

# Info Rap

ESL/CBET &  
Citizenship Programs

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## VESL and Vocational Teachers Partner to Provide Opportunities for CalWORKs

Beginning High and Intermediate ESL students have the opportunity to study in vocational training classes at 11 schools throughout the Division through the new VESL and Vocational Partners projects for CalWORKs participants. These pilot programs were awarded a total of just over one million dollars by the Department of Public Social Services to address the need for vocational training for limited English speakers who are receiving public assistance. Specially-designed classes will link vocational training and occupation-specific Vocational ESL, allowing ESL students to benefit from short-term job training and prepare for a job.

These LEP CalWORKs projects are open to CalWORKs recipients who are at an intermediate level of English. Occupations include *Certified Nurse Assistant* at East Los Angeles Skills Center, *Child Care Worker* at Central Adult High School/Friedman Occupational Center and Maxine Waters Employment Preparation Center, *Custodial/Building and Grounds Maintenance* at East Los Angeles Skills Center and Gardena/Carson CAS, *Grocery Checker/Cashier* at Pacoima SC, and *Office Occupations* at Garfield CAS, Harbor Occupational Center/Wilmington SC, Metropolitan SC and West Valley Occupational Center. Kudos to all the schools and the teachers that are implementing these projects. We hope that these projects will expand and be models for future partnerships between ESL and vocational training programs.

## EL Civics Successes

EL Civics grants awarded to nineteen schools this year provided exciting opportunities for students. Metropolitan SC and Los Angeles CAS students worked with local agencies to put on Community Fairs. Events at both sites included several community agencies, student-developed resource brochures, entertainment and raffles. In response to the California budget crisis, students at Maxine Waters EPC wrote letters to local government representatives informing them of the significance of Adult Education in their lives. Some of the students received personal letters in response. Belmont CAS students participated in a full chamber meeting at Los Angeles City Hall with City Council members. They voiced their concern about the lack of weekend bus service in their communities. Because of their involvement, Belmont students are now sched-

uled to meet with Metropolitan Transit Authority Board members. One hundred West Valley OC students enriched their knowledge of the arts by visiting the Getty Center. On the Civic Awareness Day hosted by a Harbor CAS class, students practiced casting ballots on voting machines provided by the Voter Registrar's Office. Several students from Garfield CAS signed up as volunteers at agencies they learned about during class field trips.

Other students participating in EL Civics programs learned how to access information from the internet, arranged for community leaders to speak to their classes, and planned field trips to the INS. These are only some of the exciting activities and outcomes that resulted from this year's 2003/2004 EL Civics Grants.

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# Summer Activities for ESL/CBET Classes

ESL/CBET Coordinators “brainstormed” more than forty different summer activities at the end-of-the-year Coordinators’ Meeting. Here are some of them! For a complete list of all of the activities, contact your ESL/CBET Coordinator or email a request to [eva.quezada@lausd.net](mailto:eva.quezada@lausd.net).

## Class Projects:

- Make a Personal Story album
- Collect recipes for a class recipe book

## Combining Classes:

- Put on a student talent show
- Have a class of upper level students talk with a class of lower level students about what they can expect to learn in the higher level.
- Conversation groups

## Speakers Network

- Invite local business people

- Invite health experts, bank representatives
- Invite students from past semesters who have successfully transitioned to the Academic Program or who have successful careers.

## Vocational

- Research fastest growing careers at the U.S. Dept. of Labor website.
- Arrange for job shadowing
- Interviewing school employees

## Technology

- Use *The ESL/CBET Technology Guide* to explore the Internet
- Use digital video for a student-centered project
- Create a newsletter with Desktop Publishing .
- Use Internet to plan a trip

## Miscellaneous

- Hollywood Bowl Summer concerts
- Kid’s Day at the Museum of Science and Industry (July)



Evans CAS teachers Matt Kogan and Planaria Price at the exhibitors’ area.



Conference Co-Chair Candace Lee and the “Freeway Flyer” at the Thursday night opening reception. Conference goers were able to pose for pictures alongside the late model Beetle, stocked full with the typical accoutrements of ESL teachers on the move. Van Nuys CAS teacher Norma Shapiro and Teacher Adviser Jayme Adelson-Goldstein created and decorated the well-received exhibit.



Venice CAS teacher Dr. Pat Hernandez demonstrates the Laptop Van Program to a conference participant.

**CATESOL  
2003**

**Pasadena  
Convention  
Center**



North Hollywood CAS teacher Mary Lou Savella and Evans CAS teacher adviser Godafrin Dastur joined many other Division of Adult and Career Education personnel in making sure the conference ran smoothly.



RETP and Central Office Teacher Adviser and conference Registration Coordinator Jean Owensby and Belmont CAS teacher and conference Events Coordinator Sun Hee Kim share a moment of relaxation after many months of preparation.

# “Picture Stories” for Writing Instruction

Loui Moghaddam,  
 ESL Beginning High  
 Roosevelt CAS



Using "picture stories" for teaching writing is a method I've found very useful to Beginning High students. After the class has completed various speaking activities with the picture story, i.e., developing the story verbally, re-telling the story in small groups or sometimes role-playing, it is then time for the writing activity.

One method begins with organizing students in groups of four, and having each student take one of the pictures in the sequence and writing about it. Next, each student reads what they've composed to the other members of the group. Once they've completed that step, the group members correct each other's compositions (for grammar, spelling, punctuation, etc.). Once the mistakes have been corrected, the students put their individual stories together, that is, they re-write the picture sequence story together. Finally, when each group's story has been completed, groups share their writing (one written story per group) with other groups.

The next step is editing. In some cases, once a story/composition moves from one group to another and corrections are made or suggested, much of the editing has been completed. When this step is finished, each group ends up with their own original story. They then re-write it, making corrections once more. At that point, the teacher collects their work and looks at it and makes corrections. I use symbols similar to proofreaders' marks to indicate where corrections need to be made (as opposed to just writing in the corrections). The idea is to draw the students' attention to the mistakes and give them a chance to correct them on their own. It is amazing how much they can learn using this correction strategy.



## WRITING FROM A MODEL---INTERVIEW, WRITE, AND SHARE

In teaching writing at Beginning and Intermediate Levels, it is helpful for the teacher to provide students with a Writing Model toward which they can aim. Use pre-writing interview questions like the ones below to guide students in thinking and talking about a theme such as “My Family,” or “My Favorite Food.” Have each student use the information to write a story about himself/herself or about a partner. Follow the interview and writing models below. After that, students may want to share their stories in small groups, read in front of the class, or display their stories around the classroom walls.

### Interview Questions

1. *What's your name?*
2. *Where are you from?*
3. *What is your favorite food?*
4. *Who prepared that food in your family?*
5. *When did you eat that food?*
6. *What did you like about eating that food?*

### Writing Model

My name is \_\_\_\_\_. I am from \_\_\_\_\_. My favorite food is \_\_\_\_\_ prepared that food for us. I ate that food \_\_\_\_\_ I liked it because \_\_\_\_\_.

# Quickwriting

**Quickwriting**, a form of writing done non-stop for five minutes, can be very successful when used with Intermediate and Advanced level ESL students. It is done to clear the mind and also, to get students thinking about a topic related to your ESL lesson or theme. Students may write about a designated subject such as coming to school, or about a topic of their own choosing.

- Do a QUICKWRITE with students at the beginning of a writing session.
- Tell Ss to take out a piece of paper and pencil/pen.
- Assign Ss a topic (or let them determine their own topic) before beginning to write.
- Tell Ss to start writing.
- Tell them not to lift their pencil/pen from the page until you call stop.
- Call stop after five minutes.

When students have finished writing, you have the opportunity to connect their quickwriting to the rest of the writing lesson. Have students: sit in small groups and read their writing to each other; work in small groups and discuss issues raised by the writing; or do a whole-class brainstorm about a topic connecting their **quickwrite** to their next writing assignment; or have each student make a list of things they need to/want to do as a result of the writing.



## A Student Writes About Learning

*Mrs. Maricela Martinez*

*Pacoima Skills Center*

*Teacher: Sandra Henriks*

*This essay was submitted as an entry in the CATESOL 2003 Adult Student Writing Contest.  
(Reprinted in InfoRap without editing)*



Since I came to this country, I have been trying to learn English, but for many reasons, I have never finished an entire semester without stopping. Two years ago, things started to change for me. I moved to Sunland, California when I got married. Then I decided to go to school to learn English, so I looked for an ESL Adult School. I finally found a good school, and enrolled in a program called Distance Learning. But, my schedule changed, and I couldn't study anymore. Fortunately, I got the Pacoima Skills Bulletin in the mail, and I found a list of other places where they gave ESL classes. Then, I began to study for three hours, two days a week in Sunland, Tujunga in the Municipal Building. At this place, I finished the second level, and the teacher sent me to the Pacoima Skills Center to begin level three.

My class was very interesting. I learned a lot about interviewing for a job. But again, I had to leave the class unfinished because I got sick, and I had to have surgery. Thanks to God, and thanks to my husband, who cared for me when I was not able to do things for myself, I am OK now. I feel good now, and I have gone back to school again. I have a very nice teacher. She always helps us. Actually, I'm learning about body parts, common sicknesses and illnesses. I'm learning a lot of these lessons, and I'm practicing conversations and looking for the meaning of new vocabulary. I'm waiting for the next lessons because I know that I'm going to learn a lot. These lessons are helping me learn about making doctor appointments, ask questions to the pharmacist, and also learn about using natural remedies to cure illnesses.

I'm from Mexico. I have been living in Los Angeles, CA. for fourteen years. I have been observing that there are a lot of Latin people who have either forgotten, or haven't been following good habits of nutrition. A lot of them have health problems, such as high blood pressure, diabetes, etc.

I'm going to study hard to pass the GED, and after that I plan to take classes to be a nutritionist. With the help of God, and the support of my husband, I will be a #1 nutritionist! That's my goal.

# CAHSEE, NCLB, Essay Writing, ESL

## There's a Connection

*Carlynn Huddleston, Coordinator*

*NCLB Supplemental Educational Services, Division of Adult and Career Education*

Despite controversy, the CAHSEE (California High School Exit Exam) has arrived and begun to shape what and how we teach. Currently, the CAHSEE tests students for competency in the content standards for English-language arts and mathematics. The controversy to be decided in August of this year is whether the graduating class of 2004 will get a reprieve from the requirement of passing the CAHSEE in order to receive a high school diploma. Whichever way that decision goes, the CAHSEE will likely be implemented soon and educators will be called upon to prepare students to pass it.

Along with CAHSEE, come the requirements of No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Education Act, which contains the Title I provisions. Under this legislation, the whole district's performance must meet NCLB mandates in order to receive Title I funds, the largest source of federal education money to local school districts. Those requirements are, among others, that students be proficient in reading-language arts and mathematics, speak English, and graduate from high school. The California State Board of Education has proposed that tenth

graders' CAHSEE scores be the measure of whether a district's high school program is meeting NCLB requirements and that those passing the CAHSEE be the indicator of how many students are high school graduates.

Like all standardized tests, the CAHSEE demands that students be competent readers and test takers. Additionally, students need discrete skills: i.e., performing mathematical functions and writing essays.

Where does the essay fit among the writing skills that ESL instructors have a long tradition of teaching? The seeds of essay writing start early but certainly by the upper levels of the ESL program, students should be learning paragraph and essay writing.

More than ever, upper level ESL courses must focus on expository writing skills, and do so as part of a more academically challenging program that includes reading in content areas and discussion of ideas. Passing the CAHSEE, meeting the mandates of NCLB, and moving to better jobs or post secondary education demands it.

## Peer Editing in Student Writing Lessons

**Peer Editing** is done by pairs of students. Students complete a writing assignment, exchange papers and check each other's written work for accuracy and/or content. Give students a checklist to follow when doing **peer editing**. To conduct a **Peer Editing** lesson:

- Have students complete a writing assignment.
- Tell students what area they will be checking their partner's paper for: spelling, verbs, punctuation, capital letters, paragraphing, etc.
- Ask students to exchange papers with their partner, and then evaluate them using the checklist.
- Tell checkers to not erase any errors, rather, to circle errors and write a correction above the error.
- Have the checker sign her/his name at the bottom of the checklist.
- Have the checker return the paper to the original writer.
- Instruct the checker and original writer to discuss the mistakes.
- Instruct the original writer to correct the mistakes.
- Ask the original writer to staple the original document, peer editing checklist, and final composition together and turn them in to the instructor for evaluation.

### Peer Editing Checklist Sample

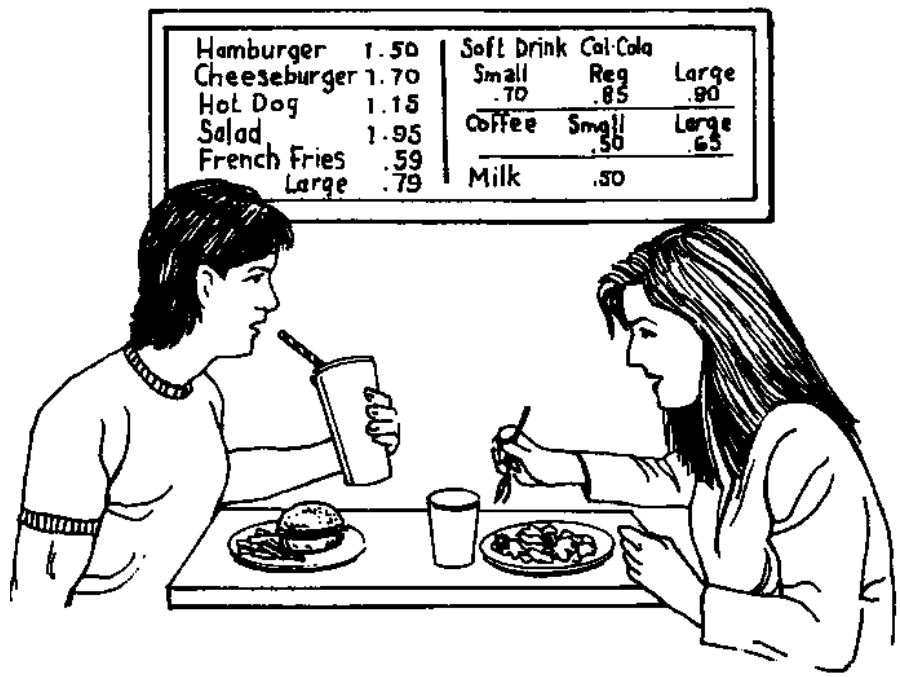
Is there a capital letter at the beginning of each sentence?	YES	NO
Is there a period at the end of each sentence?	YES	NO

# Practice Writing Prompt for the Beginning Low (a) Writing Promotional Test (Two)

At the end of the term, Beginning Low (a) students are asked to demonstrate their writing proficiency by writing three or more sentences about a picture. The picture contains previously learned vocabulary items and offers the opportunity to use previously learned structures. In order to prepare students for this type of writing, it's a good idea to provide a number of writing opportunities throughout the term.

*The Beginning Low Course Outline contains numerous competencies that are appropriate for writing activities. The exercise below is related to competencies IV. Consumer Economics B. Meals 35. Identify common foods and 37. Order simple meals in a fast food restaurant.*

So, for example, when your class finishes lessons on the topic of "meals," you might use the picture below to give your students writing practice. You could set the picture up to look like the writing test, with directions immediately underneath the picture and a word box under the directions. (See the *Teacher's Guide* in the ESL Promotional Test Battery for more detailed information.)



Describe the picture. Write 3 or more sentences. Use one or some of the words in every sentence. You can use each word many times. Draw a line from each sentence to the picture.

man	table	eat	French fries	and	small	young
hamburger	talk	large	woman	drink	cup	hot dog
salad	sit	soda	table	-ing	on	at coffee happy

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## Info Rap

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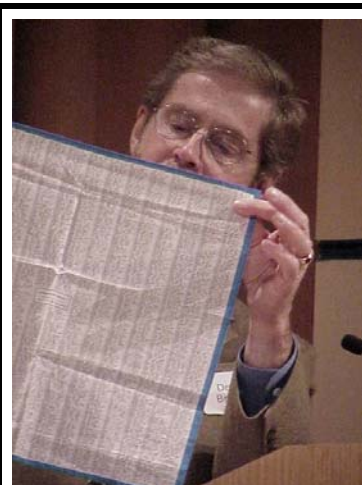
**Photos:** Jayme Adelson-Goldstein (p.3), Barry Bakin (pp. 3,5,8), Diana Munetones (p.2)

# Upcoming Events and Important Dates

<b>August 22</b>	<b>ESL/CBET &amp; Citizenship New Teacher Orientation</b>
<b>September 13</b>	<b>Women Educators Tenure Exam Inservice</b>
<b>September 19</b>	<b>ESL/CBET &amp; Citizenship New Teacher Orientation</b>
<b>October 3</b>	<b>ESL Written Tenure Exam (application deadline two weeks prior)</b>
<b>October 18</b>	<b>Division of Adult and Career Education Professional Development Day</b>
<b>October 18</b>	<b>STELLAR Speaker Series: Maggie Sokolik speaking at the Professional Development Day</b>
<b>October 25</b>	<b>CATESOL Los Angeles Regional Conference, Cal Poly, Pomona</b>
<b>November 14</b>	<b>ESL/CBET &amp; Citizenship New Teacher Orientation</b>
<b>November 20</b>	<b>ESL/CBET Teacher Adviser &amp; Coordinators' Meeting</b>
<b>November 21, 22</b>	<b>ESL/CBET Staff Development Series</b>
<b>January 16, 2004</b>	<b>ESL/CBET STELLAR Speaker Series</b>
<b>January 16</b>	<b>ESL Written Tenure Exam (application deadline two weeks prior)</b>
<b>January 23</b>	<b>ESL/CBET &amp; Citizenship New Teacher Orientation</b>
<b>February 19, 20, 21</b>	<b>ESL/CBET Staff Development Series</b>
<b>February 26</b>	<b>ESL/CBET Teacher Adviser &amp; Coordinator's Meeting</b>
<b>March 26</b>	<b>ESL/CBET STELLAR Speaker Series</b>
<b>March 29 - April 3</b>	<b>TESOL 2004, Long Beach, California</b>
<b>April 16</b>	<b>ESL Written Tenure Exam (application deadline two weeks prior)</b>
<b>April 22 - April 25</b>	<b>CATESOL Statewide Conference, Santa Clara, California</b>

## STELLAR Speaker Series

ESL/CBET and Citizenship teachers gathered at the Gene Autry Western Museum on February 28th, 2003 to hear H. Douglas Brown deliver the first lecture in the new STELLAR (Scholars & Teachers Exchange on Language Learning And Research) Speaker Series.



H. Douglas Brown demonstrating "washable English," an English instruction text printed on a handkerchief that can be thrown in with the laundry, cleaned and reused.

Dr. Brown's presentation on strategies-based instruction captured the attention of everyone in the audience. One teacher who attended the lecture reported later that she used his learning styles checklist in her class. She said that it had promoted wonderful discussion between classmates and provided her students with useful insights into their diverse learning styles.

The second lecture in the series, featuring Maggie Sokolik, will take place October 18, 2003 at the Division Professional Development Day. Dr. Sokolik is currently both a Lecturer in the College Writing Program and the Assistant Director for Language Proficiency and Instructional Technology at the University of California, Berkeley. Dr. Sokolik will talk about the why of technology from a learner's perspective (based on recent research she has done).



H. Douglas Brown showing another example from his collection of international texts. "Toilet Paper English." The claim: English phrases printed on a roll of toilet paper when used in conjunction with classroom-based instruction, can help students acquire English skills 20% faster!