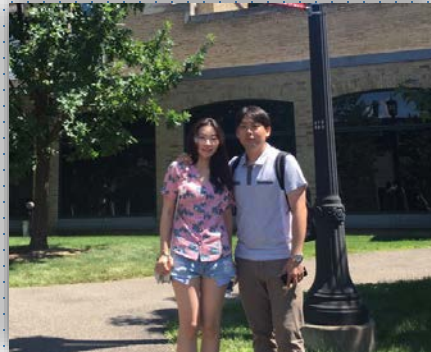
*"My uncle taught me a lot of things like... how to seduce girls!"*



*"I had a brother. He loved me."*



*"My brother LU wasn't always patient"*



*"My husband's story"*



*"He has taught me to not blow my chance"*

# ESL “Story Corps”

## Process:

- Create a piece of writing
- Apply pronunciation techniques
- Practice a LOT (with partners, volunteers, teacher)
- Practice recording a LOT
- Record final version
- Create own slides/power point
- Include listening/response time



My younger cousin Guy  
He has taught me to  
do something new  
and not blow  
my chance to learn  
something different.

← BACK TO LIST

# Connections to Career Kits

- Job interviews
  - Recounting work histories
- Healthcare
  - Patient's perspective
  - Gathering health histories
  - Healthcare worker narratives

# Takeaways

What is one idea/activity/resource that you are taking away today?

# Giveaways

**Thank you!**