

RELEVANT, REMOTE- FRIENDLY TOOLS TO TEACH WRITING AND READING

Part 2 -- Reading

March 24, 2021 (1:00-2:30 ET)

Cynthia Peters (cpeters@worlded.org)



Agenda

- Welcome/Introductions/Who is here from previous workshop? – 5 mins
- New “Call for Articles” about work during the pandemic – 10 mins
- Standards – 5 mins
- What’s special about teaching w/ TCA? – 10 mins
- Get the Race issue + audio – 20 mins
- **Field Trip!** Juneteenth lesson packet – 20 mins.
- **Field Trip!** Lesson packets featuring Google slides – 20 mins.
- Wrap up/Questions/Comments – 5 mins



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

CALL FOR ARTICLES: Work during the Pandemic Issue #53

YOU MUST include in all articles and emails the contact information for the student and/or the teacher.

THEME: Many adult learners work in frontline jobs or are training for jobs that may be different given the pandemic. For our next issue, we are seeking stories by adult learners that address the following questions:

- If you are working, how has your job changed as a result of the pandemic? How has that affected you?
- If you are not working, how are you getting along? What is it like looking for work during the pandemic? Have you done an interview by zoom? Or used different tools for searching for work and applying?
- Is your work experiencing permanent changes due to the pandemic? If so, describe them. (For example, are more tasks done by machines or done remotely?)
- What does your workplace do to keep workers safe? Did you have to fight for those safety measures? If so, how did you do that?
- If your job includes serving customers, what have been the challenges when it comes to Covid safety? How do you handle customers who don't comply with safety standards? Does your workplace support you in these situations? Tell a story from your experience.
- If you are an essential worker, have you received extra pay or supports during the pandemic? Was there a struggle to win these benefits? Please explain.
- Has the pandemic taught us any lessons about what workplace benefits could make a big difference when it comes to managing a public health emergency, such as Covid-19? If so, describe them.
- Some essential workers have gone on strike during the pandemic (e.g., Hunt's Point workers in New York, Amazon workers in Alabama, grocery store workers across the nation). Research a strike by essential workers and say what you think about it. Or describe your own experience on strike.
- Studies show that women are overrepresented among healthcare workers, and people of color are overrepresented among essential workers. Research this dynamic and describe what the pandemic has exposed about race and gender divisions in our workforce. Integrate your own personal story if you can.
- The pandemic has disrupted so much about how we work. In a way, it has created an opening to envision new ways of working. Unleash your imagination; what could look like?

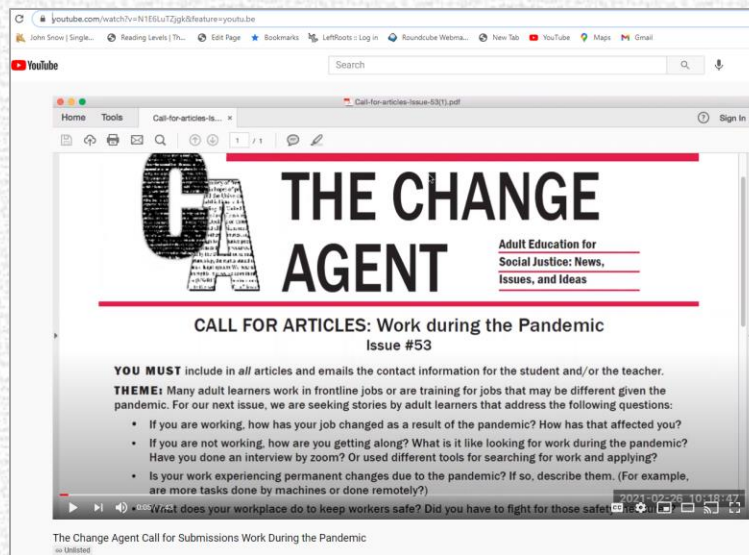
DEADLINE AND GUIDELINES FOR SUBMISSIONS: May 3, 2021. **Make sure to include contact information.** Send to: cpeters@worlded.org. Instead of long and general essays, we would like to see stories that are specific and detailed. Suggested length is 200-800 words. Please include contact information for the student and/or the teacher in all correspondence. Final decisions are made by *The Change Agent* editorial board. A \$50 gift card will be sent to each adult education student whose work is accepted for publication.

PLEASE SEND MATERIAL BY EMAIL to cpeters@worlded.org. Cynthia Peters, Editor, World Education, 44 Farnsworth St., Boston, MA 02210 Phone: 617-482-9485 fax: 617-482-0617

The mission of *The Change Agent* is to provide news, issues, ideas, and other teaching resources that inspire and enable adult educators and learners to make civic participation and social justice concerns part of their teaching and learning.

<http://changeagent.nelrc.org/>

A [7-minute video](https://www.youtube.com/watch?v=N1E6LuTZjgk&feature=youtu.be) made by a teacher, coaching her students on how to read the Call for Articles.



<https://www.youtube.com/watch?v=N1E6LuTZjgk&feature=youtu.be>

<https://changeagent.nelrc.org/write-for-us/>



Reminder!

- 1. If you are in non-DESE-funded program, go to <https://changeagent.nelrc.org/> and click on the “Subscribe” tab. The cost is \$30 per teacher per year. There are also A LOT of FREE materials, including all the lesson packets and currently, the “Talking about Race” issue.***
- 2. If you are in a DESE-funded program, go to <https://changeagent.nelrc.org/nelrc-member-states/>.***

Contact me at cpeters@worlded.org

Reading Standards summed up in four clusters

- What does the text say? What does it not say? What does it mean? How can you prove it?
- How does author use language? How is text organized? Who wrote it and why does that matter?
- How does this connect with other sources? Does it measure up? Is it valid?
- Can students read widely and deeply from a broad range of high-quality texts?

<https://changeagent.nelrc.org/in-the-classroom/ccr/>

This issue is free from the top page of our website: <https://changeagent.nelrc.org/>



Talking about Race

Issue 42, March 2016

Download this issue [PDF].

Jump to Table of Contents

Read issue extras.

Use this issue to teach College and Career Readiness (CCR) Standards.

View a recording of the webinar. View a pdf of the webinar slides.

Call for articles for Issue 42 [PDF].

We Were on Our Honeymoon

But No One Believed We Were Paying Customers

Roxana Martinez

In June of 2012, my husband and I, who are from El Salvador, went to Miami for our honeymoon. We spent two weeks in a hotel there. Sadly, the hotel staff did not treat us fairly.

On several occasions the security guards questioned us about our stay at the hotel. Several times, they asked to see our identification and asked us about our room number. They acted as if we could not possibly be paying customers. When we sat in the dining room, the waiter served everyone except us. He totally ignored us. We were both upset because he was discriminating against us.

We were sad that the hotel staff discriminated against us on our honeymoon. It is an example of racism. We were treated differently because of our race. In my opinion, racism in the United States continues to be a big problem.



Level 6

Roxana Martinez is an ESOL student in Fayetteville, AR.

Standards-aligned activity: look for evidence

Evaluate the Text

What argument is Roxana making? _____

What details does she provide to back it up? List three details here:

1. _____
2. _____
3. _____

Do you think she makes her case well? If yes, why? If no, how could she make it stronger?

Use the audio articles to teach reading

3 WAYS TO LISTEN

1. Listen to the full article here: 
2. Right click [here](#) and "save as" to save an mp3 of the article to your computer.
3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below.

READING LEVEL 6

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Advantages of listening to audio

- Comprehension (due to hearing expression),
- Pronunciation (opportunity to copy pronunciation),
- reading fluency (opportunity to mimic inflection),
- digital literacy from navigating around
- Punctuation – the “sound” of a commas, periods, etc.
- Leveled articles gives students a chance to notice when they have mastered a certain level, and note advancement



Celebrations

Issue 41, September 2015

[Download this issue \[PDF\].](#)

[Jump to Table of Contents](#)

[Read issue extras.](#)

[Use this issue to teach College and Career Readiness \(CCR\) Standards.](#)

[View a recording of the webinar. View a pdf of the webinar slides.](#)

[Call for Articles for Issue 41](#)

As we celebrate the 20th anniversary of *The Change Agent*, we turn our attention to—what else—celebrations! In this issue, students write about everything from private rituals to family- and community-based holidays, parties, graduations, commemorations, feasts, and fêtes. A special treat for this issue is the gorgeous cover art “Juneteenth on Oak Bluffs” and “Jubilee” on the back cover, both by Sonia Lynn Sadler.

Issue Extras

- [We Are All Divine](#) by Curtix Baxter
- Celebrating Freedom on Juneteenth by Inez Sadler in three levels: [Level 04](#); [Level 07](#); and [Level 10](#). And use this [Instructions for Lesson packet #6](#) to guide your teaching at any of those three levels
- Tech Tips for Teachers Lesson Idea: [Making a Holiday Budget as a Financial Literacy Exercise](#) by Leah Peterson

Juneteenth article
and activities
available in **three
levels**



"Juneteenth at Oak Bluffs" by Sonia Sadler. Used with permission from Inez Sadler.



"Jubilee" by Sonia Sadler. Used with permission from Inez Sadler.

Field Trip

- <http://changeagent.nelrc.org/wp-content/uploads/2015/02/juneteenth-level-04.pdf>
- <http://changeagent.nelrc.org/wp-content/uploads/2015/09/juneteenth-level-071.pdf>

Pre-Reading Activities

LEVEL 4	LEVEL 7	LEVEL 10
Share what you know about the U.S. Civil War.	Share what you know about the U.S. Civil War.	Share what you know about the U.S. Civil War.
Share what you know about U.S. slavery.	Share what you know about U.S. slavery.	Share what you know about U.S. slavery and the Emancipation Proclamation.
Look at the two images (on this page and the next). What is happening in the pictures?	Looking at the two images and the title, what do you think this article will be about?	What is another name for the Executive of the United States?
Using the information you get from the pictures and the title, what do you think this article will be about?	What is oral history? Why might it be particularly important in African American culture?	

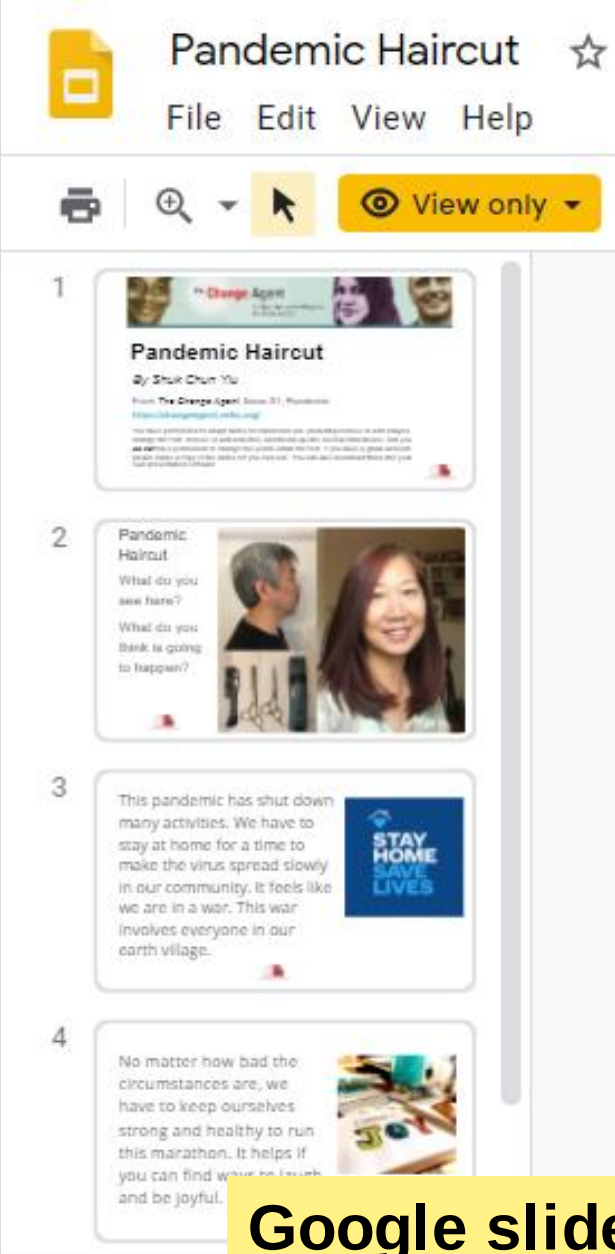
Post-Reading Activities

LEVEL 4	LEVEL 7	LEVEL 10
What is Juneteenth?	According to the author, what does artist celebrate in her paintings?	According to the author, what does artist celebrate in her paintings?
Imagine you could ask Mariah a question. What would it be?	Explore details of the art.	Explore details of the art.
Tell the story using sequencing words.	Research Juneteenth and Emancipation Proc.	More research opportunities.
Past tense.	Passive voice, conditional tense, etc.	Study sentence structure; explore language of actual proclamation; “slave” vs. “enslaved person”
Discuss own family or community celebrations.	Discuss own family or community celebrations.	Discuss own family or community celebrations.

Field Trip

Visit the Google slides,
Lesson packets #24 and up
<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/>

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet25>



The screenshot shows a Google Slides presentation titled "Pandemic Haircut" with a yellow star icon. The interface includes a top menu bar with "File", "Edit", "View", and "Help". Below the menu is a toolbar with icons for printing, zooming, and a "View only" button. The presentation content is visible in a list view, showing four slides:

- Slide 1:** Titled "Pandemic Haircut" by Shuk Chun Yu. It includes a small image of two people and a link to "https://changeagent.nelrc.org/".
- Slide 2:** Titled "Pandemic Haircut" with the text "What do you see here?" and "What do you think is going to happen?". It features a small image of a person's head and shoulders.
- Slide 3:** Contains the text "This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels like we are in a war. This war involves everyone in our earth village." and a small image of a "STAY HOME SAVE LIVES" sign.
- Slide 4:** Contains the text "No matter how bad the circumstances are, we have to keep ourselves strong and healthy to run this marathon. It helps if you can find where to laugh and be joyful." and a small image of a person's face.

Google slides

Some key things to remember about *The Change Agent*

- The magazine is 90% student writing
- A new “Call for Articles” is published every February (deadline early May) and August (deadline early November). Writers receive a \$50 gift card.
- A new issue is published every March and September.
- On our website, you can find online audio, lesson packets, beginner packets, grids that show how content is aligned to standards, free webinars for how to teach using each issue, and more.
- If you want a short refresher, watch the 2-minute video tour we have on our top page.

If you are encouraging students to write for TCA, here's a sample text students could respond to. (There are more in the Pandemic issue of *The Change Agent*.)

I Work in a Dangerous Place

Kyra Fuentes

BEFORE YOU READ:

1. "Cocky" means proud or over-confident. It comes from the word cock—a male chicken.
2. What are some of the more dangerous jobs during the pandemic? What makes them dangerous?

A Roller Coaster for Me

The pandemic has been a roller coaster for me. If I made a graph of my emotions, it would show an erratic pattern. One steady presence in my life has been my husband. I should nominate him to be "husband of the year." (Please, do not tell my husband I said that because he will become cocky.) You might be wondering: What is so great about my husband? I will tell you: He has supported me while I work in a dangerous place!

Did I mention that I work in a supermarket?

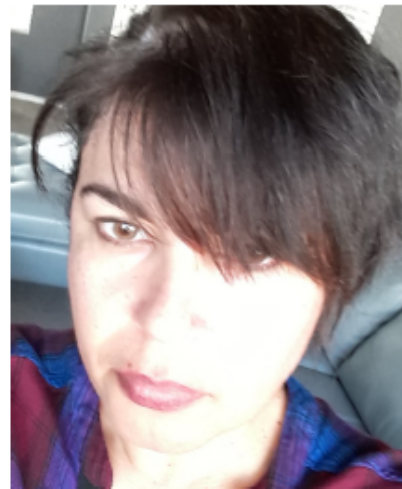
Trying to Stay Safe at Work

A supermarket is a place where many different people come together. During the first couple of weeks of the shutdown, I felt very scared about everything. How was I going to be safe in an enclosed space with so many people?

Every day, I plan how I should do things at my job. After I clock in, I wash my hands and my ID, and then I put on my mask and gloves. As I work, I regularly check to see if my gloves are tearing. I check that the customers are not too close to me. Even if I put baskets or barriers around me while I am working, they just move them so they can get what they want. It seems like they do not care if they—or I—get sick!

I Cannot Rest

The whole day consists of running away from customers and washing my hands many times. During my lunch break, I cannot rest. I wash my hands, and then all the surfaces in the break room—handles of the refrigerator, microwave,



Kyra Fuentes is an ESL student at the Bazan branch of the San Antonio Public Library in San Antonio, TX. She was born in Panama, and she has been living in the U.S. since 2014. One of her dreams is to speak English like a native speaker.

my table, etc. Yes, I clean the kitchen at my job! During my lunch break! Before clocking out, I wash my hands again and with my soapy hands, I clean my walkie-talkie and my PDT. (A PDT is a portable data terminal that we use to scan items in the store.) You should see my co-workers' faces! I do not want to get sick or make my husband or anyone sick! I know, I know! This is too much, but at the end of the day, I believe it is better to be safe than sorry.

AFTER YOU READ:

1. According to the author, what makes working in a supermarket dangerous?
2. Make a graph of your emotions. What would you put on the x axis? And the y axis?
3. How do you respect people's different needs around staying safe?



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