Statewide IT Bridge Curriculum
Contextualized Language Arts and Writing Module

Outcome #1 - Use word processing tools; format text and documents

Module Content - Explore creation and formatting of text and documents
Targeted ABE/ASE Content Standards - **5.R.CI.6** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **5.R.CI.1** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **5.W.WL.3** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
Targeted ESL Standards - **ELP Standard 8 / AE.8.1** Determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. **ELP Standard 1 / AE.1.4** Summarize a text. **ELP Standard 9 / AE.9.2** Introduce and develop an informational topic with facts, details, and evidence.
Activities & Resources - Become familiar with word processing, MS Word, Google Docs, etc. **Optional Readings** 1. Wikipedia - Word Processing: https://en.wikipedia.org/wiki/Word_processor 2. Wikipedia - Microsoft Word: https://en.wikipedia.org/wiki/Microsoft_Word 3. Wikipedia - Google Docs: https://en.wikipedia.org/wiki/Google_Docs **Optional Videos** 1. YouTube - Word Processing: https://www.youtube.com/watch?v=6iuERoIhEzU 2. YouTube - Microsoft Word: https://www.youtube.com/watch?v=CeQGAzU3Qe4 3. YouTube - Google Docs: https://www.youtube.com/watch?v=I0OqnItA-zA **Activity 1: Word processing tutorials** ● Students complete designated components from one of the following tutorials and write a summary of what they learned. *(The tutorials are long - this activity will work best if the instructor selects specific, relevant components from the tutorial for students to complete.)* GCF Learn Free - Google Documents: https://edu.gcfglobal.org/en/googledocuments/ GoFree – Libre Office Writer: https://www.libreofficehelp.com/libreoffice-writer-tutorial/ GCF Learn Free - Microsoft Word 2016: https://edu.gcfglobal.org/en/word2016/
Assessment - Reflection of what was learned or a hands-on demonstration of how to complete a simple task using one of the word processing programs.
ELL Supports / Instructor Resources - It is recommended that you turn on the Closed Captions

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or transcript function on the videos given that the focus is on content. If students are watching videos on their own, model how to enable transcripts and slow the video speed.

Outcome #2 - Write an elevator pitch

Module Content - Read for information; identify main idea and details; demonstrate basic word processing skills; create, edit and save a document

Targeted ABE/ASE Content Standards -
5.R.CI.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
5.W.KL.2 Use brainstorming, clustering, and free writing to write, edit, and rewrite work…
5.R.FW.2c Compose, revise, and save written materials such as paragraphs or business letters using a word processing program.
5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Targeted ESL Standards -
ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.
ELP Standard 3 / AE.3.2 Compose written informational texts about a variety of texts, topics, or events.
ELP Standard 9 / AE.9.2 Introduce and develop an informational topic with facts, details, and evidence.

Targeted IL IEL/CE Competencies -
EM3. Identify typical steps in obtaining a job.

Activities & Resources - Research and create an elevator pitch.

Activity 1: What is an elevator pitch?
> Definition: An elevator pitch is named for the time it takes to ride an elevator from bottom to top of a building (roughly 30 seconds, which would equate to about 75 words).
> **Elevator pitches** are sometimes thought to be specific to an idea or a product, but having a pitch to sell yourself as a professional is a common use case for elevator pitches, too.
>
> Use the following text to familiarize students with the concepts of an elevator pitch and what makes them effective.
> Reading: 'Elevator Pitch Examples and Writing Tips'
> https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976

Activity 2: Creating an elevator pitch
- Working with a partner, brainstorm ideas for your own elevator pitch as a good employee.
- Determine which ideas to keep from the brainstorm and create a written outline of your pitch.

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• Create a Word or Google document and enter the text of your approximately 30 second pitch in paragraph form, using spell check & thesaurus as needed. • Edit, save, print preview, and print the document; close the application.

Assessment - Submit a written elevator pitch to the instructor for feedback.

ELL Supports / Instructor Resources - It is recommended that the instructor focuses on mastery-based feedback on the content rather than too much focus on grammar that has not yet been covered to support ELL content knowledge.

Outcome #3 - Present an elevator pitch

Module Content - Read for information; interact in a group discussion; conduct a presentation

Targeted ABE/ASE Content Standards - **5.R.CI.1** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **5.W.PD.2** Develop and strengthen writing as needed, using feedback from a variety of sources, by planning, brainstorming, evaluating, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific topic, purpose and audience. **5.S.CC.1** Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively. **5.S.CC.2** Demonstrate active listening skills

Targeted ESL Standards - **ELP Standard 1 / AE.1.1** Determine a central idea or theme in oral presentations and spoken and written texts. **ELP Standard 2 / AE.2.1** Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. **ELP Standard 2 / AE.2.4** Clearly support points with specific and relevant evidence. **ELP Standard 3 / AE.3.1** Deliver oral presentations about a variety of texts, topics, or events. **ELP Standard 3 / AE.3.4** Integrate graphics or multimedia when useful about a variety of texts, topics, or events. **ELP Standard 4 / AE.4.1** Construct a claim about a variety of topics. **ELP Standard 7 / AE.7.1** Adapt language choices and style according to purpose, task, and audience in various social and academic contexts. **ELP Standard 9 / AE.9.2** Introduce and develop an informational topic with facts, details, and evidence.

Targeted IL IEL/CE Competencies - **EM3.** Identify typical steps in obtaining a job.

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Activities & Resources -
Activity 1: Reading: 'How to Give an Elevator Pitch (With Examples)'
   https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples

Activity 2: Polishing your elevator pitch (pair work)
- Review written pitch with partner
- Recommend improvements and make edits as needed

Activity 3: Create evaluation sheet for elevator pitch presentations (whole class)
1. Pair work: List 3-4 criteria for evaluating an elevator pitch.
   - Review each criterion and explain it.
2. Share in groups.
   - Review each criterion and explain it.
   - Decide on the top 3.
3. Groups share with class.
   - Review each criterion and explain it.
   - Develop a list for the whole class.
4. Review final criteria list.

Activity 4: Talk about giving and receiving verbal feedback
- Key points in giving feedback: purpose, how to do so constructively
- Key points in receiving feedback

Activity 5: Group or pair work: presentations
- Each person presents their elevator pitch
- Partner gives feedback
- Speaker responds to feedback

Assessment - Students present their elevator pitches to classmates.

ELL Supports / Instructor Resources - It is recommended that the instructor provide ample time for practice throughout the lesson both with giving and receiving feedback and with presenting an elevator pitch.

Outcome #4 - Create a presentation slides and add content

Module Content - Read and view information; define terminology; apply knowledge learned to create a presentation

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Targeted ABE/ASE Content Standards -
5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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5.W.WL.5 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Targeted ESL Standards -
ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.
ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.

Targeted IL IEL/CE Competencies - N/A

Activities & Resources - Research presentation slides (PowerPoint, Google Slides, etc.) and their creation; create presentation

Activity 1: Terminology & descriptions: creating a presentation (located on the *IT Bridge Language Arts Writing Resources* document)
- Have participants complete **Activity #1** on the *Resources Sheet*
    - Creating a new presentation slide deck
- Have participants complete **Activity #2** on the *Resources Sheet*
    - Adding slides & content including pictures
- Have participants complete **Activity #3** on the *Resources Sheet*
    - Modifying presentation slides
    - Rearranging slide order
- Have participants complete **Activity #4** on the *Resources Sheet*
    - Duplicating slides
    - Deleting slides
- Have participants complete **Activity #5** on the *Resources Sheet*
    - Applying a theme
- Have participants complete **Activity #6** on the *Resources Sheet*
    - Playing presentation slides ("Slide Show")

Activity 2: Slideshow project
- Find some presentation slides on the internet
    - Review them
    - What can you learn?

Resources
- 'The 6 Things You Need to Do Before You Create Your Presentation - Part 1'
  https://youtu.be/xn1cmKHCXDI
- 'How to Make a Presentation Part 2 - Choose the Best Color For Your Slides'
  https://youtu.be/kxuPCdWnHgo
- '7 Common Types of Infographic' https://www.youtube.com/watch?v=A6_7zC0mB9w
- 'How to Create an Infographic - Part 1: What Makes a Good Infographic?'
  https://youtu.be/nLxQAa5Sras

- 'Part 2: Types of Infographics'
  https://youtu.be/j_O5FxO_DRk
- 'Part 3: Steps to Follow Before Creating Your Infographic'
  https://youtu.be/IpLXzOfBNJ0
- 'Part 4: How to Design Your Infographic'
  https://youtu.be/4EwDNokZvCE
    - 'How to Make an Infographic in Canva'
      https://youtu.be/36SIUe_mOZU?si=RJ5YAcPbI8TyxYGS
- 'Part 5: How to Create Persuasive Charts and Graphs'
  https://youtu.be/ZYJuw-hQ-IE

Assessment - Students create a slideshow using the slideshow software of their choice.

ELL Supports / Instructor Resources - It is recommended that you model key functions like spell check. Additionally, certain context-dependent terms like *transition* may need explanation.

Outcome #5 - Explore and evaluate sites using Google Search

Module Content - Interpret results; determine a site's reliability using established criteria; present the information

Targeted ABE/ASE Content Standards -
4.R.CI.9 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
5.R.VA.4 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5.S.PK.1 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

Targeted ESL Standards -
ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.
ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.
ELP Standard 2 / AE.2.4 Clearly support points with specific and relevant evidence.
ELP Standard 3 / AE.3.1 Deliver oral presentations about a variety of texts, topics, or events.
ELP Standard 4 / AE.4.1 Construct a claim about a variety of topics.
ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.

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Targeted IL IEL/CE Competencies - N/A

Activities & Resources - Learn to search with Google for the most effective, reliable results.
Activity 1: Search using Google
- Introduce students to the [Google homepage](#).
- Show students where to enter search terms into Google's search bar. Demonstrate that they can click the "Google Search" button or just hit "enter."
- Use the [Refine Google Searches page](#) to introduce students to Google Search.

Activity 2: Search Terms
- *Optional:* Possible answer: It found pages with the word I.Use the [Refine Google Searches page](#) to introduce students to Google Search.
- Ask students to conduct sample searches for specific types of results (e.g. video, images, etc) or for a certain site (e.g. your program's site).

Activity 3: Reading search results

- Introduce the four major sections of the search results page: the search bar, the left panel, the organic--or natural--search results, and the sponsored links or advertisements.
- Show students the video [Teaching Students How To Read A Search Result Page](#) from the teacher's resource [Teaching Students How to Read a Search Result Page](#)
- Provide students with page 4-5 of [Teaching Students How to Read a Search Result Page](#) and walk through the different parts of a search page.

Activity 4: Browser Comparison

- Put students into groups or pairs.
- Students choose a web browser search engine to compare to Google (e.g., Yahoo!, Microsoft Viva, Firefox, etc.). This will depend on what browsers are already installed on the device that students are using.
- Have students enter same key words and ask them to answer the following questions:
    - What do you notice?
    - Do they return the same number of results? If no, why might that be? If yes, why might that be?
    - Is one search engine more visually appealing than another?
    - Are types of results different? (more .coms on one search engine than another)
    - Are results easier to understand? (from one search engine to another)
    - Do Ads distract?
- Students share their results and reflections with the class.

Activity 5: Internet Reliability
- Discuss what makes an internet site reliable.
- Review reliability factors on the Internet Reliability handout (located on the [IT Bridge Language Arts Writing Resources](#) document).
- Students choose five websites to evaluate.

- Allow 15–20 minutes to complete the worksheet. Then students stand and give a 3 to 5 minute presentation of one website that was evaluated.

Assessment -
Completed reflection shared with class
Completed presentation

ELL Supports / Instructor Resources - It is recommended that teachers introduce a misspelled search term to model how to find the "corrected" search term that Google provides and the option to revert to the original spelling for searching. Google is not always correct.

Outcome #6 - Analyze technology; create a technology review

Module Content - Read and analyze technology reviews; write a review essay on a specific technology; reflect on how people use technologies

Targeted ABE/ASE Content Standards -
5.S.CC.2 Demonstrate active listening skills
5.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively.
5.R.CI.5 Recognize differences in structure, content, and tone of various texts.
5.R.FW.3b Apply environmental reading to life skills; use informational texts, web sites, and/or technical materials to review and apply information sources for occupational tasks.
5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Targeted ESL Standards -
ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.
ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.
ELP Standard 2 / AE.2.4 Clearly support points with specific and relevant evidence.
ELP Standard 3 / AE.3.2 Compose written informational texts about a variety of texts, topics, or events.
ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.
ELP Standard 9 / AE.9.2 Introduce and develop an informational topic with facts, details, and evidence.

Targeted IL IEL/CE Competencies - N/A

Activities & Resources -
Pre-Lesson instructor preparation:

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- Make copies of the Text Analysis Chart, and if desired, the Technology Profile questions (located on the [IT Bridge Language Arts Writing Resources](#) document).
- Choose 4 or 5 technology reviews to use as examples for the class, and make copies of the reviews to support small group exploration of the genre.
- The following resources can provide reviews:
  - Reviews are available from *Consumer Reports*, from other print publications including newspapers and magazines, or from an online review site such as: *Technology Review*, *CNET Reviews*, and *ZDNet Reviews*.
  - Industry reviews are also sometimes available on shopping sites such as Amazon.com. To ensure the quality and appropriateness of the reviews, be sure to select professional reviews as models for the class, rather than the less polished reviews posted by purchasers of the product.
  - Visit a student-friendly search engine and search for reviews. You'll find reviews for a variety of technologies. Students can also use these search engines for research on their own reviews.

Activity 1: **What is a technology review?**
- Share a technology review with students, either distributing handouts or displaying the text using an overhead projector.
- Ask students to identify characteristics of the type of text that you have displayed, and note their responses on the board or chart paper.
- Explain that the class will spend this session identifying the characteristics of the technology review genre.

Activity 2: Technology review analysis
- Distribute copies of the Text Analysis Chart (located on the [IT Bridge Language Arts Writing Resources](#) document).
- Model the analysis of a technology review by working through the chart for the technology review.
- Once students understand the analysis process, arrange the class into small groups.
- Give each group another technology review and ask them to use the Text Analysis Chart to determine its characteristics.
- If desired, groups might write key characteristics on a piece of chart paper or an area of the board, in order to facilitate sharing information.
- Circulate among students as they work, answering any questions.
- Once the groups have worked through their texts, ask each group to share its findings with the class.
- Once all the information is shared, ask the class to consider all the details and common elements and suggest a class list of the genre's characteristics.
- Ask students to note specific characteristics that make the reviews successful and useful.
- Finish the session by reviewing the class list and making any additions or revisions. Save the list for the next session.

Activity 3: Create list of technologies to review
- Explain that during this activity, students will begin work on their own technology reviews

- Refer to the class list of characteristics for technology reviews. Make any additions or revisions.
- Ask students to brainstorm a list of technologies that they use, see, or know about in their notebooks, in order to give students a few minutes to gather their thoughts. Alternatively, if you're working with readings, ask students to brainstorm a list of technologies included in the reading.
- After everyone has collected a short list of ideas, ask students to share the technologies and write all the responses on the board, chart paper, or an overhead. You will return to this list in later sessions.
- If students have difficulty building a list, share the definition of technology and list of technologies topics from Wikipedia.
- At this point, you should have an extensive list of technologies assembled.
- Step back and review the entire list with the students. Make any additions, revisions, or deletions students suggest as you examine the list as a whole.

Activity 4: Select a technology to review
- Explain the criteria for selecting a technology:
  - Choose something you are familiar with or that you want to learn more about.
  - Choose something you can keep an open mind about as you evaluate it. You'll need to be able to talk about its strengths and weaknesses.
  - Choose something you can readily find additional information about (because reviewing obscure technologies may be difficult).

Activity 5: Reviewing a technology
- Ask students to select technologies on the list to review in detail and then spend a few minutes noting what they already know about the technology in their journals (or what they'd like to know).
- With preliminary ideas written down, share available resources students can use for their research on the technology.
- Students can research their technologies using information from a library, online resources, and personal experience. Students can tap online reviews and the manufacturer's site for many technologies (e.g., Nintendo, Tivo).
- Encourage students to explore information on the technology, its development, its use, and its potential.
- Allow students the rest of the session to research information about the technologies they have chosen.

Activity 6: Writing a review using the Technology Profile
- Distribute copies of the Technology Profile questions (located on the [IT Bridge Language Arts Writing Resources](#) document). .
- Answering the questions on the handout will help students synthesize and summarize their findings for the technology they have researched.
- Ask students to use notes from the previous sessions and information from the Technology Profile to compose their technology reviews. Refer them to the analysis in Activity 2 of effective qualities of a technology review.

- You may want to establish a minimum length or number of paragraphs to provide students additional guidance.
- Remind students to print their work.

Activity 7: Reviewing and sharing technology reviews
- Divide students into groups and ask them to share their technology reviews with one another.
- Distribute additional blank copies of the Text Analysis Chart.
- In their groups, have students share their reviews and have the group complete the Text Analysis Chart, identifying the characteristics of each review.
- Circulate among groups as they read and respond to one another's reviews. As necessary, remind students to focus on how well reviews match the characteristics of a technology review (rather than on whether they agree with the reviewer's opinion).

Assessment - Students write a technology review and present it to a small group.

ELL Supports / Instructor Resources - It is recommended that the teacher prepare a sample to show students. Additionally, modeling each step of the process may be beneficial for ELLs.

Outcome #7 - Write a short research paper

Module Content - Conduct research; write a brief, cohesive paper

Targeted ABE/ASE Content Standards -
5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
5.W.RB.1 Conduct short as well as more sustained research projects to answer a question (including a self-generating question) or solve a problem.

Targeted ESL Standards -
ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.
ELP Standard 2 / AE.2.4 Clearly support points with specific and relevant evidence.
ELP Standard 3 / AE.3.2 Compose written informational texts about a variety of texts, topics, or events.
ELP Standard 3 / AE.3.3 Develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events.
ELP Standard 4 / AE.4.1 Construct a claim about a variety of topics.
ELP Standard 4 / AE.4.2 Introduce the topic.
ELP Standard 4 / AE.4.3 Provide logically ordered reasons or facts that effectively support the claim.
ELP Standard 4 / AE.4.4 Provide a concluding statement.
ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and

audience in various social and academic contexts. **ELP Standard 9 / AE.9.2** Introduce and develop an informational topic with facts, details, and evidence.
Targeted IL IEL/CE Competencies - N/A

Activities & Resources - Conducting research independently, students will write a 5-paragraph research paper. Use the Research Paper Sample Outline (located on the [IT Bridge Language Arts Writing Resources](#) document) as a content example and structure guide.
 	
Activity 1: Preparation for writing
    ● Guide students in choosing a topic, creating a thesis statement, doing research, and drafting an outline.
 	
Activity 2: Writing a research paper
    ● Students write a 5-paragraph research paper, which includes an introductory paragraph, three body paragraphs, and a concluding paragraph (continue to have them refer to the Research Paper Sample Outline).

Assessment - Students write a 5 paragraph essay about a topic related to the field of IT.
ELL Supports / Instructor Resources - It is recommended to scaffold this work across multiple class sessions, perhaps taking a month to complete from brainstorming to the final draft.