

Notes on CI: Intermediate

- Ⓢ Intermediate was defined differently at different sites- mainly somewhere between 200 and 220. However, sometimes sites use teacher input to determine placement.
- Ⓢ There is often a gap between speaking skills and reading skills.
- Ⓢ Our classes are often multi-level. We use groups, volunteers, tutors, and multilevel activities to cope with the levels.

- Ⓢ Curriculum mentioned: “Ventures,” “Stand Out,” “Great American Heroes,” “Holidays,” New Readers Press, Pro Lingua Associates

- Ⓢ Websites:
<http://sites.google.com/site/abesummer>
www.mcedservices.com
www.uscitizenship.org

- Ⓢ Strategies and activities: small groups, roles in groups, newspapers, projects, interviews, dialogue journals, interactive read-alouds, folders with writing prompts that they choose.

- Ⓢ Plays are a great thing to do at this level, with them reading and performing the plays. Good books for this include “Great American Heroes” and “Holidays.” Learners can also generate (write) their own plays.

- Ⓢ Challenges:
 - placement is based on reading tests
 - students have huge goals but no plan to accomplish them
 - students expect to move quickly through the classes
 - large classes
 - few staff
 - poor attendance
 - plateau issues (students stay at the intermediate level forever)
 - anxiety about moving into Advanced classes

- Ⓢ Ideas:
 - use timelines for goals
 - lessons on setting goals

- peer observation
- Intermediate students observe Advanced classes
- student-teacher conferences
- student mentors
- teach more CASAS skills
- celebrate student achievements with certificates
- have a ceremony at all levels
- look at each individual student's life issues
- identify the specific ways in which a student has plateau'ed
- observe students for specific issues
- try using a higher CASAS test
- test often (of course)
- give attendance incentives