

# Strengthening ESL Classrooms Through IET

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April 25, 2018



**Activity Book**

Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

# Strengthening ESL Classrooms through IET

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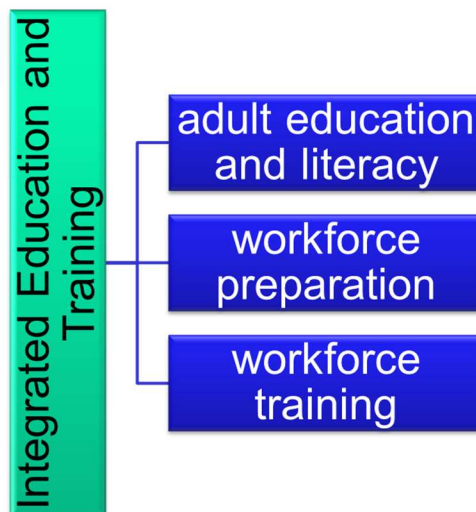
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# Agenda

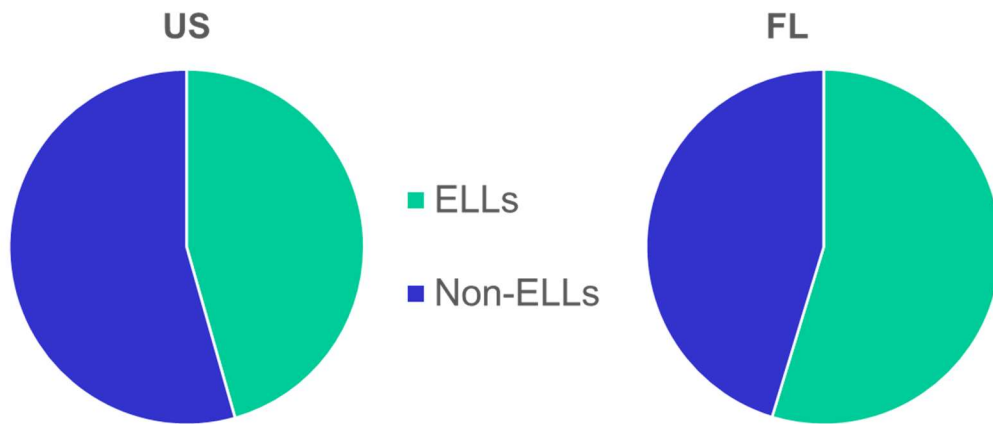
- I. Some Background Information
- II. What is IET?
- III. The CCR and ELP Standards Aligned to IET
- IV. The ELP Standards: What It Looks Like in Practice in an IET Class
- V. Using the Curriculum Frameworks in Developing Lessons that Promote IET
- VI. The CARIBE Refugee Program and Its IET Model
- VII. Evaluation

## Integrated Education and Training

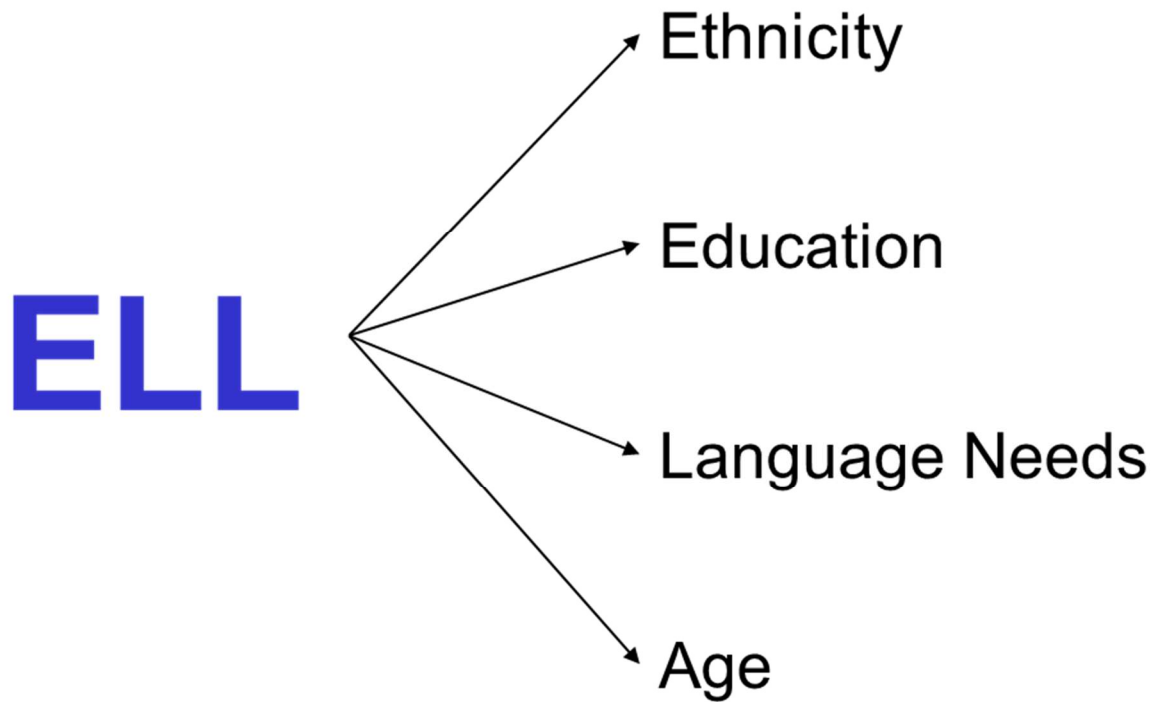
IET is adult education and literacy, workforce preparation, and workforce training “each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals” that “occur simultaneously,” “use occupationally relevant instructional materials,” and are “organized to function cooperatively” with “a single set of learning outcomes.”



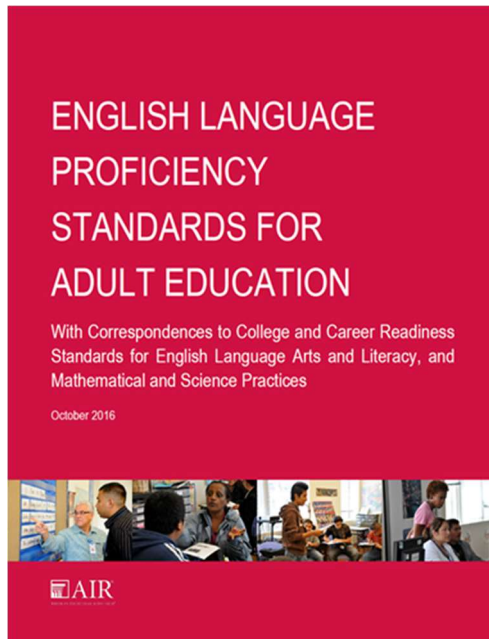
## English Language Learners



ELL's currently make up more than 44% of AE students in the federally funded system and 55% in FL.



# The English Language Proficiency Standards



The English Language Proficiency (ELP) Standards for Adult Education (AE) are intended to address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs) with the goal of ensuring that adult learners are adequately prepared for careers and postsecondary education.

This trend is in response to the **Workforce Innovation and Opportunity Act (WIOA)** mandate that requires states to “align content standards for adult education with **state-adopted challenging academic content standards.**”

Reflection Question:

Which of the Guiding Principles outlined in the English Language Proficiency Standards especially apply to your students? How does the standards apply to these guiding principles?

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## What It Looks Like in Practice

### What It Looks Like in Practice

#### IET Class

Amani's IET class prepares non-native English speakers for careers in health care, specifically as certified nursing assistants (CNAs). As a registered nurse herself, the focus with her advanced group of adult ELLs this week is on taking vital signs. She tries to integrate language support into this course in addition to the practical skills they need. Amani wants to make sure that her students are prepared for the interactions and people skills required in caring for ill or elderly people.

Amani already has specific medical objectives in mind for today's lesson. Students will practice taking each other's pulse and blood pressure readings and record this information in a table. She would also like to integrate conversation practice into this lesson. She wants her students to be able to make requests of their patients, explain what they are doing, and build rapport.

Amani turns first to Table 3, which provides correspondences between the CCR English Language Arts and Literacy Standards and the ELP Standards for AE. She knows that she wants to focus on CCR Speaking and Listening Anchor Standard 1, which is: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.* She finds that this CCR standard corresponds to ELP Standard 2.

Amani next turns to **View Two** so as to better understand the language demands required to meet the rigorous CCR standard. As her students are very high-level speakers of English, she focuses on levels 4–5 of ELP Standard 2. ELP 2 is: *An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.* She focuses in particular on these elements: *participate in conversations about a range of topics, build on the ideas of others, and express ideas clearly.*

Seeing these language standards helps her decide to add an activity to her pulse and blood pressure lesson. She plans an activity for students to brainstorm ice-breaker questions they might ask nursing home residents and also discusses topics to avoid. Amani also plans to have students practice the specific language needed to describe what they are doing to the patients in the process of taking their blood pressure. For example, *Please roll up your sleeve.* Students will focus on the quantity of speech they produce and their articulation when speaking.

### Comprehension Question:

How did Amani in the passage above use the English Language Proficiency Standards to modify her lesson?

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## ELPS Correspondences Chart

	<b>ELP Standards for AE An ELL can...</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Reading</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Writing</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Language</b>
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
2	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3



## Reflection Questions:

How can teachers prepare our students to enter workforce training programs?

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How can we use the IET model to add more rigor in the Adult ESOL Classroom?

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# Lesson Planning Template

Use the lesson planning template below to plan your next IET aligned lesson.

## Lesson Plan Form

<b>Class objective:</b>			
<b>Level Objectives:</b>			
<b>Lower level:</b>	Students will be able to		
<b>Higher level:</b>	Students will be able to		
<b>Evaluation Strategies:</b>			
<b>Lower level:</b>	Students will		
<b>Higher level:</b>	Students will		
<b>Basic Skills:</b>			
Vocabulary: _____			
Grammar: _____			
<b>Major Language Skills: (Circle)</b>			
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>

Lesson Stage	Activity		
Warm-Up/Review			
Introduction			
Presentation (Whole-Group)			
Practice	<p style="text-align: center;"><u>Lower Level</u></p> <p style="text-align: center;">Resources:</p>	<p style="text-align: center;"><u>Higher Level</u></p> <p style="text-align: center;">Resources:</p>	<p style="text-align: center;"><u>Other</u></p> <p style="text-align: center;">Resources:</p>
Evaluation Strategy			

## Adult ESOL Life and Work Competencies

<b>LIFE AND WORK COMPETENCIES</b>	
<b>AREAS</b>	
<b>1</b>	<b>COMMUNICATION</b>
<b>2</b>	<b>EMPLOYMENT</b>
<b>3</b>	<b>COMMUNITY</b>
<b>4</b>	<b>CONSUMER ECONOMICS</b>
<b>5</b>	<b>HEALTH</b>
<b>6</b>	<b>CIVICS</b>
<b>7</b>	<b>ENVIRONMENT</b>
<b>8</b>	<b>MATHEMATICS</b>
<b>9</b>	<b>LEARNING AND THINKING</b>
<b>1 COMMUNICATION</b>	
	Interact with others effectively in the classroom
	Respond appropriately to common information questions (name, address, family members, country)
	Identify or use appropriate non-verbal behavior (e.g., handshaking)
	Converse about daily and leisure activities, every day topics, and personal interests
	Identify family members and their relationships
	Complete a personal information form
	Use a telephone or similar device to make and receive calls and for other functions
	Interpret or write a personal note, invitation, or letter
	Identify the months of the year and the days of the week
	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?)
	Understand or use appropriate language to clarify or request clarification
	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree)
	Understand or use appropriate language to influence or persuade(e.g., to caution, advise, persuade, negotiate)
	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
<b>2 EMPLOYMENT</b>	
<b>OBTAINING EMPLOYMENT</b>	
	Identify and use sources of information about job opportunities such as job descriptions

Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
Identify and use information about training opportunities
Identify common occupations and the skills and education required for them
Identify procedures for career planning, including self-assessment
Identify appropriate skills and education for keeping a job and getting a promotion
Interpret job responsibilities and performance reviews
Identify job training needs and set learning goals
Identify/interpret appropriate behaviors, attire, attitudes, and interpersonal interactions in the workplace
<b>WAGES</b>
Interpret information about wages, deductions, pay statements, and timekeeping forms
Interpret employee handbooks, personnel policies, employee benefits, and job manuals
Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
<b>WORKPLACE SAFETY</b>
Identify/interpret safety signs and manuals, safe work procedures, and ergonomic requirements in the workplace
Identify common safety equipment and safe work attire
Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them
<b>WORKPLACE TOOLS AND TECHNOLOGY</b>
Demonstrate use of common business machines
Demonstrate the ability to use a computer in performing work tasks
Identify tools, equipment, and machines in the workplace
Interpret work-related technical service manuals
(From CASAS Comps) Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures (Reworded) Identify/interpret procedures to troubleshoot/resolve problems with machines, and maintain them
<b>WORKPLACE COMMUNICATION</b>
Interpret general work-related vocabulary (e.g., supervisor, shift)
Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms charts, checklists, etc.
Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
Demonstrate ability to select, set up, and apply appropriate technology for a given task

Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
Demonstrate effective communication skills in working with customers and clients
Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
Assess the operation of a system or organization and make recommendations for improvement, including development of new systems
Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
Interpret written workplace announcements and notices
Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
<b>WORKPLACE RESOURCE MANAGEMENT</b>
Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
<b>3 COMMUNITY</b>
Ask for, give, follow, or clarify directions to a place or location, including reading signs
Identify/interpret signs related to public transportation
Identify/interpret different types of transportation in the community, and interpret traffic information
Identify/interpret maps relating to travel needs, including internet-based map systems
Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning)
Locate and utilize services of agencies that provide emergency help
Identify and access governmental social services (e.g., Social Security, Medicare, welfare programs)
Locate and interpret information related to classes and schedules
Interpret school-related registration and application forms
Interpret information about social issues
<b>4 CONSUMER ECONOMICS</b>
<b>MEASUREMENT AND MONEY</b>
Interpret recipes
Interpret, use and compute measurement for consumer-related purposes
Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
Interpret advertisements, labels, charts, and price tags in selecting goods and services

<b>PURCHASING GOODS AND SERVICES</b>
Compare price, quality, and product information to determine the best buys for goods and services
Identify common food items
Identify common articles of clothing
Identify, compare and use methods for purchasing goods and services, including online purchasing
Make returns, exchanges, and customer service requests
Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
Identify common articles of clothing
<b>CONSUMER PROTECTION</b>
Identify consumer protection resources concerning business practices and solicitations
Identify procedures the consumer can follow if merchandise or service is unsatisfactory
Interpret product guarantees and warranties
Interpret operating instructions, directions, or labels for consumer products
Interpret information to obtain repairs
<b>FINANCIAL LITERACY</b>
Interpret information about personal and family budgets
Consider need, affordability, and long-term implications in making purchases
Interpret bills
Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
Interpret information about the types of loans available through lending institutions
Interpret information about credit and debt, including interest rates, payment terms and credit reports
<b>HOUSING</b>
Identify different kinds of housing, areas of the home, and common household items
Select appropriate housing by reading ads, signs, and other information, and by making inquiries
Interpret lease and rental documents
Interpret information about tenant and landlord rights and obligations
Interpret information about housing loans and homeowner insurance
Communicate maintenance needs and housing problems to a landlord or property manager
Recognize home theft and fire prevention measures
<b>TRANSPORTATION</b>
Interpret highway and traffic signs and signals, including parking information
Identify driving regulations and procedures to obtain a driver's license
Compute mileage and gasoline consumption
Interpret maps related to driving
Interpret information related to the selection and purchase of a car
Interpret information related to automobile maintenance

Identify types of vehicles and basic car parts and features, including safety equipment
<b>5 HEALTH</b>
<b>BASIC HEALTH AND MEDICAL INFORMATION</b>
Identify parts of the body
Identify information necessary to make or keep medical and dental appointments
Identify and use health care services and facilities, including interacting with staff
Identify and access counseling services
Interpret information about health care plans, insurance, and benefits
Fill out medical health history forms
Interpret medical bills
Identify and use appropriate medications, including prescription, over-the-counter, and generic
Interpret medicine labels
Interpret product labels, including directions and warnings
Identify safety measures that can prevent accidents and injuries
Interpret procedures for first-aid
Interpret information about AIDS and other sexually transmitted diseases
Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
Interpret immunization requirements
Interpret health and danger alerts
Interpret medical-related vocabulary (e.g., X-ray, blood test)
<b>MAINTAINING HEALTH</b>
Interpret information about nutrition, including food labels
Identify/interpret information about a healthy diet
Identify how to handle, prepare and store food safely
Identify practices that promote dental health
Identify practices to maintain health such as regular checkups, exercise, and disease prevention measures
Interpret information about illnesses, diseases, and health conditions, and their symptoms
Communicate with medical personnel regarding condition, diagnosis, treatment, concerns, and instructions
Interpret information on the development, care, and health and safety concerns of children
<b>6 CIVICS</b>
<b>VOTING AND CIVIC ENGAGEMENT</b>
Identify/interpret voter qualifications and registration forms
Interpret a ballot
Interpret information about electoral politics, political parties, and candidates
Identify, interpret, and express opinions on political and other public issues



Identify how to contact public officials about issues and concerns
<b>U.S. HISTORY</b>
Identify the U.S. flag, other national symbols, and principal monuments
Interpret information about U.S. history
Identify/interpret U.S. historical documents
Interpret information about U.S. states, cities, geographical features, and points of interest
<b>LEGAL RIGHTS AND RESPONSIBILITIES</b>
Interpret laws and ordinances, and legal forms and documents
Identify individual legal and civil rights and procedures for obtaining legal advice
Interpret basic court procedures
Interpret information or identify requirements for establishing residency and/or obtaining citizenship
Identify common infractions, crimes, legal consequences
Identify procedures for reporting a crime
Identify legal obligations in domestic relationships and how to report problems
<b>FUNCTIONS OF GOVERNMENT</b>
Interpret information about the legislative, judicial, and executive branches and their activities
Interpret information about the military and law enforcement
Identify local, state and federal government officials
<b>CIVIC ACTIVITIES AND RESPONSIBILITIES</b>
Interpret information about neighborhood or community problems and their solutions
Interpret information about civic organizations and public service groups
Identify civic responsibilities, e.g., voting, jury duty, and paying taxes
<b>CONCEPTS OF ECONOMICS</b>
Interpret economic information and statistics
Interpret information on economic issues and trends
<b>7 ENVIRONMENT</b>
Identify ways of conserving resources, including recycling and using energy efficiently
Interpret information related to environmental issues
Interpret information related to energy issues
Interpret information about issues related to natural sciences, such as biology
Interpret information related to technological issues
Identify the principal components of Earth's climate system and ways they interact
Interpret the impact of climate change on environmental, biological and social systems.
<b>8 MATHEMATICS</b>
Count to 100 by ones and by tens
Identify and classify numeric symbols
Count and associate numbers with quantities, including recognizing correct number sequencing

Measure area and volume of geometric shapes
6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
Interpret diagrams, illustrations, and scale drawings
Compare objects with a measurable attribute in common, using “more of” / “less of”
<b>9 LEARNING AND THINKING</b>
Identify and prioritize personal, educational, and workplace goals
Identify and paraphrase pertinent information
Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships
Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
Identify a problem and its possible causes
Generate ideas using various approaches, such as brainstorming
Devise and implement a solution to an identified problem
Evaluate the outcome of a solution and suggest modifications to it as needed
Take notes or write a summary or an outline
Use an index or table of contents
Identify/interpret test-taking skills and strategies
Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics
Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations

Reflection Questions:

Which group of Life and Work Competencies look new to you? How do you feel about this?

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How would you incorporate these life and work competencies into your daily instruction?

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## Digital Literacy Standards

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL.01 Develop basic keyboarding and numerical keypad skills.

DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

## Workforce Preparation Activities

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

- 1) Critical Thinking: All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
- 2) Teamwork: All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
- 3) Employment: All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.

- 4) Self-Management: All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
- 5) Utilizing Resources: All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
- 6) Using Information: All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
- 7) Understanding Systems: All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

Reflection Question:

Write your answer to the reflection question below.

How would you incorporate the Digital Literacy Standards and Workforce Preparation Activities into your daily instruction?

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How could you further support your district/school/college's IET Programs?

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## IPDAE Website Scavenger Hunt

Visit the website [www.floridaipdae.org](http://www.floridaipdae.org). List down as many resources about IET you can find from the website.

Extend this activity by explaining how you could use these resources in support of IET programs in your district/school/college.