

**Pre A-C-E-S Lesson:**

**Step 1:** *Assess* the lesson below for the TIF skills it already contains. Write the skills in the “Assess” column of the grid.

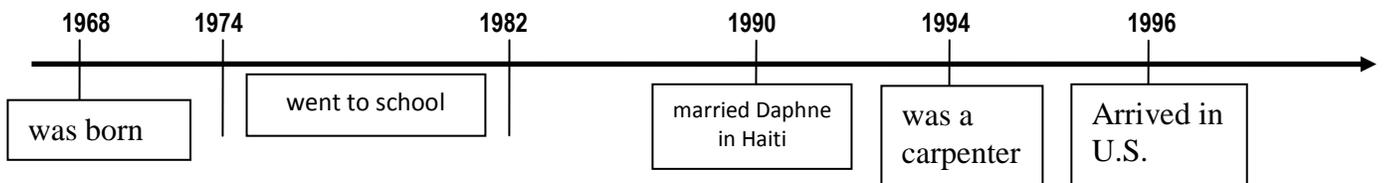
**Introduction:** *Look at the painting on the right.*

This is Raymond Sedar.



**Guided Practice:** *Read the time line below.*

When did Raymond Sedar arrive in the U.S. from Haiti?



**Independent Practice:** *Read the text.*

Raymond Sedar was born in Haiti in 1968. He was a student from 1974-1982. In 1990 he married Daphne Carnes. Raymond was a carpenter for two years in Haiti. He worked from 1994 to 1996. Then in 1996 Raymond and his family came to the U.S.

Now Raymond is at the Employment and Training Office. He wants some help looking for a job.

Lesson Components	Assess: <i>Transitions Intergration Framework</i> skills addressed
<b>Introduction:</b> look at the picture	<b>LS 1c</b> -Use context clues to understand new information (formatting, pictures, surrounding text)
<b>Guided Practice:</b> read the timeline and answer one question	<b>LS 1a</b> -Make use of background knowledge to understand new information <b>LS 1e</b> -Scan written text or listen to oral text for specific information and details
<b>Independent Practice:</b> read the story	None explicitly addressed

Adapted from Podnecky, J. (1996). *Put English to work, level 2: Interaction and competencies for job success.* Chicago: Contemporary Books.

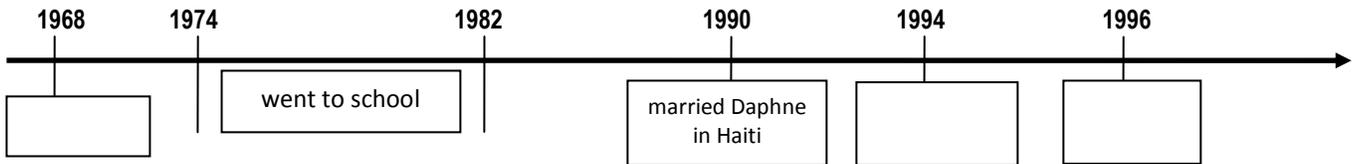
## Post A-C-E-S Lesson: "TIF-ed" Lesson

**Step 2: Complement:** Look at the post A-C-E-S Lesson. What "complements" have been added to the lesson? Write the TIF skills and sub skills (e.g. EC1a) being addressed in the "complement" column of the grid.

**Introduction:** Pre-reading from Pre-A-C-E-S lesson

**Guided Practice:** Read the story of Raymond Sedar. Work with a partner to put the missing information in the boxes on the timeline below.

Raymond Sedar was born in Haiti in 1968. He was a student from 1974-1982. In 1990 he married Daphne Carnes. Raymond was a carpenter for two years in Haiti. He worked from 1994 to 1996. Then in 1996 Raymond and his family came to the U.S. Now Raymond is at the Employment and Training Office. He wants some help looking for a job.

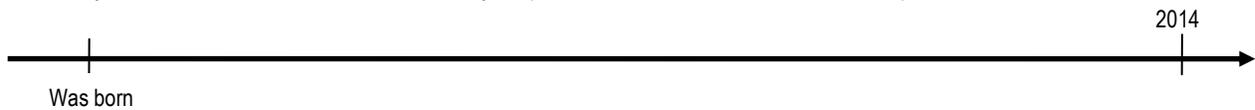


**Independent Practice:** Interview your partner to learn about their lives. Answer these questions:

1. Where were you born? \_\_\_\_\_
2. What year were you born? \_\_\_\_\_
3. When did you finish high school? \_\_\_\_\_
4. What was your first job? \_\_\_\_\_
5. What year did you begin working? \_\_\_\_\_
6. What is your job now? \_\_\_\_\_
7. When did you begin that job? \_\_\_\_\_

**Extension:**

1. Create a timeline for your partner like the timeline you created for Raymond Sedar. You will use the answers to the interview questions in Task 2. On the timeline below, put the year above the line, and the information below the line.
2. When you are finished, share the timeline with your partner. Ask them to add one more important event from their life.



Lesson activities description	<b>Transitions Intergration Framework skills addressed</b>
<b>Introduction:</b> (pre A-C-E-S)	<b>LS 1c</b> -Use context clues to understand new information (formatting, pictures, surrounding text)
<b>Guided Practice:</b> Read story and complete timeline with partner	<b>EC 1e</b> -Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team <b>LS 1c</b> -Use context clues to understand new information (formatting, pictures, surrounding text) <b>LS 1e</b> -Scan written text or listen to oral text for specific information and details <b>LS 1f</b> -Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize) <b>LS 1g</b> -Make inferences and logical guesses (read and listen between the lines) <b>LS 2b</b> -Select and use graphic organizers appropriate for a task <b>ALS 3a</b> -Employ multiple strategies for organizing information <b>CT1a</b> - Sequence components, items, or ideas in a logical or structured manner
<b>Independent Practice:</b> Interview partner & collect data	<b>EC 1e</b> -Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team <b>LS 1e</b> -Scan written text or listen to oral text for specific information and details
<b>Extension:</b> Use interview data to complete timeline for partner; work with partner to ensure accuracy and to add more information	<b>EC 1e</b> -Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team <b>LS 2b</b> -Select and use graphic organizers appropriate for a task ( <b>ALS 3a</b> -Employ multiple strategies for organizing information (graphic organizers, outlining) to show the relationships between concepts <b>CT1a</b> - Sequence components, items, or ideas in a logical or structured manner

### TIF-ing a Lesson Grid

1. The first column outlines standard lesson components.
2. **Assess** the original lesson to identify which TIF skills are addressed in each applicable lesson component.
  - Write the skills in the "Assess" column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills.
  - Write these skills in the "Complement" column.
4. **Evaluate** the outcomes of the lesson after instruction using *student evidence*.
5. **Study** and reflect about what else the students need as well as what the instructor needs.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<b><u>Introduction:</u></b>				
<b><u>Guided Practice:</u></b>				
<b><u>Independent Practice:</u></b>				
<b><u>Extension:</u></b>	NA			