



THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

October, 2011

A collaborative effort of the Massachusetts Department of Elementary and Secondary Education/
Adult and Community Learning Services (ACLS), the Massachusetts System for Adult Basic Education
Support (SABES) and the Center for Adult English Language Acquisition (CAELA) Team

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Introduction

Background. In 2008, Massachusetts (MA) was selected as one of 12 states to receive technical support from the Center for Adult English Language Acquisition (CAELA) at the Center for Applied Linguistics (CAL), based on the merits of proposed two-year projects. The *Life Skills, College, and Career Readiness Guide for ESOL Learners* (*The Guide*) is the final product of a CAELA Project Team composed of staff from the MA Department of Elementary and Secondary Education, Adult and Community Learning Services (ACLS), the System for Adult Basic Education Support (SABES), CAELA, and MA ESOL practitioners.

During the two-year process to develop *The Guide*, the project team members reviewed state and national transitions data and next steps models. They also elicited input from MA transition-to-college and workforce development stakeholders. The team came away from these phases with a rich compilation of materials that they concluded should best be shared with practitioners in forms which could be immediately applied in classrooms. Two further findings reinforced this conclusion: 1) There were scores of lists describing the skills and knowledge students would need to acquire to succeed with next steps, but very little guidance on how to translate them into classroom activities. 2) Many teachers had made great progress incorporating next steps skills and knowledge into *Advanced* level ESOL classes, but less so into *Beginner* levels. The project team, therefore, set about developing sets of sample classroom tasks that could be integrated quickly and easily into classrooms, and at even the most basic levels.

Format of the Guide. *The Guide* is actually three separate guides in one comprehensive document. There is one guide each for Basic (SPLs 0-3), Intermediate (SPLs 4-5), and Advanced (SPL 6) level ESOL classrooms. This breakout follows the NRS categories as well as the MA ESOL Curriculum Framework, which is aligned with the NRS

categories. Each guide follows the same overall format of providing sections on skills strands--e.g., Speaking, Listening, Navigating Systems--and competencies within those strands--e.g., Understand vocabulary in context, Using technology. For each competency, each guide provides several sample indicators (e.g., Initiate conversation with handshake and eye contact) for determining that a student has acquired that competency, and does so across three standard environments: Life Skills, Academic, and Career Readiness.

Uses for the Guide. The project team envisions multiple uses for *The Guide*. At the very least, teachers can mine the document for ideas for classroom activities that promote next steps readiness--without, that is, having to create activities from scratch from lists of abstract skills. Furthermore, they can match activities with students' goals, for example college or employment. The document could guide individual lesson planning, unit curriculum development, or be wholly incorporated into a program-wide curriculum. Teachers and individual students, or groups of students, could use it to plan a set of activities, perhaps even the eventual contents of a performance portfolio. For example, a teacher could negotiate a set of target competencies with an individual student--perhaps using a highlighter to mark which ones--and then track that student's progress over time. A heading box for noting Staff Name, Class, Student, and a "Notations" column are provided to support these different applications; by the same token, *The Guide* is available at www.sabes.org for downloading and adapting as practitioners see fit.

For the Future. The project team hopes that teachers and students will adapt *The Guide* and use it in different ways so it becomes a "living document." We would welcome improvements and additions. Please revisit the SABES website at www.sabes.org to follow newest developments for possible future work.

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Acknowledgments

We are grateful for the enthusiasm that the project team brought to this work and for their persistence in striving to meet our stated goal---to create a useful, hands-on tool that would help adult literacy program staff and ESOL students work together to better prepare those students for their next steps. Massachusetts CAELA Project Team members are:

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We would also like to recognize the efforts of the following practitioners who added to the beginner and intermediate levels of this document: Nathan Eckstrom from the Jamaica Plain Community Center Adult Learning Program; Brian Jordan from College Bound Dorchester; and Christopher Vaughn from ABCD Parker Hill. Their efforts have contributed to the development of a comprehensive document that addresses ESOL learners at all levels.

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Staff Name: ¹	Class:	Student:
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Beginner Level (SPLs 0-3): I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ²	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ³
<p>Express themselves orally in English for a variety of purposes</p> <p><i>ESOL Benchmarks:</i></p> <p style="padding-left: 20px;"><i>S1.1a, S1.1b, S1.1c, S1.2a, S1.3a, S1.3b</i></p> <p style="padding-left: 20px;"><i>S2.2a, S2.2b</i></p> <p style="padding-left: 20px;"><i>S3.1a, S3.2d</i></p>	<ul style="list-style-type: none"> ▪ Invite a friend to your house and give directions. ▪ Ask for a specific item in a store. Describe the item's color, use, size, etc. ▪ Role-play calling the MBTA to request information on a bus or train schedule. ▪ Role-play calling your senator or representative after-hours to leave a message about the importance of your class. ▪ State your name and address for the purposes of establishing that you are a resident of the senator's district. ▪ Role-play calling to make an appointment with the doctor or your child's teacher. 	<ul style="list-style-type: none"> ▪ Initiate conversation with handshake and eye contact. ▪ Talk to a student from a higher level. Ask them 2 or 3 questions about the class work and material they cover in that level. ▪ Ask your teacher for extra help with an assignment that you are not comfortable with. Suggest a time and day that would be good for you to discuss it. ▪ Explain the content covered during a class. For an absent classmate, explain the activities and materials. 	<ul style="list-style-type: none"> ▪ Initiate conversation with handshake and eye contact. ▪ Explain your work history from past to present using notes for scaffolding. ▪ Describe a problem or safety concern at work to your supervisor. ▪ Role-play calling into your program or work because you are sick. 	

¹ These blocks are provided to accommodate various uses for the Guide: As a teacher's planning tool for whole class preparation; as a guide for a counselor's or teacher's work with a particular student; for a student's personal use, both inside or outside the classroom; etc.

² "Indicators" are examples of mastery of a given competency or benchmark. Indicators are merely examples: a competency may be demonstrated in a variety of additional ways.

³ This column could be used by teachers, students, or counselors in a variety of ways: to indicate when or how a competency was demonstrated, for sign-offs, for listing attachments in cases where the Guide is used as part of a student portfolio, etc.

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Beginner Level (SPLs 0-3): I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ²	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ³
<p>Monitor listener comprehension</p> <p><i>S3.1c, S3.2a, S3.3a, S3.3b</i></p>	<ul style="list-style-type: none"> ▪ Dictate a grocery list to a classmate or friend. Make sure that all the items you wanted are included. ▪ Role-play a conversation in which you have to arrange childcare over the phone. Use strategies to check comprehension (i.e. Can you repeat the time please?) ▪ Adapt vocabulary, register, and rate of speech to speak with different people in the community such as police officers, teachers, restaurant staff, and neighbors. 	<ul style="list-style-type: none"> ▪ Adapt vocabulary, register, and rate of speech to work with lower level students in the class. ▪ Explain a concept to another student in English (i.e. grammar, spelling, vocabulary) and monitor that student's performance on a worksheet. ▪ Explain how to spell your name to another student. Check their comprehension. ▪ Describe a photo or a map while another student draws a picture to represent your description. 	<ul style="list-style-type: none"> ▪ Recall tasks accomplished at work with a co-worker on the next shift. ▪ Role-play a conversation with a co-worker including strategies to check comprehension (i.e. Are you with me? Do you understand?) ▪ Explain your work experience to a classmate. Have your classmate create a short resume based on your conversation. Check the resume for accuracy. 	

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Beginner Level (SPLs 0-3): II. LISTENING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend messages</p> <p>Follow directions</p> <p>Understand vocabulary in context</p> <p><i>L1.1a, L1.1c, L1.2a, L1.3d</i></p> <p><i>L2.2a, L2.2c</i></p>	<ul style="list-style-type: none"> ▪ Listen for specific information (i.e. bus number, street name or telephone number) in a longer conversation. ▪ Call the MBTA and follow instructions to speak to a representative. ▪ Bring a favorite English song to class and explain the refrain to the class. 	<ul style="list-style-type: none"> ▪ Prepare by identifying type of message, and important information to listen for. ▪ After listening to a recorded conversation, draw a picture to represent the likely location, speakers, and situation. ▪ Respond appropriately to the teacher's request for materials needed for an activity (i.e. Get out your notebook and a pencil.) 	<ul style="list-style-type: none"> ▪ Follow important commands at work (i.e. Wait here. Go to room 456.) ▪ Listen for vocabulary at work and identify the location (i.e. kitchen) and speakers (i.e. manager and cook). Use the vocabulary as a starting point for class role-plays. ▪ Role-play asking a co-worker to switch shifts. Identify positive, negative and non-committal responses. 	
<p>Self-monitor understanding</p> <p>Work cooperatively with others to gain understanding</p> <p>Confirm understanding</p> <p><i>L3.1b, L2.1c, L3.3d</i></p>	<ul style="list-style-type: none"> ▪ Organize one part of a class party or event (i.e. food, presentations, music) and present a list to the teacher of each student's responsibilities. ▪ Interview classmates about their likes and dislikes (food, music, colors) and use this information to plan an event. ▪ Ask your neighbors for recommendations on two local businesses. Use the information to make a decision. 	<ul style="list-style-type: none"> ▪ Identify how well you understood material or conversation by assigning a percentage. ▪ Adjust by either choosing different material (i.e. CD, DVD, YouTube clip) or asking for simplification or repetition. ▪ Review homework in small groups. Circle any numbers which the group disagrees on and check with your teacher. 	<ul style="list-style-type: none"> ▪ Create three questions for local businesses (i.e. Are you hiring?). Interview them with a partner and report the results to the class. ▪ Confirm names of co-workers by writing them down and asking for confirmation. ▪ Repeat or rephrase supervisor's instructions to show understanding. 	

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Beginner Level (SPLs 0-3): III. READING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend simple texts</p> <p>Recognize stylistic conventions and author’s purpose for writing</p> <p>Skim and scan</p> <p style="text-align: center;"><i>R1.1b, R1.2a, R1.2b</i></p>	<ul style="list-style-type: none"> ▪ Identify newspaper or magazine articles of interest by looking at photos. Identify the title. Skim the article for known vocabulary. ▪ Find an out-dated poster in your neighborhood. Bring it to class and analyze the likely author and purpose (i.e. apartment for rent, yard sale, concert, etc.) ▪ Read a bus schedule to identify when the next bus will arrive at a local station. ▪ Visit a local library or literacy center to find beginner-level texts. Recommend or don’t recommend the text to a classmate or friend. 	<ul style="list-style-type: none"> ▪ Identify appropriate texts based on vocabulary, length and interests. ▪ Skim a text and evaluate difficulty based on the number of unfamiliar words. Adjust reading materials accordingly. ▪ Identify directions on a worksheet or in a textbook based on color, font size, and location. ▪ Identify teacher feedback on homework assignments by location and/or color. Recognize as positive or corrective. ▪ Count vocabulary frequency in a text. Recognize that the more times and the more contexts in which you see a word, the easier it will be to remember. 	<ul style="list-style-type: none"> ▪ Read a professional resume, and state one or two jobs you think this person would qualify for. ▪ Identify the number and locations of EXIT signs in your workplace. ▪ Use craigslist to find jobs available in your town or neighborhood. ▪ Locate three businesses in your neighborhood. Identify the hours on the door or on a sign, and copy. Share the information with the class. 	
<p>Read orally with expression</p> <p>Develop vocabulary and awareness of writing conventions</p> <p>Develop reading</p>	<ul style="list-style-type: none"> ▪ Express likes or dislikes on a menu by reading with appropriate expression. ▪ Read a book to your child in an engaging and exciting way. 	<ul style="list-style-type: none"> ▪ Use music and rhythm to develop fluency (i.e. Jazz Chants). ▪ Identify author and target of written materials (i.e. letters, announcements, feedback, etc.). ▪ Read the subtitles on a 	<ul style="list-style-type: none"> ▪ Discuss warning signs and labels at work with your co-workers. ▪ Volunteer to communicate the weekly schedule out-loud to your co-workers. ▪ Find one poster or note in 	

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Beginner Level (SPLs 0-3): III. READING

<p>strategies and study skills</p> <p><i>R2.1g, R2.2b, R2.2c, R2.2f</i></p> <p><i>R3.2b</i></p>		<p>paused movie or from a website like usalearns.org. Try to replicate the character's intonation and emotion.</p> <ul style="list-style-type: none"> ▪ Read silently for at least 15 minutes, three times a week using appropriately leveled texts. 	<p>your break room and bring it or a copy to class.</p>	
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Beginner Level (SPLs 0-3): *IV. WRITING*

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Present ideas in logical sequence</p> <p>Express themselves in written English for a variety of purposes</p> <p>Paraphrase/ summarize</p> <p>Compare/contrast</p> <p>Take notes</p> <p><i>W1.1b, W1.2a, W1.2b, 1.2c, W1.3c</i></p> <p><i>W2.1b, W2.1c, W2.2c, W2.2d, W2.1f, W2.3e</i></p> <p><i>W3.1b, W3.2c, W3.3a</i></p>	<ul style="list-style-type: none"> ▪ Using craigslist, search for items of interest (i.e. furniture, housing, jobs) with support. Write a short email including your name and stating your interest in the item. ▪ Fill out a library card application. ▪ Write a check. ▪ Make a sign advertising an event (i.e. birthday party, yard sale, car wash, etc.) with support. ▪ Fill out a simplified medical form. ▪ Write a grocery list. Organize it according to supermarket section. 	<ul style="list-style-type: none"> ▪ Categorize information into groups. Identify related vocabulary. ▪ Successfully locate notes by date and/or topic. ▪ Organize a six-frame picture story and write one sentence for each picture. ▪ Locate a picture of interest using Google images or a magazine. Write a sentence describing it. ▪ Write a one or two sentence response to another student’s work. ▪ Fill out a simplified course registration form. 	<ul style="list-style-type: none"> ▪ Fill out a time sheet including a short description of work completed. ▪ Write a short note thanking someone for an interview. ▪ Write a note to your supervisor to request time off. ▪ Take photos of three local businesses. Write short descriptions including who works there, type of business, hours, etc. ▪ Fill out a simplified job application. 	
<p>Use technology</p> <p>Edit, write and revise</p> <p><i>W2.1f, W2.3e, W2.1b, W1.3c</i></p>	<ul style="list-style-type: none"> ▪ Create an email account, and send an email to your teacher or friend. ▪ Use www.craigslist.com or eBay in conjunction with specific vocabulary to research prices of something you want (i.e. 	<ul style="list-style-type: none"> ▪ Identify common writing conventions on a keyboard (i.e. period, apostrophe, and capitals). ▪ Use a CD player to listen to the workbook CD. ▪ Search for images on Google to use in a writing 	<ul style="list-style-type: none"> ▪ Use www.resumizer.com to create an “instant” resume with your work experience. ▪ Use www.craigslist.com to look up jobs available in your town or neighborhood. 	

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Beginner Level (SPLs 0-3): IV. WRITING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	furniture, car, musical instrument). <ul style="list-style-type: none"> ▪ Use a specific interest website to get information about events or services in your area (i.e. Neighbors for Neighbors, ticketmaster.com, yelp.com). 	assignment. Copy and paste the images to a Word document. Type two or three complete sentences, and print the document.	<ul style="list-style-type: none"> ▪ Write an email to a potential employer stating your interest and contact information. ▪ Use Google images to create a visual resume of your work experience. 	

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Beginner Level (SPLs 0-3): *V: DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Researching (Standard 3)</p>	<ul style="list-style-type: none"> ▪ Look in the phone book for three community resources and write down the phone numbers and addresses. ▪ Read a printout of a Google search for a community resource, and write down addresses and phone numbers for two organizations that appear. ▪ Compare the costs and hours of availability of two similar things (i.e. plumbers, rental agencies, summer camps for children) on a simplified worksheet. 	<ul style="list-style-type: none"> ▪ Find one library resource on a topic of interest, read/use it, and write three words you learned from it. ▪ Use guide words to find five vocabulary words in the dictionary. ▪ Role-play calling a higher-level ESOL program and asking questions about topics like time and day of classes, cost, and location. 	<ul style="list-style-type: none"> ▪ Collect three printed documents from your job and circle known words. ▪ With support, ask a classmate about her job. Listen and draw a picture of that person’s job. ▪ Go to a literacy center and find a handout for one employment agency. ▪ Role-play calling an employment or temp agency to ask if they have any job openings. 	
<p>Using technology (Standards 3, 4)</p>	<ul style="list-style-type: none"> ▪ Use a calculator to add up groceries. ▪ With support, send an email to a classmate or friend to say hello. ▪ With support, use a computer program or Internet site (e.g. Skype, email, Facebook) to communicate with a family member in a different country or part of the U.S. about what you are learning. 	<ul style="list-style-type: none"> ▪ With support, open and read a simple email. ▪ Use a typing-skills program to improve typing skills. ▪ Type one to three sentences of your own writing using MS Word. ▪ Scan the web page of a community newspaper for an article of interest. ▪ Use your home computer or a program computer lab for at least 30 minutes. 	<ul style="list-style-type: none"> ▪ Fill in a simple chart to track the amount of time you spend using English outside of class. ▪ Type a draft of a simplified resume in Word. ▪ Attend a training or workshop at your job to use a technology that is new to you. 	

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Beginner Level (SPLs 0-3): V: DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Collaborating (Standards 6, 7)</p>	<ul style="list-style-type: none"> ▪ Role-play talking to a neighbor about something you want to improve in the neighborhood. ▪ Role-play inviting a classmate and his/her family to a community place new to students, such as a museum or library. 	<ul style="list-style-type: none"> ▪ Play a vocabulary game with a classmate and act out/explain one known word to your classmate. ▪ Work with two or more fellow classmates in a new environment to complete a classroom activity. ▪ Working in small groups, with support, divide tasks by skill area (e.g. one student writes, another presents, another looks up words in a dictionary). ▪ With support, participate in a “buddy system” in which you and a classmate keep handouts for each other in cases of absence. 	<ul style="list-style-type: none"> ▪ Role-play offering help to, or asking for help from, a coworker. ▪ Role-play using one or two examples of cooperative language to complete a task with coworkers. 	
<p>Persisting (Standard 1)</p>	<ul style="list-style-type: none"> ▪ Read a children’s picture book with your child in English. ▪ Draw a picture of what you learned in class. ▪ Present a “personal success” to classmates or friends related to persisting at a goal (e.g. eating a healthy snack, exploring a community resource, or using English outside of class). 	<ul style="list-style-type: none"> ▪ Maintain 80% attendance in class for at least 3 months AND ▪ Communicate with program when unable to attend and provide a note or a justifiable reason. ▪ Identify three special papers, assignments, or products from your ESOL class and show them to your family. ▪ Write a letter to yourself in 	<ul style="list-style-type: none"> ▪ Maintain consistent attendance at work. Communicate with supervisor when unable to attend and provide note or justifiable reason. ▪ Prepare a basic, friendly greeting to use while talking to a colleague at work. ▪ Inform supervisor that you are now studying English. 	

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Beginner Level (SPLs 0-3): V: DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Attend a regularly-held community meeting twice and have a simple conversation in English at each one. 	<p>your native language before a course of instruction about your experience using English. Keep it, and at the end of course review and reflect on it.</p>	<ul style="list-style-type: none"> ▪ Role-play asking a colleague or supervisor for help at work. 	
<p>Being professional (Standards 1, 5)</p>	<ul style="list-style-type: none"> ▪ Draw a picture of a need for a landlord. ▪ Draw a pictorial “announcement” for a community board advertising a service or event (i.e., help wanted, seeking a job, garage sale). ▪ Role-play asking a teacher or supervisor for time off to vote or attend a community meeting. 	<ul style="list-style-type: none"> ▪ Be on time for 80% of classes for a period of at least three months AND ▪ Communicate with program when unable to arrive on time and provide justifiable reasons. ▪ Enter classroom quietly if late to class. ▪ Bring textbook, homework, and other required materials to class 90% of the time for at least four months. 	<ul style="list-style-type: none"> ▪ Greet your supervisor in English. ▪ Keep a running log of pictures depicting successes and contributions at the workplace. ▪ Role-play asking a supervisor to arrive late or leave early because of an appointment or family obligation. 	
<p>Managing time (Standards 1, 3, 5)</p>	<ul style="list-style-type: none"> ▪ Create a simplified calendar of family’s activities, in words or pictures, and appointments. ▪ With instructor guidance, draw a map from your home to a place in the community and write how long it will take to complete each part of the trip. 	<ul style="list-style-type: none"> ▪ Draw pictures of which assignments take you a long time and which take you less time. ▪ Before starting a classroom activity with multiple steps, with support allocate a realistic amount of time for each part. ▪ Turn in assignments on time, complete, and neatly done at least 80% of the time. 	<ul style="list-style-type: none"> ▪ Draw pictures of your job tasks in an average day and write the amount of time each takes. ▪ Draw a picture of two work tasks and write how much time you would need to do each. ▪ Role-play asking a supervisor if you can spend more time on a skill/task that is challenging for you. 	

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COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
		<ul style="list-style-type: none"> ▪ Create a timeline for three steps in an anticipated academic plan. 		
<p>Being self-directed</p> <p>(Standards 1, 4, 5)</p>	<ul style="list-style-type: none"> ▪ Draw pictures or make a list of 3-5 places you could use English in the community; role-play having a conversation at one. ▪ Make a list of vocabulary you need to address a personal or community need. ▪ Identify desired characteristics in a community resource (school, recreation center, place of worship, library, etc.) by completing a “What is a good ____” chart with pictures or words. 	<ul style="list-style-type: none"> ▪ Using your textbook, picture dictionaries, or children’s books, make flashcards for five new words you understand. ▪ Help a classmate prepare for a class assessment, such as a communication activity. ▪ Commit to learning 5-8 new vocabulary words per week with the help of a dictionary, flashcards, online pronunciation dictionary, songs, etc. ▪ Follow instructions for a classroom activity without instructor intervention. ▪ Role-play calling an adult education or training organization to get information about a workshop, training, or class you want to participate in. 	<ul style="list-style-type: none"> ▪ Set one goal (written or pictorial) to accomplish at work in the next three months. ▪ Role-play asking for a new task at work to do. ▪ With support, develop a Career Plan draw (or cut out instructor-provided) pictures of academic, career, and life goals. 	
<p>Critical thinking/problem solving</p>	<ul style="list-style-type: none"> ▪ Identify (in writing or with pictures) places and times you use English and identify how you feel (very good, good, so-so, etc.) when doing so. 	<ul style="list-style-type: none"> ▪ Arrange a meeting with the instructor to express a need, such as studying a new topic or getting extra help on an assignment. 	<ul style="list-style-type: none"> ▪ Draw pictures of three stressful situations you encounter at work. ▪ Make a checklist of unknown vocabulary at work that you will learn. 	

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Beginner Level (SPLs 0-3): *V: DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
(Standards 1, 3, 6)	<ul style="list-style-type: none"> ▪ With support, draw a life map of an obstacle you have overcome with at least three steps on it. ▪ Draw a map of your community, including home, work, and important places such as stores, bank, and houses of worship. Label according to where you use English and where you use your native language. 	<ul style="list-style-type: none"> ▪ Ask a classmate to help you after class with a challenging assignment. ▪ Given a list/pictures of possible study techniques, circle two or three you think are good for you. ▪ After completing an assignment (e.g. a role-play) reflect on how you felt doing it by circling emoticons. ▪ Make a checklist of known and unknown vocabulary before preparing for a test. 		
Organization (Standards 1, 3)	<ul style="list-style-type: none"> ▪ Identify what section of your binder or organizational system into which to put a paper. ▪ Make a checklist of personal language-learning goals for a month. ▪ Go to a community organization to obtain study materials to help achieve a personal goal (e.g. license test, citizenship test, or housing application). 	<ul style="list-style-type: none"> ▪ Given a list of grammar, vocabulary, or phrases to study before an assessment; circle ones you need help or more practice with. ▪ Make a week-long study plan identifying how much time you will study each day. ▪ Set a vacation or weekend personal language-learning plan with what, when, and where you will study. ▪ Come to class with all necessary materials 90% of the time for four months. 	<ul style="list-style-type: none"> ▪ Make a written or pictorial checklist of activities you do at work each day or week. Complete for one week. ▪ Keep a written or pictorial log of accomplishments from the workplace (e.g. being awarded “employee of the month” or getting more hours). 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Beginner Level (SPLs 0-3): VI. NAVIGATING SYSTEMS

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identifying needs and goals</p> <p>(Standard 1)</p>	<ul style="list-style-type: none"> ▪ Circle five possible goals from a matrix of pictures. ▪ Draw pictures about a problem encountered in adjusting to life in the U.S. ▪ Role-play a conversation to seek resources for a personal, family, or community need (e.g. asking for a housing application or support in a tenant issue). 	<ul style="list-style-type: none"> ▪ Make a list of 10 words to practice that will help you complete an assignment. ▪ Attend program office hours to express need to a program instructor. ▪ Role-play asking a recent graduate for the name and contact information of the program they are studying at. Ask and write down their opinion of the program (e.g. very good, good, so-so, etc.). 	<ul style="list-style-type: none"> ▪ Draw pictures of three things you need at work. ▪ Identify five vocabulary words you need in order to communicate a need at work. ▪ Role-play sharing career goals with a neighbor or program graduate in intended field. ▪ Role-play asking a colleague to explain a form or posting at work. 	
<p>Aligning needs and goals with resources</p> <p>(Standards 2, 3)</p>	<ul style="list-style-type: none"> ▪ On an instructor-provided human services pamphlet, circle desired services, and role-play calling the agency to schedule appointment for services such as food stamps applications. ▪ Use a library museum pass to attend a cultural institution with your family. ▪ With guidance, use a phone book to identify and contact three potential resources in your neighborhood to meet a specific need. 	<ul style="list-style-type: none"> ▪ Draw pictures or write words contrasting how a social-service system functions in the U.S. versus your native country. ▪ After seeking a service or taking an action step toward a goal, make a small poster to show classmates the positives and challenges of your actions. ▪ Brainstorm potential questions to ask at a parent-teacher conference for your children. Dictate to your instructor, or write and edit with your instructor or classmates. 	<ul style="list-style-type: none"> ▪ Role-play telling colleagues or your supervisor two things you need at work. ▪ After initially visiting a career center, draw pictures of potential jobs you are interested in. ▪ Role-play a conversation with a supervisor to ask for something (e.g. more hours or different tasks). 	

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Beginner Level (SPLs 0-3): VI. NAVIGATING SYSTEMS

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Reflecting and acting (Standard 4)</p>	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting your personal needs by circling emoticons to describe how you feel about the experience. ▪ Given a list of alternative courses of action should you meet an obstacle in achieving a goal, circle three you consider realistic. ▪ Role-play telling your family about the benefits of a goal you have achieved. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting your academic needs by circling emoticons to describe how you feel about the experience. ▪ Borrow two to three literacy resources from the library. With support, complete a reflection sheet noting, by percentage, how well you understood the materials. ▪ Present your success in achieving a goal to classmates with a picture or short description written with instructor support. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting your workplace needs by circling emoticons to describe how you feel about the experience. ▪ Keep a log of the steps you took toward reaching a goal at work, such as asking for more hours, and draw a picture depicting how you felt during each step. ▪ Role-play asking a supervisor for a follow-up meeting about a work issue. ▪ Role-play a follow-up conversation with a colleague or supervisor about a need or problem at work. 	

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Beginner Level (SPLs 0-3): VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identify cultural behaviors (Standard 1, 3)</p>	<ul style="list-style-type: none"> ▪ Watch a TV show and note nonverbal communication among characters. ▪ Ask neighbors about their opinion on common topics (i.e. the weather, sports or the neighborhood). Ask questions and write down the answers and report back to the class. 	<ul style="list-style-type: none"> ▪ Come to class a few minutes early. ▪ Find examples of different styles of clothing from magazines or the internet. Identify appropriate clothing for an academic setting. ▪ Observe the teacher’s turn-taking skills. Notice the pauses, length of speaking, and invitations to others to speak. 	<ul style="list-style-type: none"> ▪ Watch a TV show about a workplace (in desired field if possible) and note use of eye contact, time, and space on the job. ▪ Role-play interactions between employees and customers. Have students label these as appropriate or inappropriate. Discuss the labels. ▪ Find examples of different styles of clothing from magazines or the internet. Identify appropriate clothing for a work setting. ▪ Interview your instructor about punctuality, absenteeism and taking breaks in the U.S. 	
<p>Comparing/contrasting cultural behaviors (Standard 2, 5)</p> <p>Note: there are a few students who are born in the U.S. but still need ESOL</p>	<ul style="list-style-type: none"> ▪ Find a student from a different country. Draw a picture of your childhood in your country and compare to his or her picture. Identify commonalities and differences in your childhoods. ▪ Describe a day in your life in your country. Compare this with a day in your life in the U.S. How have your behaviors changed? Compare this with a day in 	<ul style="list-style-type: none"> ▪ Find a student from a different country. Draw a picture of your educational experience in your country and compare to his or her picture. Identify commonalities and differences in your educational background. ▪ Observe students from a different country interacting in the break. Notice how close they stand, if they maintain eye 	<ul style="list-style-type: none"> ▪ Find a student from a different country. Draw a picture of your work experience in your country and compare to his or her picture. Identify commonalities and differences in your attitudes and experiences around work. ▪ Examine differences between male and females around job opportunities in your home countries. Make a list of jobs that are appropriate for men, women, or both. Discuss 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Beginner Level (SPLs 0-3): VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
instruction so they cannot compare the difference.	the life of your child. How is his or her life different from yours?	contact, if they share food. Mark your observations on a worksheet.	differences between job opportunities for immigrants and people born in the U.S.	
Cultural stereotypes (Standard 6)	<ul style="list-style-type: none"> ▪ Using picture stories, examine how you perceive American attitudes towards immigrants in their neighborhood. Write a sample dialogue between two Americans discussing immigrants in their neighborhood. 	<ul style="list-style-type: none"> ▪ Use Google images to find pictures of people from your country. Are the pictures accurate? Look especially for cartoon images. ▪ Think of a movie made in your country. Compare this with a movie made in Hollywood about your country. Is it the same or different? Are the topics the same? 	<ul style="list-style-type: none"> ▪ Using picture stories, examine how you perceive American attitudes towards immigrants and jobs. Write a sample dialogue between two Americans discussing immigrants and jobs. 	
Cultural values and beliefs (Standard 5)	<ul style="list-style-type: none"> ▪ Write a pamphlet giving advice to new immigrants on how to feel comfortable in their new home. ▪ Take photos of the neighborhood. Write a sentence for each explaining what culture this photo (bodega, Chinese restaurant, football field) might represent. 	<ul style="list-style-type: none"> ▪ Use classroom vocabulary to identify the tools you use to study. Compare these to the tools that your teacher uses to prepare lessons. ▪ Use pictures and simple vocabulary to describe where and when you study. ▪ Compare and contrast the different reasons for and benefits of independent vs. cooperative learning. 	<ul style="list-style-type: none"> ▪ Use picture stories to examine work ethic, competition, individualism, the importance of time in the U.S. and how this is important in the workforce. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Staff Name: ⁴	Class:	Student:
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Intermediate Level (SPLs 4-5): I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ⁵	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ⁶
<p>Express complex ideas in an organized and context-appropriate manner</p> <p><i>ESOL Benchmarks:</i></p> <p style="text-align: center;"><i>S1.5a, S1.5b, S1.5c</i></p> <p style="text-align: center;"><i>S2.5a, S2.5b</i></p>	<ul style="list-style-type: none"> ▪ Clearly describe three symptoms of oneself or a family member to a physician or nurse practitioner. ▪ Provide point of a view on an issue of civic interest (an upcoming election, a community problem, etc.) to a friend or family member. ▪ Talk to a child’s teacher or guidance counselor about a school-related matter. ▪ Give a detailed description of an accident scene you observed to a friend or family member. ▪ Have a successful exchange with a customer service representative (in person or over the telephone). ▪ Work with a peer to plan a small dinner party or group outing. 	<ul style="list-style-type: none"> ▪ Explain the program’s attendance policy to a new classmate and what students are required to do if they will be absent from or late to class. ▪ Give a brief oral report on a recent interaction with a friend or family member, using transition or sequence words like <i>first, next, etc.</i> ▪ With a partner, research (on-line or in person) a local community resource and together give a short oral presentation on it. ▪ Watch or read an opinionated presentation and explain the purpose and point of view of the writer or speaker. ▪ Role-play a conversation and politely disagree with the partner’s point of view in an appropriate manner. 	<ul style="list-style-type: none"> ▪ Discuss your employer’s attendance policy and explain what you are required to do if you will be absent from or late to work. ▪ Describe or role-play a recent conversation with a co-worker. ▪ Talk to a supervisor about a work-related matter, and provide a brief oral report on the interchange. ▪ Describe a problem at work, identify one cause of the problem, and offer one suggestion for how to solve it. ▪ Work with one peer to complete a work-related task. ▪ Give a brief oral report on a work-related research topic. 	

⁴ These blocks are provided to accommodate various uses for the Guide: As a teacher’s planning tool for whole class preparation; as a guide for a counselor’s or teacher’s work with a particular student; for a student’s personal use, both inside or outside the classroom; etc.

⁵ “Indicators” are examples of mastery of a given competency or benchmark. Indicators are merely examples: a competency may be demonstrated in a variety of additional ways.

⁶ This column could be used by teachers, students, or counselors in a variety of ways: to indicate when or how a competency was demonstrated, for sign-offs, for listing attachments in cases where the Guide is used as part of a student portfolio, etc.

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ⁵	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ⁶
	<ul style="list-style-type: none"> ▪ Communicate with a peer regarding a personal matter, a common problem, or a matter requiring constructive feedback. ▪ Call an elected representative’s office (local, state, or federal) and request detailed information on an upcoming event, voter registration, etc. 			
Monitor listener comprehension <i>3.5a, 3.5c</i>	<ul style="list-style-type: none"> ▪ Role-play conversations with child’s teacher, police officer, customer service representative, etc. 	<ul style="list-style-type: none"> ▪ Orally summarize a reading or presentation to a partner or class. ▪ Volunteer to help a lower-level ESOL student with their homework, adapting vocabulary, register, rate of speech, etc. 	<ul style="list-style-type: none"> ▪ Orally summarize a recent discussion of a work-related conversation with supervisor or co-worker. ▪ Role-play “water cooler” conversations on topics of daily interest with a partner, adapting vocabulary, register, rate of speech, etc. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *II. LISTENING*

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend messages</p> <p>Follow directions</p> <p>Understand vocabulary in context</p> <p style="text-align: center;"><i>L1.5a, L1.5b, L1.5c, L1.5d</i></p> <p style="text-align: center;"><i>L2.5a, L2.5b, L2.5e</i></p>	<ul style="list-style-type: none"> ▪ Identify speaker’s purpose in commercials, political advertisements, or short speech excerpts. ▪ Follow multi-step oral directions (street directions, recipes, etc.) 	<ul style="list-style-type: none"> ▪ Answer comprehension questions on an oral presentation or lecture with a clear organization and familiar topic. ▪ Follow multi-step oral instructions for in-class assignment. ▪ Identify main idea and two or three key details in oral presentation, video, or lecture with a clear organization and familiar topic. 	<ul style="list-style-type: none"> ▪ Identify speaker’s intention in brief, spoken announcements, suggestions, staff meeting discussions, etc. ▪ Follow multi-step instructions to complete an assignment at work. 	
<p>Self-monitor understanding</p> <p>Work cooperatively with others to gain understanding</p> <p>Confirm understanding</p> <p style="text-align: center;"><i>L3.5a, L3.5b, L3.5c, L3.5d</i></p>	<ul style="list-style-type: none"> ▪ Work with a peer to plan a small dinner party or group outing. ▪ Discuss a problem or concern at school with a peer and develop a suggestion to address the problem/concern. ▪ Confirm oral directions or instructions by summarizing or repeating back. 	<ul style="list-style-type: none"> ▪ Take notes on an oral presentation with a clear organization and familiar topic. ▪ Work with a partner to plan a research project (on a community resource, problem, landmark, etc.) and assign three tasks for each person to complete. ▪ Orally summarize three main points of an oral presentation on a familiar topic. 	<ul style="list-style-type: none"> ▪ Work with a co-worker to complete a task. ▪ Repeat or rephrase a supervisor’s instructions to show understanding. 	

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Intermediate Level (SPLs 4-5): III. READING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend variety of multi-paragraph texts</p> <p>Recognize stylistic conventions and author's purpose for writing</p> <p>Evaluate/Analyze/Synthesize</p> <p>Identify main idea and supporting details</p> <p>Skim and scan</p> <p style="text-align: center;"><i>R1.5a</i> <i>R1.5b, R1.5c</i> <i>R1.5d, R1.5f</i></p>	<ul style="list-style-type: none"> ▪ Read adapted and authentic texts on familiar topics of everyday interest (e.g., newspaper articles, websites, etc.) ▪ Read two different advertisements for similar products, and orally compare and contrast the two. ▪ Read a community website or bulletin and describe an upcoming event to a friend or classmate. ▪ Scan for and underline specific words and ideas in informational text (e.g., health brochure, school bulletin, insurance policy, etc.) 	<ul style="list-style-type: none"> ▪ Read adapted and authentic information and literary texts. ▪ Read an essay and identify (orally) two facts and two examples of the writer's opinion. ▪ Read an essay and describe the author's purpose and point and view. ▪ Scan (for specific words and ideas) a short informational text (e.g., excerpt from a course bulletin, newspaper article) and distinguish between relevant and irrelevant information. 	<ul style="list-style-type: none"> ▪ Read authentic texts on familiar work-related topics. ▪ Read a work-related memo or e-mail and describe the writer's purpose to a friend at work or classmate. ▪ Scan for and underline key words or ideas in authentic prose or informational text (e.g., work newsletter, excerpt from an employee handbook, etc.) ▪ Read a pay statement and identify how the different deductions reduced <i>gross</i> pay to <i>net</i> pay. 	
<p>Read orally with expression</p> <p>Develop vocabulary and awareness of writing conventions</p> <p>Develop reading strategies and study skills</p>	<ul style="list-style-type: none"> ▪ Read a book to child aloud with appropriate expression, pace, and phrasing. ▪ Predict the main ideas of a newspaper article (by quickly scanning title and/ or related images) and reflect on initial predictions after reading. ▪ Underline key words and 	<ul style="list-style-type: none"> ▪ Read adapted or authentic texts on familiar topics aloud with minimal hesitation and appropriate expression and phrasing. ▪ Perform a dialogue with a partner for a group of classmates. ▪ Predict the main idea of an essay (by scanning title and first lines) and reflect 	<ul style="list-style-type: none"> ▪ Read adapted and familiar authentic texts on work-related topics (e-mail, memo, etc.) aloud with minimal hesitation and appropriate expression and phrasing. ▪ Predict the content of a work-related memo or e-mail (by quickly scanning title, etc.), and reflect on 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): III. READING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<i>R2.5a, R2.5b, R3.5a, R3.5b, R3.5c</i>	phrases while reading.	on those initial predictions after reading. <ul style="list-style-type: none"> ▪ Underline key words and phrases while reading. 	those initial predictions after reading. <ul style="list-style-type: none"> ▪ Underline key words and phrases while reading. 	

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Intermediate Level (SPLs 4-5): IV. WRITING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Elaborate ideas in a clear, cohesive passage of several paragraphs in appropriate style for purpose and reader(s)</p> <p>Present ideas in logical sequence</p> <p>Paraphrase/ summarize</p> <p>Compare/contrast</p> <p>Synthesize</p> <p>Take notes</p> <p style="text-align: center;"><i>W1.5a, W1.5b, W1.5c, W2.5b, W2.5c</i></p>	<ul style="list-style-type: none"> ▪ Research a local community resource or problem and write a clear, focused paragraph of 3-5 sentences describing it. ▪ Write an expository paragraph of 3-5 sentences describing the steps of preparing a favorite meal or another familiar process. ▪ Write an e-mail or short letter to a friend comparing the costs and advantages of two different product brands, and expressing preference. ▪ Write a clear, focused letter to a landlord detailing a problem and requesting a response. ▪ Write an e-mail or short letter to a child’s teacher describing a specific problem or concern. ▪ Summarize the plot of a recent TV-show episode in a clear, focused paragraph. ▪ Write a weekly to-do list. ▪ Write a letter to a friend about a recent event or personal challenge. ▪ Write a paragraph describing the steps 	<ul style="list-style-type: none"> ▪ Write a description of the cause/effect relationship between two connected events in one’s life. ▪ Read an essay on a familiar topic and write a clear, focused paragraph summarizing the writer’s purpose and point of view. ▪ Integrate the opinions (regarding a local store, restaurant, sports team, etc.) of two classmates into a clear summary paragraph. 	<ul style="list-style-type: none"> ▪ Write an e-mail to a supervisor describing the most important details of a work-related concern or problem. ▪ Write instructions to a co-worker on how to perform a short multi-step task. ▪ Take notes at a meeting with a supervisor or co-workers, and write a clear paragraph highlighting the main points of the meeting. ▪ Write an e-mail to the HR department at work regarding a question about benefits, etc. ▪ Keep a journal detailing events and questions that arise at work. ▪ Write an updated job history. 	

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Intermediate Level (SPLs 4-5): IV. WRITING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	required to achieve a desired goal (home ownership, a new job, etc.)			
Use technology Edit, Write and Revise <i>W3.5a, W3.5b</i>	<ul style="list-style-type: none"> ▪ Use Microsoft Word to write and revise a short letter to a friend or family member. ▪ Use e-mail and Facebook messages to stay in touch with family, friends, and classmates. 	<ul style="list-style-type: none"> ▪ Use Microsoft Word to write, spell-check, edit, and revise a draft of a paragraph. ▪ Communicate with teacher and other students via e-mail regarding class assignments. ▪ Write an e-mail to another student about a favorite nearby landmark, and use MapQuest or public transportation website to provide directions. Include the costs, if any. 	<ul style="list-style-type: none"> ▪ Communicate with supervisor and co-workers via e-mail. ▪ Search for jobs using websites (Indeed, Monster, etc.) and complete an on-line job application. ▪ Use Microsoft Word to write a job history and a cover letter. 	

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Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Researching (Standard 3)</p>	<ul style="list-style-type: none"> ▪ Use the Internet to locate three community resources about a given topic, call them, and make a chart listing their contact information and three services offered by each. ▪ Compare the costs and availability of two similar things (i.e. plumbers, rental agencies, summer camps for children) and determine which is preferable. 	<ul style="list-style-type: none"> ▪ Search for further education opportunities online and identify at least three programs of interest. ▪ Call two higher-level ESOL programs and ask five questions about topics like time/day of classes, cost, levels, and registration. ▪ Talk to members of higher-level education or training programs and ask their opinion on specific classes or resources to advance your studies. ▪ Find three library or online sources on a topic of interest, and incorporate them into a written product (e.g. a summary or a five-paragraph essay). 	<ul style="list-style-type: none"> ▪ Talk to two classmates who have jobs about their work and career pathway. ▪ Review a sample workplace safety notice. ▪ Call an employment or temp agency and ask if they have any job openings or upcoming career fairs. ▪ Go to a literacy center and gather information about a field or career. 	
<p>Using technology (Standards 3, 4)</p>	<ul style="list-style-type: none"> ▪ Send an email with a file attachment to someone. ▪ Use a computer program or Internet site (e.g. Skype, email, Facebook) to communicate with a family member in a different country or part of the U.S. about what you are learning. 	<ul style="list-style-type: none"> ▪ Type a paragraph of your writing using MS Word, save as a file, and print . ▪ Search Internet databases or web sites (such as www.sabes.org/hotline) for local adult education opportunities, and identify three programs to follow up with. 	<ul style="list-style-type: none"> ▪ Identify three “Hot Jobs” or careers using an online job database. ▪ Use a Microsoft Word table or Excel spreadsheet to track how many hours you use English outside class. ▪ Update your resume in English using a MS Word template. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Use an Internet search engine to locate a community service in a specific area of interest (i.e. computer classes). 	<ul style="list-style-type: none"> ▪ Use the Internet to locate a recent newspaper or magazine article on a topic of interest. ▪ Use a typing-skills program to improve typing skills. ▪ Use your home computer or a site computer lab for at least 30 minutes at least once a week. 	<ul style="list-style-type: none"> ▪ Attend a training or workshop at your job to learn how to use a new technology on the worksite. 	
<p>Collaborating (Standards 6, 7)</p>	<ul style="list-style-type: none"> ▪ Work with two neighbors to identify three things to improve in the neighborhood. ▪ Work with two peers in a new environment in the community (i.e., church, PTA, recreation center) to plan an event around a community concern (e.g. ways to combat neighborhood violence). ▪ Compliment classmates or neighbors on a success or personal strength. ▪ Invite a classmate and his/her family to a community place new to students, such as a museum or library. 	<ul style="list-style-type: none"> ▪ Work with two or more fellow classmates in a new environment to plan an event or complete a classroom activity. ▪ Working in small groups, divide tasks by skill area (e.g. one student writes, another presents, another looks up words in a dictionary). ▪ Prepare for a test by studying material with a classmate outside of class hours. ▪ Assist an instructor with a special classroom project (e.g. making a picture dictionary for the class based on words students have encountered). 	<ul style="list-style-type: none"> ▪ Explain to a coworker who was absent what work they missed and what they need to do to catch up. ▪ Use cooperative language to complete a task with coworkers. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
		<ul style="list-style-type: none"> ▪ Collaborate with classmates to suggest corrections for errors on a test or other classroom assessment. 		
<p>Persisting (Standard 1)</p>	<ul style="list-style-type: none"> ▪ Present a “personal success” to classmates or friends related to persisting at a goal (e.g. eating a healthy snack, exploring a community resource, or using English outside class). ▪ Set and meet a personal goal related to physical or mental health. ▪ Read with your child in English, and tell your classmates about three new words you learned or used. ▪ Have a conversation with your child about a topic you have never discussed or to help resolve a challenge at home. ▪ Attend a regularly-held community meeting for six months. 	<ul style="list-style-type: none"> ▪ Maintain 80% attendance in class for at least four months AND ▪ Communicate with program when unable to attend and provide a note or a justifiable reason. ▪ At the end of a course of instruction, write a reflection stating three things you learned, and three things you hope to learn in a future course. ▪ Write a letter to yourself before a course of instruction about your experience using English. Save and then compare it to a new letter written on the same topic at the conclusion of a course. 	<ul style="list-style-type: none"> ▪ Ask a colleague or supervisor for assistance about a challenge at work. ▪ Inform supervisor that you are now studying English and present letter detailing days and hours of program. ▪ Maintain consistent attendance at work. Communicate with supervisor according to the company’s attendance policy when unable to attend and provide note or justifiable reason. 	
<p>Being professional (Standards 1, 5)</p>	<ul style="list-style-type: none"> ▪ Attend a neighborhood or apartment building meeting and ask a question about an issue that concerns you. 	<ul style="list-style-type: none"> ▪ Be on time for 90% of classes for a period of a least four months AND 	<ul style="list-style-type: none"> ▪ Role-play talking about skills, qualifications, and goals with a potential employer. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Address a complaint or problem about the class, with either classmate or instructor, in a courteous and cooperative manner. ▪ Write an announcement for a community board advertising a service or event (i.e., help wanted, seeking a job, garage sale). ▪ Role-play asking a teacher or supervisor for time off to vote, attend a community meeting, or serve on a jury, 	<ul style="list-style-type: none"> ▪ Communicate with program when unable to arrive on time and provide justifiable reasons. ▪ If late to class, enter the room quietly and begin work. ▪ Bring textbook, homework, and other required materials to class every day for a period of at least four months. 	<ul style="list-style-type: none"> ▪ Ask a supervisor to arrive late or leave early because of an appointment or family obligation. ▪ Attend a career fair dressed in appropriate attire with copies of resume. ▪ Keep a running log of successes and contributions at the workplace. 	
<p>Managing time</p> <p>(Standards 1, 3, 5)</p>	<ul style="list-style-type: none"> ▪ Create a log of time spent during the day doing certain activities and identify free time for recreation or relaxation. ▪ Create a calendar of family's activities and appointments and track for two weeks. ▪ Using a Trip Planner or Google Directions Web site, determine how long it will take to go from your home to a community resource. ▪ Write a calendar of family activities for a period and allocate an amount of time for each. 	<ul style="list-style-type: none"> ▪ Turn in assignments on time, complete, and neatly done, at least 80% of the time. ▪ Create a timeline for an anticipated academic plan. ▪ Before starting a classroom activity with multiple steps, allocate a realistic amount of time for each part. ▪ Plan where, when, and for how much time to study for a test. 	<ul style="list-style-type: none"> ▪ Ask a supervisor if you can spend more time on a skill/task that you need or seek to improve on. ▪ Identify available time during the work calendar to take on a special project and share with supervisor. ▪ Plan out how to take public transportation to arrive early for a job fair. ▪ Allocate a realistic amount of time for a task at work. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Being self-directed</p> <p>(Standards 1, 4, 5)</p>	<ul style="list-style-type: none"> ▪ Find a book, movie, website, workshop, continuing education class, or community project to help reach a personal goal. ▪ Make a list of 10 places you could use English in the community; pick three and have conversations there. ▪ Identify desired characteristics in a community resource (school, recreation center, place of worship, library, etc.) and find two places that meet identified needs. ▪ Talk to a neighbor about a community concern or project, identify three resources that could help, and have a follow-up conversation. ▪ Using directions provided by an instructor, complete a computer-based assignment (e.g. learning how to find directions on Google Maps). 	<ul style="list-style-type: none"> ▪ Complete a body of homework involving at least one learning task per week for at least a four month period. ▪ Complete a self-directed learning project involving at least 3 assignments outside class and complete a 1-2 paragraph summary. ▪ Help a classmate study for a test or explain homework instructions. ▪ Bring a question, concern, or suggestion to instructor or class to discuss and find an answer or solution. ▪ Commit to learning 5-8 new vocabulary words per week with help of a dictionary, flashcards, online pronunciation dictionary, songs, etc. 	<ul style="list-style-type: none"> ▪ Develop a Career Plan covering at least three years with clearly stated, realistic short-term goals, long-term goals, and action steps including proposed timeline. ▪ Set three goals to accomplish at work in the next six months. ▪ Write and role-play 10 questions to ask an employer in intended field during an informational interview. ▪ Call an adult-education or training organization to solicit information about a workshop, training, or class that can improve one aspect of job performance. ▪ Arrange a job shadow for one day with someone in a company or position of interest. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Critical thinking/problem solving</p> <p>(Standards 1, 3, 6)</p>	<ul style="list-style-type: none"> ▪ Identify places and times you use English and evaluate your emotions when doing so. ▪ Plan a language activity with children, such as obtaining and reading a library book or completing a puzzle. ▪ After meeting an obstacle in pursuit of a goal, such as getting citizenship or stable housing, write a list of alternative next steps. ▪ Write a personal timeline (e.g. a Life Map), and reflect on previously overcome obstacles. 	<ul style="list-style-type: none"> ▪ Make a list of possible study techniques for classroom test. ▪ Arrange and attend a meeting with the instructor to express a need, such as studying a new topic or getting extra help on an assignment. ▪ Complete a personality or learning-styles assessment and choose a homework or study task based on results. ▪ Experiment with different vocabulary-practice techniques (e.g. using flashcards, role-playing, writing definitions) and identify most useful for yourself. ▪ Meet independently with a classmate to review a challenging class activity. ▪ After completing an assignment (e.g. taking a test, or doing a project), reflect on how amount and methods of preparation related to the assignment. 	<ul style="list-style-type: none"> ▪ Write a list of three things you can do to address a problem or challenge at work. 	
	<ul style="list-style-type: none"> ▪ Write a timetable for action steps in achieving a short- or long-term goal. 	<ul style="list-style-type: none"> ▪ Identify areas of weakness in grammar or vocabulary to study before a test. 		

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Organization (Standards 1, 3)</p>	<ul style="list-style-type: none"> ▪ Make a list of three library resources (e.g. picture dictionaries, ESOL textbooks, or English-language CDs) you could get to aid personal language-learning goals. ▪ Using community resources or the Internet, obtain study materials to help achieve a personal goal (e.g. license test, citizenship test, or housing application). 	<ul style="list-style-type: none"> ▪ Make a week-long study plan identifying what topics to study on what days, and for how much time. ▪ Set a vacation or weekend personal language-learning plan. ▪ Make a log of unknown vocabulary encountered in reading and how you found the meaning (e.g. used a dictionary, derived from context, asked a classmate). ▪ Organize reading notes in order to draft an essay. ▪ Organize classroom handouts and assignments into understandable categories (e.g. class work, homework, test preparation). ▪ Come to class with all necessary materials 90% of the time for six months. 		

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): VI. NAVIGATING SYSTEMS

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identifying needs and goals (Standard 1)</p>	<ul style="list-style-type: none"> ▪ Use a graphic organizer to brainstorm personal needs related to family, community, health, finances, worship, social, or education. ▪ Tell classmates, write a story, or make a poster about a problem encountered in adjusting to life in the U.S. ▪ Role-play a conversation to seek resources for a personal, family, or community need (e.g. asking for a housing application or support in a tenant issue). 	<ul style="list-style-type: none"> ▪ Evaluate a class writing assignment and identify strengths and areas for improvement. ▪ Ask a classmate or instructor for help in an area of academic improvement (e.g. tutoring, help with pronunciation). ▪ Attend program office hours to express need to a program instructor or to seek out extra help. ▪ Talk to a recent graduate about local educational programs to further intended academic goals. 	<ul style="list-style-type: none"> ▪ Identify 10 vocabulary words and two grammatical structures to practice in order to communicate a need at work. ▪ Ask a supervisor for assistance in addressing an area of improvement (e.g. asking for a training or helpful materials). ▪ Identify two strengths and two areas for improvement in a workplace performance evaluation. ▪ Share career goals with a neighbor or program graduate in intended field and request advice on steps to take to reach goals. ▪ Ask a colleague for clarification about the meaning of a form or posting at work. 	
<p>Aligning needs and goals with resources (Standards 2, 3)</p>	<ul style="list-style-type: none"> ▪ Role-play a conversation with a welfare-agency worker or social worker. ▪ Use a library museum pass to attend a cultural 	<ul style="list-style-type: none"> ▪ Make a chart detailing what is acceptable and unacceptable within a certain system (e.g. rights and violations related to 	<ul style="list-style-type: none"> ▪ Search the Internet for local career centers, and write down their phone numbers and addresses. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): VI. NAVIGATING SYSTEMS

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<p>institution with your family.</p> <ul style="list-style-type: none"> ▪ Obtain a human-services pamphlet, circle desired services, and call the agency to schedule appointment for services such as food-stamps applications. ▪ Find or derive the meaning of unknown words on a form related to a personal goal (e.g. driver's license application). ▪ Search library for resources helpful in achieving a personal goal (e.g. citizenship-test preparation books). ▪ Use a phone book to identify and contact three potential resources to meet a specific need. ▪ Write a script with questions to prepare for a phone call to a social-service agency or with a community member related to a personal need. Take notes during your call to be sure all your questions are answered. ▪ Ask a librarian for materials helpful to continued steps 	<p>being a tenant), and compare with a classmate.</p> <ul style="list-style-type: none"> ▪ After seeking a service or taking an action step toward a goal, present to classmates the positives and challenges of your actions. ▪ Contact a program graduate with similar academic goals to act as a peer mentor for guidance and advice. ▪ Write a paragraph contrasting how a social-service system functions in the U.S. versus your native country. 	<ul style="list-style-type: none"> ▪ After initially visiting a career center, make a list of potential obstacles and resources related to getting an interview or obtaining a job. ▪ Create a contact list of government agencies and community resources that protect workers' rights. ▪ Role-play a conversation with a supervisor to ask for something (e.g. a change in hours, increase in benefits, or promotion). 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): VI. NAVIGATING SYSTEMS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<p>toward a personal goal.</p> <ul style="list-style-type: none"> ▪ Call your health insurance company to ask if a needed medical procedure is covered under your family’s plan. ▪ Brainstorm potential questions to ask at a parent-teacher conference for your children. ▪ When calling for an appointment for a personal need, ask for the most convenient time for your schedule. 			
<p>Reflecting and acting (Standard 4)</p>	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting personal needs. ▪ After taking an action step toward a goal or seeking out a community resource, write a reflection about how you felt before, during, and after the experience. ▪ Brainstorm alternative courses of action should you meet an obstacle in achieving a goal or seeking a resource. ▪ After achieving a goal, write a short reflection on the benefits to you and your family and present to class. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting academic needs. ▪ Revise action steps toward meeting a goal based on experiences to that point. ▪ Write a list of remaining needs toward achieving an academic goal. ▪ Interview students in three different adult-education programs about their experiences, and based on information compare relative effectiveness of programs. ▪ Present your success in achieving a goal to classmates. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting workplace needs. ▪ Keep a log of the steps you took toward reaching a goal at work, such as asking for more hours, and how you felt during each step. ▪ Ask a supervisor for a follow-up meeting about a work issue. ▪ Role-play a follow-up conversation with a colleague or supervisor about a need or problem at work. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): VI. NAVIGATING SYSTEMS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Write a letter to a local newspaper, write a post for an adult-education blog, or make a presentation to a community group on your experiences obtaining a community resource. 	<ul style="list-style-type: none"> ▪ Present to classmates details obtained about a next-step English program (e.g. cost, hours). ▪ Identify vocabulary you lacked in taking an action step, find suitable words, and practice them. 		

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Intermediate Level (SPLs 4-5): VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identify cultural behaviors</p> <p>(Standard 1, 3)</p>	<ul style="list-style-type: none"> ▪ Watch a popular TV sitcom and take notes on how characters interact. ▪ Place an order or request information over the phone using appropriate protocols. ▪ Volunteer at a community event and note the similarities and differences among participants. 	<ul style="list-style-type: none"> ▪ Visit a campus center or cafeteria at a nearby college and observe where students sit and how they interact. ▪ Visit a classroom at a local community college and observe teacher and student behaviors during instruction. ▪ Shadow a student at a local community college for part of a day, observe, and take notes. ▪ Attend a free lecture or other on-campus event, observe, and take notes. 	<ul style="list-style-type: none"> ▪ Observe and participate in small talk during breaks at work. ▪ Make a list of the different titles used at work. ▪ Observe how employees and supervisors interact at work. 	
<p>Comparing/contrasting cultural behaviors</p> <p>(Standard 2, 5)</p> <p>Note: there are a few students who are born in the US but still need ESOL instruction so they cannot compare the difference.</p>	<ul style="list-style-type: none"> ▪ Compare personal cultural behaviors (daily routines, dress, food, table manners, etc.) with observed behaviors in the U.S. ▪ Observe teenagers who have grown up in the U.S. and compare their behaviors with teens who have recently arrived in the U.S. 	<ul style="list-style-type: none"> ▪ Compare (in writing or via an oral report) the academic settings in the U.S. and your native country. ▪ Compare (in writing or via an oral report) your current school with previous academic settings. 	<ul style="list-style-type: none"> ▪ Compare work environment and protocols (acceptable reasons for work absence, lateness, etc.) in the U.S. and your native country. ▪ Compare (with a classmate) work environments and expectations of employers. 	

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Intermediate Level (SPLs 4-5): VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
Cultural stereotypes (Standard 6)	<ul style="list-style-type: none"> ▪ Examine race, gender, ethnicity, religion, class, nationality, and sexual orientation in the community (i.e. female/male roles within the community) and how these differ from your native culture. ▪ Ask two community members about their opinions on immigration issues. 	<ul style="list-style-type: none"> ▪ Examine a local newspaper article or media report for bias or stereotypes. ▪ Discuss with another student personal attitudes toward different ethnic or religious groups. ▪ Read, discuss, and write about articles on discrimination. 	<ul style="list-style-type: none"> ▪ Examine how race, gender, ethnicity, religion, class, nationality, and sexual orientation influence workplace interactions. 	
Cultural values and beliefs (Standard 5)	<ul style="list-style-type: none"> ▪ Ask two neighbors to identify the civic values they believe are essential to a healthy community. ▪ Ask two neighbors about their opinions on relationships, financial matters, etc. 	<ul style="list-style-type: none"> ▪ Ask two classmates to compare current classroom protocol to previous experiences, and give an oral report on results to class. ▪ Interview two students on how they learn most effectively, and give an oral report on results to class. 	<ul style="list-style-type: none"> ▪ Interview a co-worker or supervisor and ask them to describe an ideal boss, co-worker, etc. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Staff Name: ⁷	Class:	Student:
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Advanced Level SPL 6: I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ⁸	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ⁹
<p>Express complex ideas in an organized and context-appropriate manner</p> <p><i>ESOL Benchmarks:</i></p> <p style="text-align: center;"><i>S1.6a, S1.6b, S1.6c S2.6b, S2.6a</i></p>	<ul style="list-style-type: none"> ▪ Describe symptoms of oneself or family member to a physician. ▪ Advocate for point of view on issue of civic interest. ▪ Describe a problem your child is having in school and offer suggestions for how to resolve it. ▪ Give information at the scene of an accident. ▪ Express a consumer complaint to Customer Service (in person or over the telephone). ▪ Communicate with a peer regarding a personal problem, a common problem, or a matter requiring constructive feedback and provide a brief report on the interchange, successful or not. ▪ Work with two or more peers to plan an event. 	<ul style="list-style-type: none"> ▪ Communicate with a professor or classmate regarding a personal problem, a common problem, or a matter requiring constructive feedback and provide a brief oral report on the interchange, successful or not. ▪ Give an oral report or presentation on a research topic. ▪ Contribute to a group research project or presentation. ▪ Compare and contrast conflicting points of view of two or more speakers or writers. ▪ Politely disagree with point of view of another student in an appropriate manner. 	<ul style="list-style-type: none"> ▪ Contact three potential references and ask if you can provide their names as references during your job search. Ask them what the best way for potential employers to reach them would be. ▪ Document or role-play a successful personal exchange between or among fellow workers. ▪ Communicate with a supervisor regarding a personal problem, a common problem, or a matter requiring constructive feedback and provide a brief oral report on the interchange, successful or not. ▪ Describe a problem at work and offer suggestions for how to solve it. 	

⁷ These blocks are provided to accommodate various uses for the Guide: As a teacher’s planning tool for whole class preparation; as a guide for a counselor’s or teacher’s work with a particular student; for a student’s personal use, both inside or outside the classroom; etc.

⁸ “Indicators” are examples of mastery of a given competency or benchmark. Indicators are merely examples: a competency may be demonstrated in a variety of additional ways.

⁹ This column could be used by teachers, students, or counselors in a variety of ways: to indicate when or how a competency was demonstrated, for sign-offs, for listing attachments in cases where the Guide is used as part of a student portfolio, etc.

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Advanced Level SPL 6: I. SPEAKING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS ⁸	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS ⁹
	<ul style="list-style-type: none"> ▪ Express a community need or complaint to an elected representative (local, state or federal). 		<ul style="list-style-type: none"> ▪ Work with two or more peers to gather information or create a product or report. ▪ Give an oral report or presentation on a research topic to be given at work or conference. 	
<p>Monitor listener comprehension</p> <p style="text-align: center;"><i>3.6a, 3.6b, 3.6c</i></p>	<ul style="list-style-type: none"> ▪ Adapt vocabulary, register, rate of speech, etc. to role-play conversations with child’s teacher, police officer, customer service representative, etc. 	<ul style="list-style-type: none"> ▪ Adapt vocabulary, register, rate of speech, etc. to orally summarize a reading or presentation to another student or the class. ▪ Help another student with their homework assignment. 	<ul style="list-style-type: none"> ▪ Adapt vocabulary, register, rate of speech, etc. to role-play discussion of a problem at work with supervisor or co-workers. ▪ Role-play “water cooler” conversations on topics of daily interest. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Advanced Level SPL 6: II. LISTENING

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend messages</p> <p>Follow directions</p> <p>Understand vocabulary in context</p> <p><i>L 1.16 a, L 1.16b, L 1.16c, L 1.16d L 2.6a, L 2.6b, L 2.6f</i></p>	<ul style="list-style-type: none"> ▪ Identify speaker’s purpose (advertisement, informational presentation, political speech). ▪ Follow multi-step oral directions (<i>L 1.5c</i>: e.g., Take the #52 bus to Jackson Street. The police station is on the corner); instructional DVD; medical instructions; recipe. 	<ul style="list-style-type: none"> ▪ Comprehend oral presentations/lectures on a variety of topics. ▪ Identify main idea and key details in oral presentation, video, or lecture. ▪ Follow multi-step instructions for homework assignment. 	<ul style="list-style-type: none"> ▪ Identify and summarize speaker’s intention in announcements, suggestions, staff meeting discussions, etc. ▪ Follow multi-step instructions to complete a work assignment (i.e., operate a cash register or machine at work). ▪ Prioritize activities based on oral directions from a supervisor. 	
<p>Self-monitor understanding</p> <p>Work cooperatively with others to gain understanding</p> <p>Confirm understanding</p> <p><i>L 3.5a, L 3.5b, L 3.5c, L 3.5d</i></p>	<ul style="list-style-type: none"> ▪ Work in a team to plan an event. ▪ Work on a committee to accomplish a task (e.g., student advisory board). ▪ Confirm oral directions or instructions. 	<ul style="list-style-type: none"> ▪ Take notes on an oral presentation or lecture. ▪ Work in a team to develop a research project. ▪ Orally summarize main points of an oral presentation. 	<ul style="list-style-type: none"> ▪ Work in a team to complete a project. ▪ Repeat or rephrase supervisor’s instructions to show understanding. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Advanced Level SPL 6: *III. READING*

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Comprehend variety of multi-paragraph texts</p> <p>Recognize stylistic conventions and author's purpose for writing</p> <p>Evaluate/analyze/synthesize</p> <p>Identify main idea and supporting details</p> <p>Skim and scan</p> <p style="text-align: center;"><i>R1.6a R1.6b, R1.6c R1.6d, R1.6e</i></p>	<ul style="list-style-type: none"> ▪ Read adapted and authentic texts on topics of everyday interest (e.g., newspapers and news magazines, websites, library reference materials, consumer guides, etc.) ▪ Orally compare/contrast information from two sources on a similar topic (e.g., shopping advertisements; community events). ▪ Scan (for specific details) for information in authentic prose or informational text (e.g., health brochure, school bulletin, insurance policy, instruction manual). 	<ul style="list-style-type: none"> ▪ Read adapted and authentic informational and literary texts on high-interest topics. ▪ Orally capture areas of agreement, disagreement, or basic difference between two essays, articles, or chapters from textbooks. ▪ Gauge the quality and/or accuracy of an author's ideas or arguments and give reasons. ▪ Skim and scan (to determine purpose and/or locate information) authentic prose or informational text (e.g. course bulletin, textbook, news magazine). 	<ul style="list-style-type: none"> ▪ Read adapted and authentic texts on work-related topics, recognize stylistic differences (e.g., e-mail announcements, employee handbook, operator's manual, etc.) ▪ Orally compare/contrast information from two work-related sources (e.g., a work-related memo and a work schedule). ▪ Scan (for specific details) for information in authentic prose or informational text (e.g., work newsletter, operator's manual, employee handbook, etc.) ▪ Summarize and prioritize information to complete an assigned deadline. 	
<p>Read orally with expression</p> <p>Develop vocabulary and awareness of writing conventions</p> <p>Develop reading strategies and study skills</p> <p style="text-align: center;"><i>R2.6, R3.6</i></p>	<ul style="list-style-type: none"> ▪ Read a variety of texts (news article, children's book, popular magazine article) aloud with appropriate expression, pace, and phrasing. ▪ Use pre-reading strategies and prior knowledge. ▪ Take notes while reading. 	<ul style="list-style-type: none"> ▪ Read a variety of authentic literary or informational texts (drama, poetry, prose, textbook) aloud with appropriate expression, pace, and phrasing. ▪ Use pre-reading strategies and prior knowledge. ▪ Take notes while reading. 	<ul style="list-style-type: none"> ▪ Read a variety of texts (e-mail, minutes, manual, memo, etc.) aloud with appropriate expression, pace, and phrasing. ▪ Use pre-reading strategies and prior knowledge. ▪ Take notes while reading. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Advanced Level SPL 6: *IV. WRITING*

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Elaborate ideas in a clear, cohesive passage of several paragraphs in appropriate style for purpose and reader(s)</p> <p>Present ideas in logical sequence</p> <p>Paraphrase/ summarize</p> <p>Compare/contrast</p> <p>Synthesize</p> <p>Take notes</p> <p><i>W1.6a, W1.6b, W1.6c, W1.6d, W2.6a, W2.6b, W2.6c, W2.6d, W2.6e</i></p>	<ul style="list-style-type: none"> ▪ Write a letter or e-mail disputing a bill or complaining about a product or service. ▪ Use appropriate tone and expression in emails, letters, sympathy cards, etc. ▪ Write a recipe, or instructions for how to complete a procedure (pack the car for vacation, can vegetables, play a card game, etc.) ▪ Write a summary of a comic strip from the Sunday paper, a television program (documentary or feature). ▪ Compare different brands of the same product and write a letter to a friend, blog post or consumer review comparing their relative value vs. cost. ▪ Write a letter to the editor in response to an article. ▪ Compile and prioritize a to-do list of things that need to be done this week. Assign how much time you think each task will take. 	<ul style="list-style-type: none"> ▪ Write a 5-paragraph essay with thesis statement, body, and conclusion. ▪ Write a research paper. ▪ Write an expository essay describing a process. ▪ Accurately summarize information received orally, graphically, or from a written text in one's own words. ▪ Summarize essay or textbook chapter into 3-5 paragraphs using paraphrasing and quoting. ▪ Integrate main ideas or information from at least two different essays or resources into a single summary. ▪ Appropriately cite sources. ▪ Capture and transcribe main ideas of an essay or textbook chapter. 	<ul style="list-style-type: none"> ▪ Write a detailed memo outlining a work-related problem and a proposed solution. ▪ Write instructions to a co-worker on how to perform a multi-step task. ▪ Write a memo summarizing information from more than one source, or minutes of a meeting summarizing a discussion. ▪ Understand workplace conventions of confidentiality regarding e-mail and other written communications. ▪ Compare different brands of the same product and write a letter to a friend, a blog post, or a consumer review comparing their relative quality vs. cost. ▪ Take notes at a staff meeting of action items to be completed. ▪ Write a response to a memo or document to clarify information or an inquiry. 	

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Advanced Level SPL 6: *IV. WRITING*

COMPETENCIES AND BENCHMARKS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Review the accuracy of your predictions. Think about what took more time and what took less time. Reflect on how this can help you better plan your time. 			
<p>Use technology</p> <p>Edit, write and revise</p> <p style="text-align: center;"><i>W3.6a, W3.6b</i></p>	<ul style="list-style-type: none"> ▪ Use word processor to write and revise a letter. ▪ Use web-based communications (e-mail, blog, social networking) according to needs and interest. 	<ul style="list-style-type: none"> ▪ Use word processor to spell-check, edit, revise and re-write successive drafts. ▪ Use e-mail or other media to communicate with teacher and/or other students. ▪ Develop PowerPoint presentations. ▪ Respond to an e-discussion list. 	<ul style="list-style-type: none"> ▪ Talk to your program advisor or teacher about career interests. Write three steps to begin getting information about careers that interest you. ▪ Communicate with co-workers via e-mail or other electronic communication. ▪ Complete an on-line job application. ▪ Use word processor to write and revise cover letter, resume, and reference sheet. ▪ Contact your program advisor or a career counselor and ask for feedback on your resume and cover letter. ▪ Work with an advisor or career counselor to practice filling out a sample job application. 	

THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS

Advanced Level SPL 6: V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Researching (Standard 3)</p>	<ul style="list-style-type: none"> ▪ Use community resources (such as phone book, Internet) to find information. ▪ Find a continuing education class of interest (i.e., gardening, personal finance, etc.) ▪ Compare the costs, benefits, and disadvantages of two or more similar things (i.e., plumbers, rental companies, neighborhoods to live in). 	<ul style="list-style-type: none"> ▪ Find information from at least two different sources (e.g., monographs, Internet) on same topic and capture in a notes page, essay, or one-paragraph summary. ▪ Go online or in person and get a local college course catalog. Find the following information: <ol style="list-style-type: none"> 1. Find three courses of interest. Are there prerequisites? If so, what does this mean and what are they? 2. How to convert your diploma to a U.S. credential. 3. When classes begin and end. 4. When class registration begins and ends. 5. When is the drop/add deadline? What does this mean? 6. What are the rules about health insurance? 7. What does each class cost? Who would you talk to about financial assistance? 	<ul style="list-style-type: none"> ▪ Review an employee manual to find specific information about procedures for submitting vacation requests, etc. ▪ Review a career pathways ladder representative of intended field (i.e., www.bls.gov/oco). ▪ Call an employment or temp agency and ask about the process for applying for a job. 	

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Advanced Level SPL 6: V. *DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
		<p>8. When do bills have to be paid? What happens if your bill is not paid on time?</p> <ul style="list-style-type: none"> ▪ Write three goals based on the information you learned in the previous task. How will you meet those requirements? Who can help you? ▪ Talk to at least three current students to ask their opinion on specific instructors, classes, or campus resources. 		
<p>Using technology (Standards 3, 4)</p>	<ul style="list-style-type: none"> ▪ Send an email to someone with the file attached. ▪ Use the Internet to locate a community service. ▪ Set up a budget using a software or online program, (i.e., Excel or www.budgetsimple.com). 	<ul style="list-style-type: none"> ▪ Write or copy an essay using word processing and save as a file. ▪ Use the Internet to find sources for a paper. ▪ Use a software program or website to assist in an academic or language learning goal. 	<ul style="list-style-type: none"> ▪ Complete an online job application. ▪ Compare average salaries for careers and positions in different fields or in different geographic areas using an online program (i.e., www.salary.com). ▪ Give a demonstration of how to use a piece of equipment or technology at work (i.e., photocopier, multi-line telephone, timecard punch). 	

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<p>Collaborating (Standards 6, 7)</p>	<ul style="list-style-type: none"> ▪ Work with two peers in a new environment in the community (i.e., church, PTA, recreation center) to plan an event, gather information, or create a product or report. ▪ Work with two neighbors to identify three things to improve in the neighborhood and three strategies to carry out the improvements. ▪ Carry out an assigned role within a small group for an instructional task in class (i.e., leader, note taker, presenter). ▪ Compliment a classmate or neighbor on a success or personal strength. ▪ Post “help wanted” and “help offered” offers on a bulletin board in class. 	<ul style="list-style-type: none"> ▪ Work with two or more fellow classmates in a new environment to plan an event or gather information or create a product or report. ▪ Participate in 3 study sessions focused on a current academic or language goal with peers. ▪ Assist an instructor with a special classroom project. 	<ul style="list-style-type: none"> ▪ Work with two or more fellow workers in a new environment to plan an event or gather information or create a product or report. ▪ Teach two or more co-workers how to do a job-related task. ▪ Use cooperative language to complete a task with coworkers. ▪ Compliment coworkers on job abilities and successes. 	
<p>Persisting (Standard 1)</p>	<ul style="list-style-type: none"> ▪ Set a personal goal related to physical or mental health, and meet the goal. ▪ Share a “secret of success” with classmates or friends related to persisting at a goal (i.e., weight loss, getting out of debt). 	<ul style="list-style-type: none"> ▪ Maintain 80% attendance in class for at least 6 months AND ▪ Communicate with program when unable to attend and provide justifiable reasons. ▪ At the end of a course of instruction, write a reflection on reaching goals and persisting despite setbacks. 	<ul style="list-style-type: none"> ▪ Maintain attendance at work and communicate with supervisor when unable to attend and provide justifiable reasons. ▪ Talk to colleagues or a supervisor to seek assistance about a challenge at work. 	

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Advanced Level SPL 6: *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Being professional (Standards 1, 5)</p>	<ul style="list-style-type: none"> ▪ Address a complaint or problem at a store in a courteous and cooperative manner. ▪ Attend a neighborhood or apartment building meeting and express concerns or share ideas. ▪ Write an announcement for a community board advertising a service or event (i.e., help wanted, seeking a job, garage sale). 	<ul style="list-style-type: none"> ▪ Be on time for 90% of classes for a period of a least six months AND ▪ Communicate with program when unable to arrive on time and provide justifiable reasons. ▪ Bring textbook, homework, and other required materials to class for a period of at least six months. 	<ul style="list-style-type: none"> ▪ Describe your professional qualifications, experiences, accomplishments, and goals to a potential employer. ▪ Keep a running log of successes and contributions at the workplace. ▪ Attend a career fair wearing appropriate attire with copies of resume. 	
<p>Managing time (Standards 1, 3, 5)</p>	<ul style="list-style-type: none"> ▪ Produce and follow a schedule of personal tasks and appointments for a period of at least 3 months with at least an 80% success rate. ▪ Create a log of time spent during the day doing certain activities and identify free time for recreation or relaxation. ▪ Create a calendar of family's activities and appointments to track and follow. 	<ul style="list-style-type: none"> ▪ Turn in assignments on time, complete and professionally done, at least 80% of the time. ▪ Schedule and complete an appropriate number of study hours per week. ▪ Create a timeline for an anticipated academic trajectory. 	<ul style="list-style-type: none"> ▪ Work with a supervisor to review time allocations and schedules on the job. ▪ Identify available time during the work calendar to take on a special project or professional development opportunity and share with supervisor. 	

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Advanced Level SPL 6: *V. DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING*

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Being self-directed</p> <p>(Standards 1, 4, 5)</p>	<ul style="list-style-type: none"> ▪ Create a timeline that includes specific steps to increase knowledge or skills in a given area. ▪ Find a book, movie, website, workshop, continuing education class, or community project to help reach a personal goal. ▪ Identify desired characteristics in a community resource (school, recreation center, place of worship, library, etc.) and find the place that best meets identified needs. ▪ Keep a log of opportunities taken to use English in the community. 	<ul style="list-style-type: none"> ▪ Complete a body of homework involving at least one learning task per week for at least a six month period OR ▪ Complete a self-directed learning project involving at least 10 hours work and report via notes pages, an essay, or a 3-5 paragraph summary. ▪ Bring a question, concern, or suggestion to instructor to discuss and find an answer or solution. ▪ Commit to learning 10 new vocabulary words per week with help of a dictionary, flashcards, online pronunciation dictionary, songs, etc. 	<ul style="list-style-type: none"> ▪ Develop a Career Plan covering at least three years with clearly stated, realistic goals and action steps and a budget reflecting income and/or financial aid against costs. ▪ Contact an employer in intended field for an informational interview. ▪ Find a book, movie, website, workshop, continuing education class, or community project to improve one aspect of job performance. ▪ Arrange a job shadow from one day with someone in a company or position of interest. 	

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Advanced Level SPL 6: VI. NAVIGATING SYSTEMS

COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identifying needs and goals</p> <p>(Standard 1)</p>	<ul style="list-style-type: none"> ▪ Use a mind map or other graphic organizer to brainstorm personal needs related to family, community, health, finances, worship, social activity, or education. ▪ Prioritize three needs and talk to friends or program staff to identify resources to help you meet those needs. ▪ Tell classmates, write a story, or make a poster about a problem encountered in adjusting to life in the U.S. ▪ Survey classmates or community members on their use of and satisfaction with available community resources. 	<ul style="list-style-type: none"> ▪ Examine a body of work and identify strengths and areas for improvement. ▪ Describe academic needs related to areas for improvement (i.e., tutoring, orientation to library, counseling). ▪ Prioritize three needs and talk to friends or program staff to identify resources to help you meet those needs. ▪ Share academic goals with a recent graduate and ask for advice or guidance in reaching goals. 	<ul style="list-style-type: none"> ▪ Review previous performance evaluations and identify strengths and areas for improvement. ▪ Describe workplace needs related to areas for improvement: (i.e., training, materials or team work.) ▪ Share career goals with someone in intended field and request advice and guidance in reaching goals. ▪ Examine worker rights regulations; see www.dol.gov/whd/regs/compliance/whd_fs.pdf. 	
<p>Aligning needs and goals with resources</p> <p>(Standards 2, 3)</p>	<ul style="list-style-type: none"> ▪ Seek out a responsible person from a new environment (e.g., child's school) about a personal matter, contact him or her to resolve a problem or obtain information, and report on the experience in a notes page, essay, or 1-2 paragraph summary. 	<ul style="list-style-type: none"> ▪ Make and keep an appointment with an educational counselor at a community college and report on the meeting via a notes page, essay, or 1-2 paragraph summary. ▪ Take a tour of a community college campus and circle buildings on a map that will 	<ul style="list-style-type: none"> ▪ Make and keep an appointment with Career Center staff and report on the meeting via a notes page, essay, or 1-2 paragraph summary. ▪ Create a contact list of government agencies and community resources that protect 	

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COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
	<ul style="list-style-type: none"> ▪ Go on a field trip to a community resource to interview personnel about actions being taken to meet community needs. ▪ Use phone book to identify and contact three potential resources to meet a specific need. 	<ul style="list-style-type: none"> serve as resources. ▪ Find a peer mentor or peer advisor with similar academic experiences for guidance and advice. 	<ul style="list-style-type: none"> workers' rights. ▪ Role-play a conversation with supervisor to request a change in work hours, increase in benefits, or promotion. 	
<p>Reflecting and acting (Standard 4)</p>	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting personal needs. ▪ Write a letter to the head of an agency providing feedback about services. ▪ Read a prepared speech at a town hall or community meeting on an issue of concern. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting academic needs. ▪ Meet with classmates or other students to share experiences in navigating the academic system and make suggestions for improvements. ▪ Give a presentation on one aspect of the community college system that helps peers navigate successfully. 	<ul style="list-style-type: none"> ▪ Assess effectiveness of above experiences in meeting workplace needs. ▪ Identify and meet with local union members (if applicable) or work associations to address concerns. 	

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Advanced Level SPL 6: VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
<p>Identify cultural behaviors (Standard 1, 3)</p>	<ul style="list-style-type: none"> ▪ Watch a TV show and note nonverbal communication among characters. ▪ Interview neighbors or community members on what they consider to be taboo topics. ▪ Complete a task over the phone using appropriate protocol. ▪ Volunteer in a community organization and note the similarities and differences among participants. 	<ul style="list-style-type: none"> ▪ Visit a community college classroom or lab, sketch the seating arrangement, and label it. ▪ Observe a class and write a report on teacher and student behaviors during instruction. ▪ Shadow a current student for a day and note observations. ▪ Attend a free lecture or event and note observations. ▪ Volunteer in an ESL class or other academic/campus setting and note the similarities and differences among students. 	<ul style="list-style-type: none"> ▪ Observe and participate in small talk during downtime at work. ▪ Make a list of the titles and related degrees of familiarity used among employees and supervisors at work. ▪ Watch a TV show about a workplace (in desired field if possible) and note use of eye contact, time, and space on the job. 	
<p>Comparing/contrasting cultural behaviors (Standard 2, 5)</p> <p>Note: there are a few students who are born in the US but still need ESOL instruction so they cannot compare the difference.</p>	<ul style="list-style-type: none"> ▪ Describe personal cultural behaviors related to daily routines, dress, food, food preparation, table manners, or personal hygiene and compare to what you have observed in the U.S. community. ▪ Observe immigrant children who have grown up in the U.S. and compare their behaviors to newly arrived immigrant children. 	<ul style="list-style-type: none"> ▪ Analyze and compare the difference between academic settings in the U.S. and your native country. ▪ If born or spent most of your life in U.S. contrast the academic setting of the adult ed. program with other academic settings you have attended. 	<ul style="list-style-type: none"> ▪ Describe the cultural behaviors related to the work environment in the U.S. and your country, acceptable reasons for being late or absent from work. ▪ If born or spent most of your life in U.S. discuss the work environment and expectations of employers. 	

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Advanced Level SPL 6: VII. INTERCULTURAL KNOWLEDGE AND SKILLS				
COMPETENCIES AND STANDARDS	LIFE SKILLS INDICATORS	ACADEMIC INDICATORS	CAREER INDICATORS	NOTATIONS
Cultural stereotypes (Standard 6)	<ul style="list-style-type: none"> ▪ Examine race, gender, ethnicity, religion, class, nationality and sexual orientation in the community i.e. female/ male roles within community and how these differ from your culture. ▪ Survey community members on their opinions related to immigration issues. 	<ul style="list-style-type: none"> ▪ Examine newspapers and media for bias or stereotypes and examine your own attitudes toward different groups. ▪ Read, discuss, and write about articles on discrimination. 	<ul style="list-style-type: none"> ▪ Examine how race, gender, ethnicity, religion, class, nationality and sexual orientation affect the workplace environment i.e. sexual harassment, job promotions etc. 	
Cultural values and beliefs (Standard 5)	<ul style="list-style-type: none"> ▪ Examine views on male/female roles, aging, independence, materialism or money. ▪ Interview community members from different cultures on their values and beliefs related to male/female roles, independence, materialism, or money and compare/contrast results. 	<ul style="list-style-type: none"> ▪ Interview an instructor about their beliefs regarding academic integrity, plagiarism, and self-directed learning and report to class. ▪ Compare and contrast the different reasons for and benefits of independent vs. cooperative learning. 	<ul style="list-style-type: none"> ▪ Examine work ethic, competition, individualism, the importance of time in the U.S. and how this is important in the workforce. 	