

Outline of Today's Workshop

1. Slide show
2. Break-out groups to work with materials and activities
3. Small group brainstorming
4. Come back together for questions and discussion
5. Plan for December follow-up workshop

Differentiated Citizenship Instruction for Low-Literacy and Low-English Students

- **Passing the interview:** What knowledge and skills are needed?
- **Materials and activities:** Identify what works for students with widely varying abilities:
 - literacy, language, memory, education
- **Managing a mixed-level, mixed-ability class**
 - Use a student-centered approach
 - Evolve a management style that works for you
- **Assessment:** Use ongoing assessment and adjustments

Your Students

- **English**
 - Low
 - Intermediate
 - High
- **Literacy**
 - Low
 - Intermediate
 - High

Ranges: low-low to low-int to low-high to int-high

Majority ↑↑↑↑↑↑↑↑↑↑↑↑↑↑

Your Schedule

Range

1 to 4 days per week

2 to 3.5 hours per week

9 – 14+ weeks per term

Most Common

1

3

12

My Students and Hours

English: low-int Literacy: low-int

5 days/week

2.5 hours/day

14 weeks/term

English: high Literacy: int-high

1 day/week

3 hours/day

14 weeks/term

Workshop Objectives

You will be able to:

- **Explain the knowledge and skills needed for a successful interview**
- **Explain what your students should and should not expect at the interview**
- **Form working groups based on your program's structure and on your students' needs and abilities**
- **Identify appropriate types of materials and activities for your situation**
- **Identify organization methods that may work for you**
- **Engage in ongoing assessment and adjustments to maximize a student-centered approach**

Passing the Interview

Naturalization applicants will need to:

- A. Answer any of 100 questions about U.S. government, history and civics (6 of 10)**
- B. Read a sentence containing restricted vocabulary (1 of 3)**
- C. Write a sentence containing restricted vocabulary (1 of 3)**
- D. Communicate in English (at varying levels of proficiency)**

A. 100 Questions

10 chances for 6 correct responses

What skills are needed?

- Memorization**
- Listening comprehension with attention to detail**
 - Focus on the complete question**
 - Listen, don't anticipate**
 - Remain calm (enough)**
- Confidence and ability to ask: Can you repeat that slowly, please?**
- Adequate pronunciation for comprehensible responses**

B. Reading a Sentence

3 chances to read 1 sentence mostly correctly

What skills are needed?

- Sight word recognition**
 - Compensation strategies for low literacy***
- Forgivable errors**
 - Misreading or omitting minor words**
- Fatal errors**
 - Long hesitations, gross errors, misreading important words**
- The pronunciation factor**
 - Must be comprehensible**

*See [www.uscis.org/Applicant Performance](http://www.uscis.org/ApplicantPerformance) on the Naturalization Test/Scoring guidelines for the U.S. Naturalization test

C. Writing a Sentence

3 chances to write 1 sentence mostly correctly

What skills are needed?

- Aural word recognition**
- Legibility**
- Spelling**
 - Compensation strategies for low literacy***
- Capitalization and punctuation**
- Forgivable errors**
 - Minor omissions or misspelling, punctuation, capitalization**
- Fatal errors**
 - Major omissions or misspelling, illegibility**

***See www.uscis.org/Applicant Performance on the Naturalization Test/Scoring guidelines for the U.S. Naturalization test**

Recent Changes to Interview Process

- **Officers are asking applicants to use a tablet for the dictation (one word per line) and for the signature.**
- **The order of the different portions of the exam may vary: civics – reading – writing – interview portions may occur in any order.**
- **The order of the N-400 questions may seem arbitrary, for example jumping between one section and another.**
- **Applicants now have their picture taken at the interview.**
- **Many unexpected questions may be asked, for example:**
 - **Are you a good person? Why?**
 - **Have you received any public benefits?**
 - **What do you know about United States history?**

D. English Communication

What assessment is used by the USCIS?

This appears to depend on the inclination of the USCIS officer conducting the interview.

The “pass threshold” for English ability is interpreted differently by individual officers.

English Assessment by USCIS Officers

Assessment of English ability is ongoing throughout the entire interaction with the USCIS officer.

- Greetings and small talk while still in the waiting room
- Following directions (left, right, stand, place finger)
- Comprehension during civics, reading & writing exam
- Interview based on N-400 information and questions
 - Personal Information: comprehension and responses
 - Part 12: Additional Information about You
 - Yes or No
 - What does it mean?

Part 12 of the N-400 Form

- Easy interview: **Answer yes or no.**
- Difficult interview: **Explain the question or word.**
 - **What did you just swear?**
 - **What does “truth” mean?**
 - **What is the difference between a jail and a prison?**
 - **What is genocide? What does “kill” mean?**
 - **Have you ever been discharged from training or service in the U.S. Armed Forces because you were an alien? Explain what this means.**

3 Important Questions

- **Can you please repeat slowly?**
- **Can you please say that a different way?**
 - **Can you say that another way?**
 - **Can you rephrase that please?**
- **May I please speak with a supervisor?**
 - **Use with discretion and only if necessary.***

*** See USCIS the document: SCORING GUIDELINES FOR THE U.S. NATURALIZATION TEST**

Management

Approach to curriculum & instruction methods

- Your approach is student-centered – You are serving individual students in a group environment.
- Your approach to each student must be guided by:
 - individual abilities and needs of that student
 - the single goal of passing the interview*

*Caveat – I do teach about U.S. government and history but my class is 5 days/week and runs all year long.

How?

- A. Management, materials and activities for differentiated instruction in a mixed low-level class that meets multiple days a week.**
- B. Management of a less differentiated approach for students with high communication skills, varying literacy skills and only 3 class hours per week.**

The goal of this workshop is to present a variety of approaches that can be combined, reconfigured and adapted to your individual students and your specific teaching situations.

Curriculum for Multi-level Classes:

Your curriculum is fluid and flexible.

You are constantly evaluating and adjusting your instructional approach with respect to:

- Length and scope of a lesson**
- Length and nature of an activity**
- Method of instruction**
- Type of materials**

Your curriculum is a box of tools that you will apply as needed for each individual student and/or group of students.

Don't Panic!

- **Students can be grouped by ability:**
 - spelling, speaking, etc.
 - content mastery (percentage of 100 questions mastered)
- **Groups can be collapsed or divided depending on:**
 - objectives for the activity
 - availability and experience of
 - volunteers
 - student leaders

Management Considerations

- **People – Well-trained volunteers are an invaluable asset in multi-needs classes.**
- **Space – Be creative with what you have and, if possible, invade new territory!**
- **Time – Whatever works for you, do it and don't be afraid to revise the schedule; it's a learn-as-you-go process.**
- **Assessment – Note the specific challenges and strengths of each student on a daily basis and regroup or make adjustments as needed (materials, scope, activities, group size).**
- **Materials and Activities**
 - must be targeted to the objective and appropriate for the individual student or group of students
 - should be easy to use and suitable for use by pairs, small or large groups, and with or without a teacher or group leader

People: Well-trained Volunteers Are Invaluable!

- **Community volunteers**
 - Advantage: They model native English.
 - Disadvantage: They are unfamiliar with the students' needs and abilities.
- **Former student volunteers**
 - Advantage: They know the ropes.
 - Disadvantage: They have varying English abilities.
- **Student leaders**
 - Similar to former students

Community Volunteers

- **Training is important.**
 - It's crucial to understand how to work with adults who have limited educational background
 - * Low-Literacy Volunteer Guide is available
- **Flexibility and attitude are important.**
 - Expectations vs. adaptability
 - "It's not about what I want; it's about what they need."
 - Lauren McGillicuddy, a current volunteer
- **Patience and willingness to learn are important.**

Former Citizenship Student Volunteers

- **Former citizenship student volunteers have valuable experience - an inside perspective.**
- **Personalities of the volunteers are important.**
 - **Respect, patience, willingness to learn from the experience (pronunciation, teaching skills, etc.)**
- **Attitudes of the students are important.**
 - **They need to know that their USCIS officer may be an immigrant with a non-native accent.**

Student Leaders

- **The same challenges apply to classmates serving as group leaders:**
 - **patience, respect, leadership skills, pronunciation, etc.**
- **Advantages:**
 - **Student leaders can be chosen by observing how they work with their classmates.**
 - **Shy students can develop valuable confidence by helping as student leaders.**

Space – Be Creative With What You Have.

- **Organize your tables for both whole class and small group work.**
- **Have a small table for one-on-one or individual work.**
- **Is there space available outside the classroom for small groups or one-on-one tutoring?**
- **Get used to a noisy space with different activities.**

Time and Grouping – Find What Works for You.

- **Do you begin with all students together and then break up into groups?**
- **Do you have students begin with independent activities and then come together?**
- **Have extra copies of materials so 2-3 groups can do the same activity at different paces.**
- **Experiment.**

Assessment and Grouping

- **Literacy level**
- **English comprehension**
- **English expression**
- **Learning style**
- **Learning challenges**
- **Learning strengths**
- **Personality**
- **Circumstances (interview time frame)**

Assess Each Student Frequently.

- **Do this while you are working with a group.**
- **Assess each student in the group.**
 - **How is she doing? Is this working for her?**
 - **If not, why not?**
 - **Is there a problem with group dynamics?**
 - **Is the activity too difficult or too abstract?**
 - **Does she need more one-on-one work or can you subdivide the group?**
 - **Is this activity necessary? Can you substitute?**

Assess Yourself

- **Is the grouping appropriate?**
- **Does the activity target the objective?**
- **Is the activity appropriate for students' abilities?**
- **Is the activity easy so that the students can concentrate on the content and not the activity?**
- **Do the materials fit the activity?**
- **Does this activity and these materials meet the learning objective for these students?**

Materials

- **Useful published textbooks and CDs**
 - available here for browsing
- **Online resources**
 - USA Learns Citizenship
- **Useful commercial tools** - available here for viewing
 - Small laminator - endlessly useful
 - Califone or other brand of card reader/recorder
 - self-paced dictation, listening comprehension, reading, etc.
 - Hanging pocket charts
 - matching, sorting, organizing, etc.
- **Homemade materials** – guaranteed to be designed for your students

Evaluating the Materials

- What objectives do they target?
- Are they easy to use?
- What knowledge or skills are required to use them?
- Can they be used independently?
- Are they self-correcting?
- Can they be used for different size groups?
- Are they easy for you to make?

Evaluating Activities

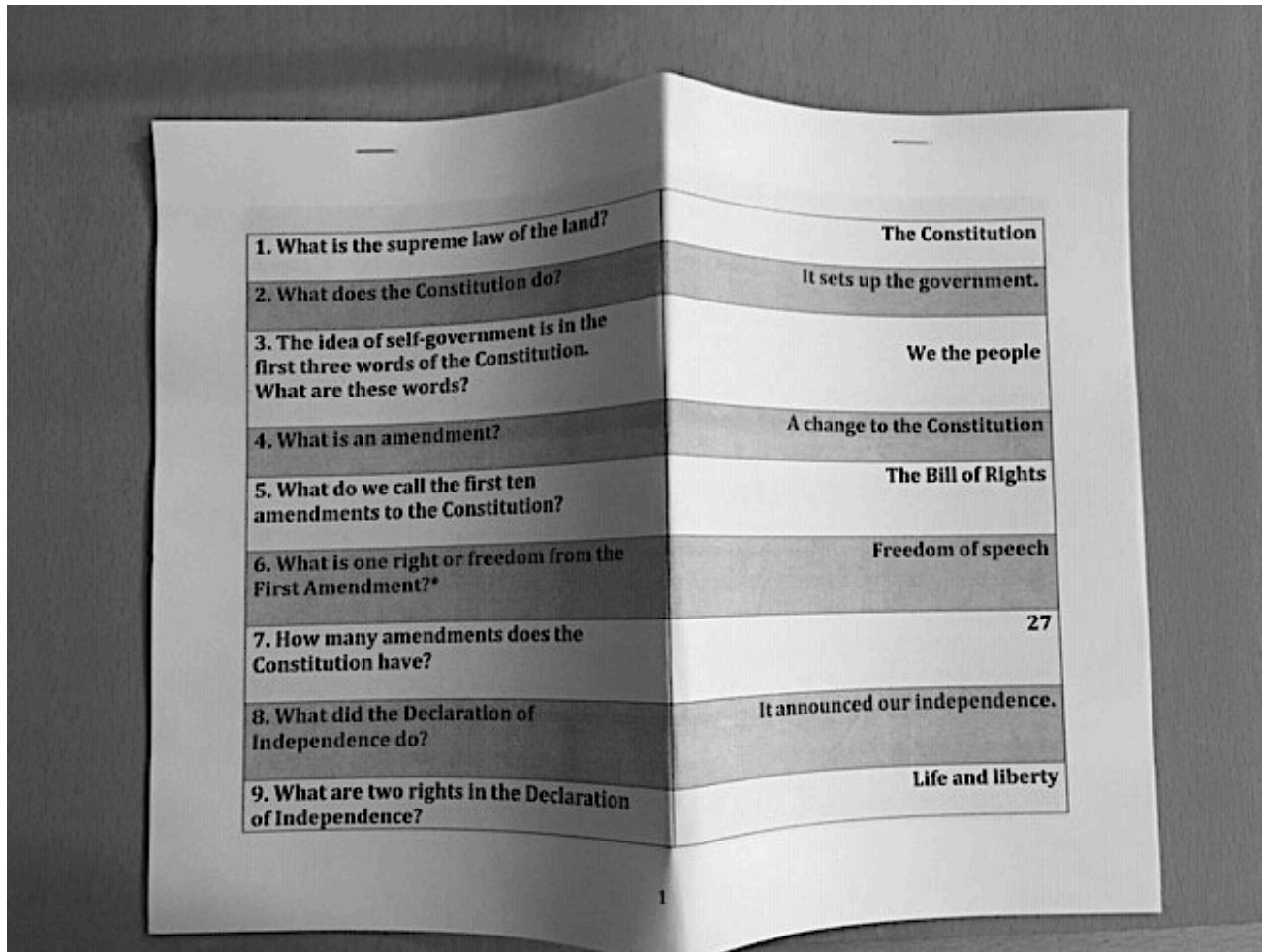
- **Active**
- **Interactive**
- **Easy to understand**
- **Targeted to the objective**
- **Is training required?**
- **What is their function?**
 - **Learning?**
 - **Practicing?**
 - **Memorizing?**

Materials Preview

- **Civics**
- **English Reading**
- **English Writing**
- **English Communication**
 - Adequate vocabulary and sentence structure
 - Adequate pronunciation
- **English Listening Comprehension**
- **N-400 Parts 1 through 11**
- **N-400 Part 12**

Civics Study Packet

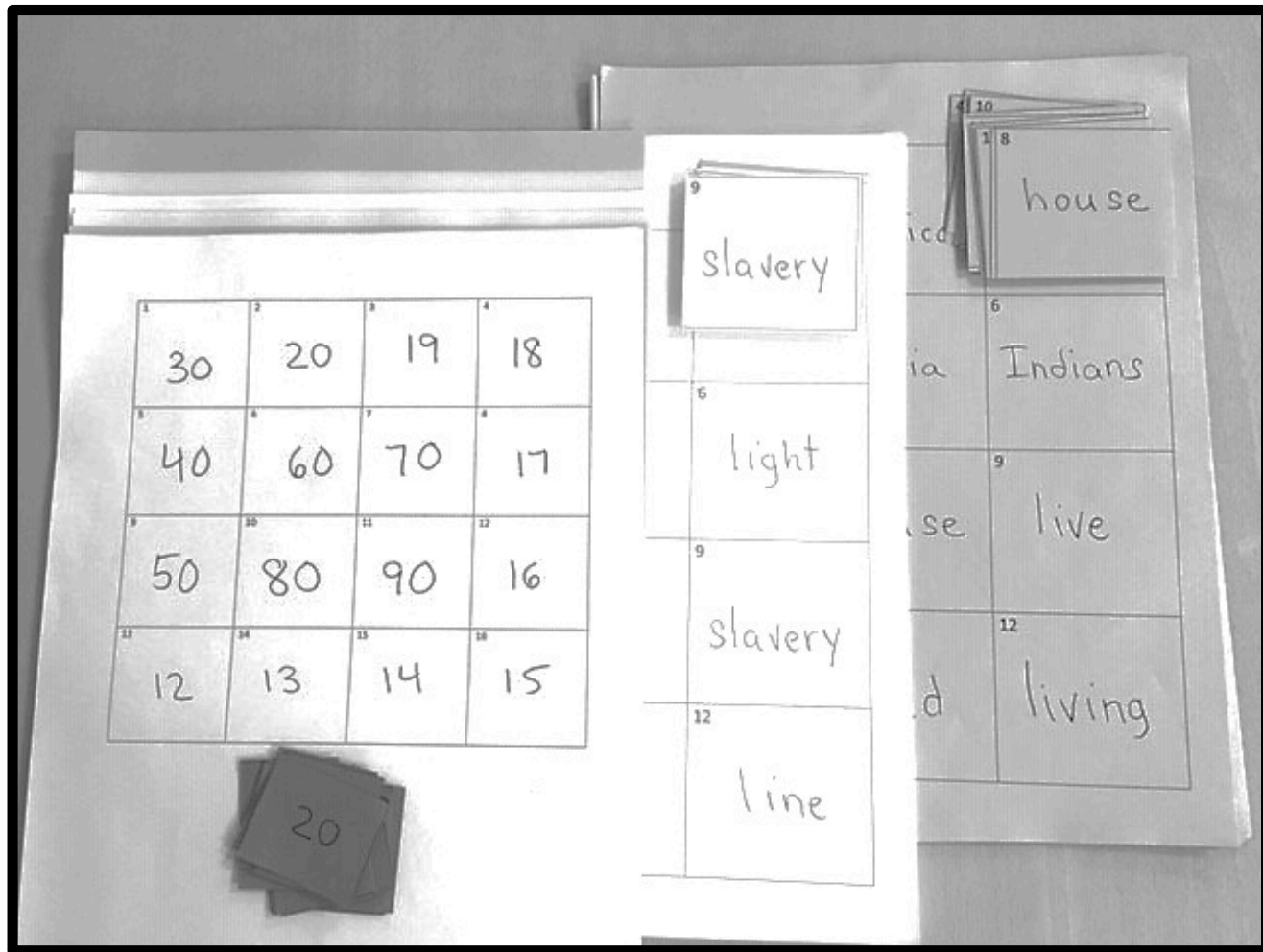
1 answer per question



Civics Q&A Strips: Cut the study sheets up into strips and use for independent practice.



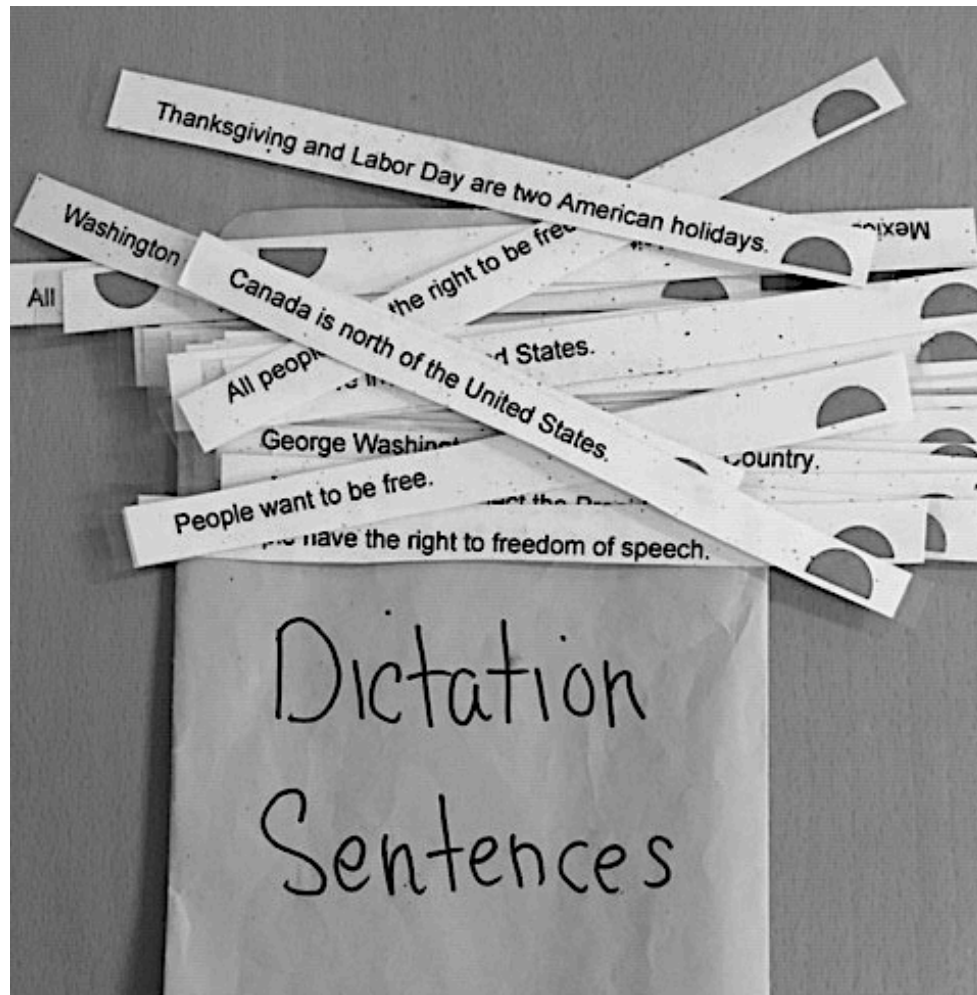
Pronunciation Bingo for commonly mispronounced words.



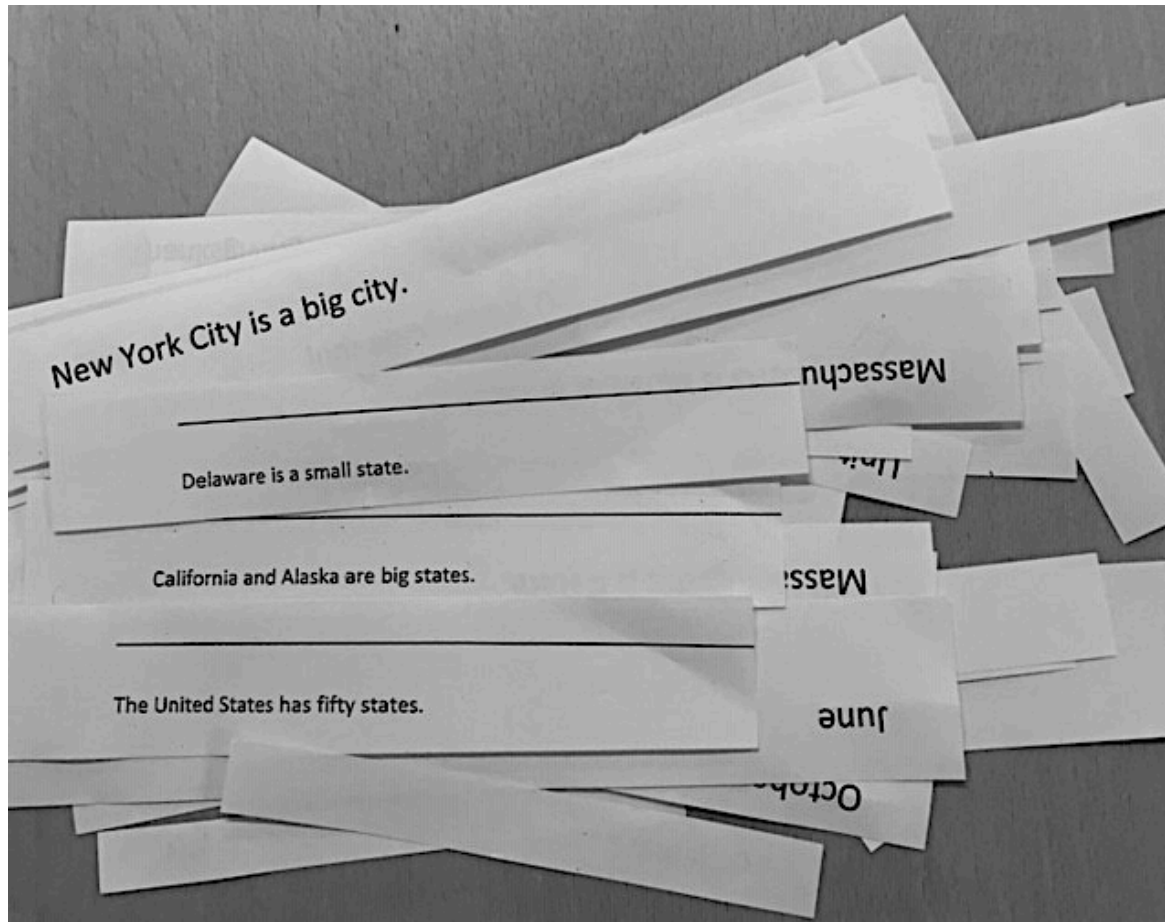
Writing boards are good for dictation practice. Cut up an old T-shirt for erasers. Boards are affordable at Family Dollar and similar stores.



Laminated Reading & Writing Strips



Make sentences using the reading and writing vocabulary. Have students copy them. Then cut the paper into strips for peer dictation practice.



Writing & Dictation Practice

People come to the United States for freedom.

The students study English here.

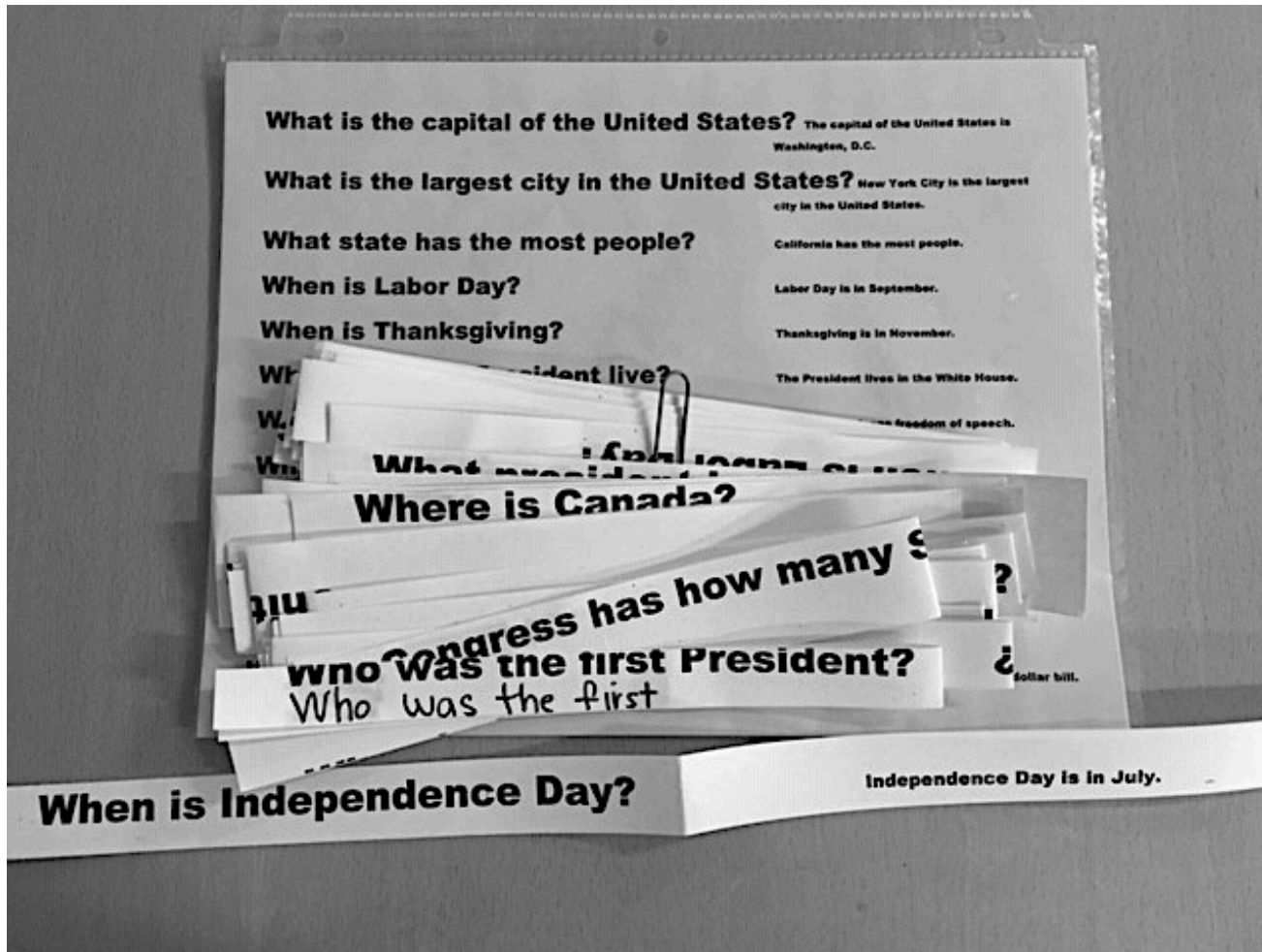
Do you have a one dollar bill?

Do you have a fifty dollar bill?

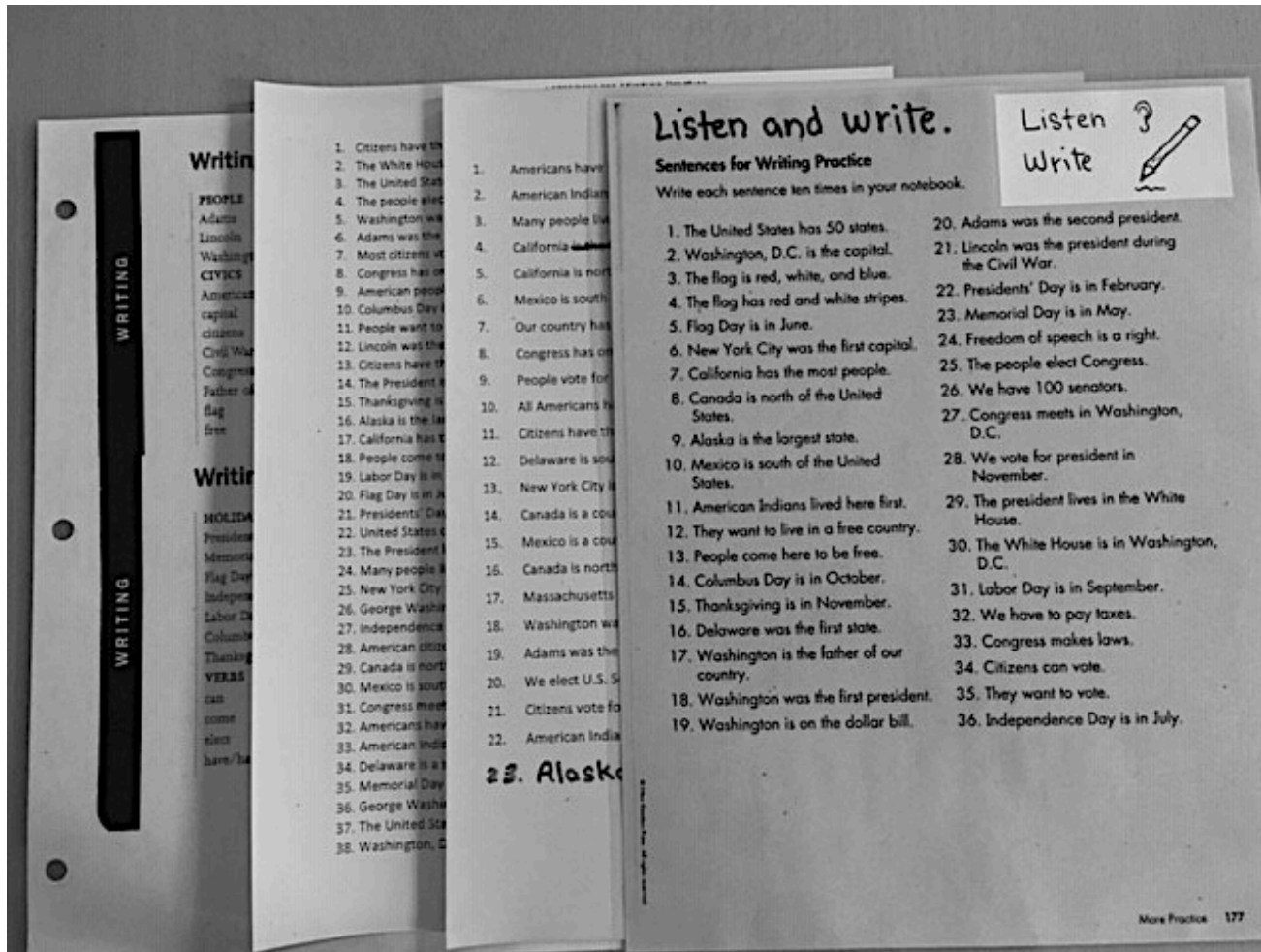
Do you have a hundred dollar bill?

Do you have a fifty dollar bill?

Mock Interview R/W

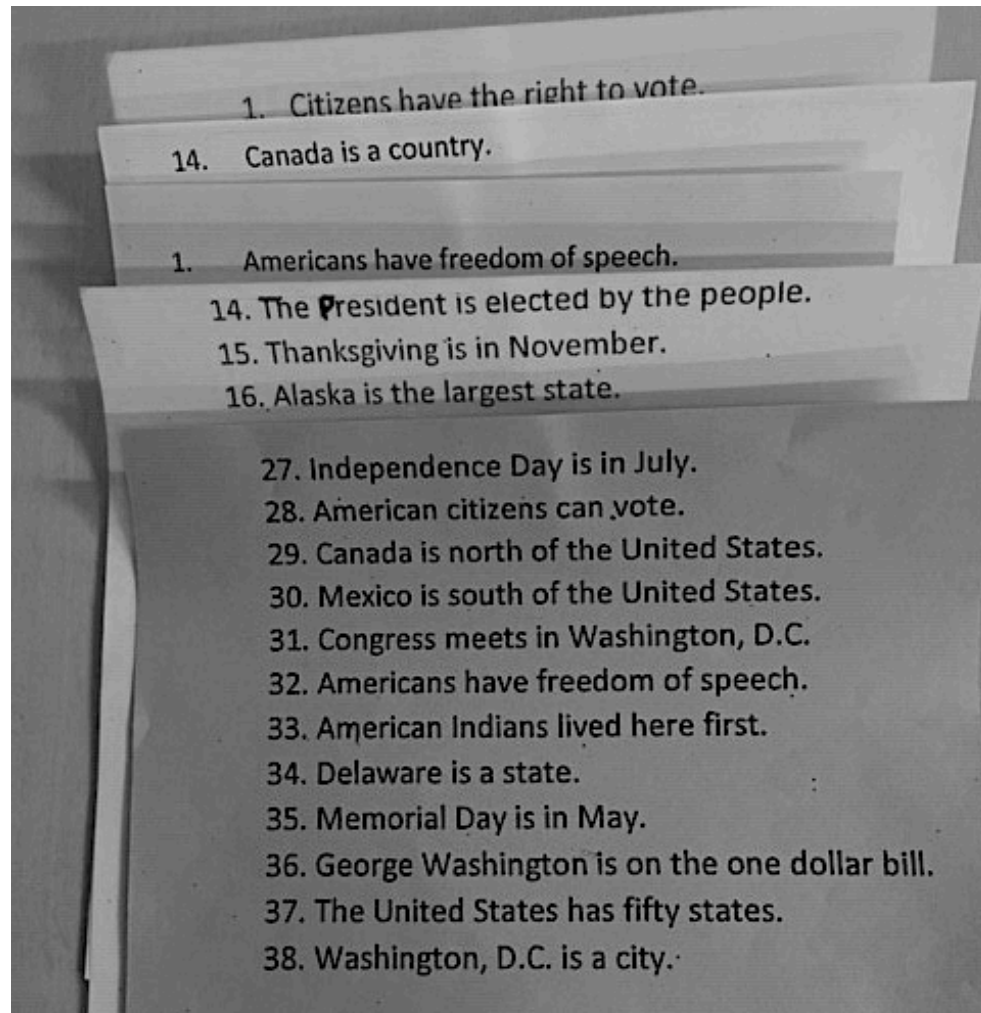


Grab and Delegate



Alternative to Sentence Strips:

Use with partners or small groups.



N-400 Parts 1 – 11

Grab and Delegate

1. What is your full name?	19. What is your phone number?	37. What is your spouse's name?
2. What is your family name?	20. What is your physical address? (Where do you live?)	38. How many times have you been married?
3. What is your given name?	21. What is your mailing address? (Where do you receive mail?)	39. Have you traveled outside the United States in the last five years?
4. What is your first name?	22. How long have you lived at your current address?	40. How many times have you traveled outside the United States?
5. What is your last name?	23. What was your former address? (Where did you live before?)	41. Have you visited your country in the last five years?
6. Do you have a middle name?	24. Is your mother a United States citizen?	42. Have you ever traveled to Canada?
7. Do you want to change your name?	25. Is your father a United States citizen?	43. Are you a U.S. citizen now? Did you ever tell someone you were a U.S. citizen?
8. Did you have a different name in the past?	26. Does your mother live in the United States?	44. Did you ever <u>vote</u> in the United States? (before)
9. What city do you live in now?	27. Does your father live in the United States?	45. Did you ever <u>register to vote</u> in the United States? (before)
10. What is your country of birth?	28. Is your spouse a United States citizen?	46. Did you <u>vote</u> for the president in your country? (before)
11. What is your date of birth?	29. Does your spouse live in the United States?	47. Do you <u>want to vote</u> after you become a United States citizen?
12. What street do you live on?	30. Do your children live in the United States?	48. Who do you live with?
13. What is your address?	31. Where do your children live?	49. Who did you come to the United States with?
14. How long have you lived in the United States?	32. Are you single, married, widowed or divorced?	50. Do you have a job? Where do you work? What do you do?
15. How long have you been a legal permanent resident?	33. Are your children United States citizens?	51. Do you go to school? What's the name of your school?
16. When did you first enter the United States?	34. What is your country of nationality?	52. Why do you want to be a United States citizen?
17. What was your port of entry?	35. How many years have you been married?	53. Why did you come to this country?
18. When did you become a legal permanent resident? (What was your green card?)	36. What is your date of marriage?	

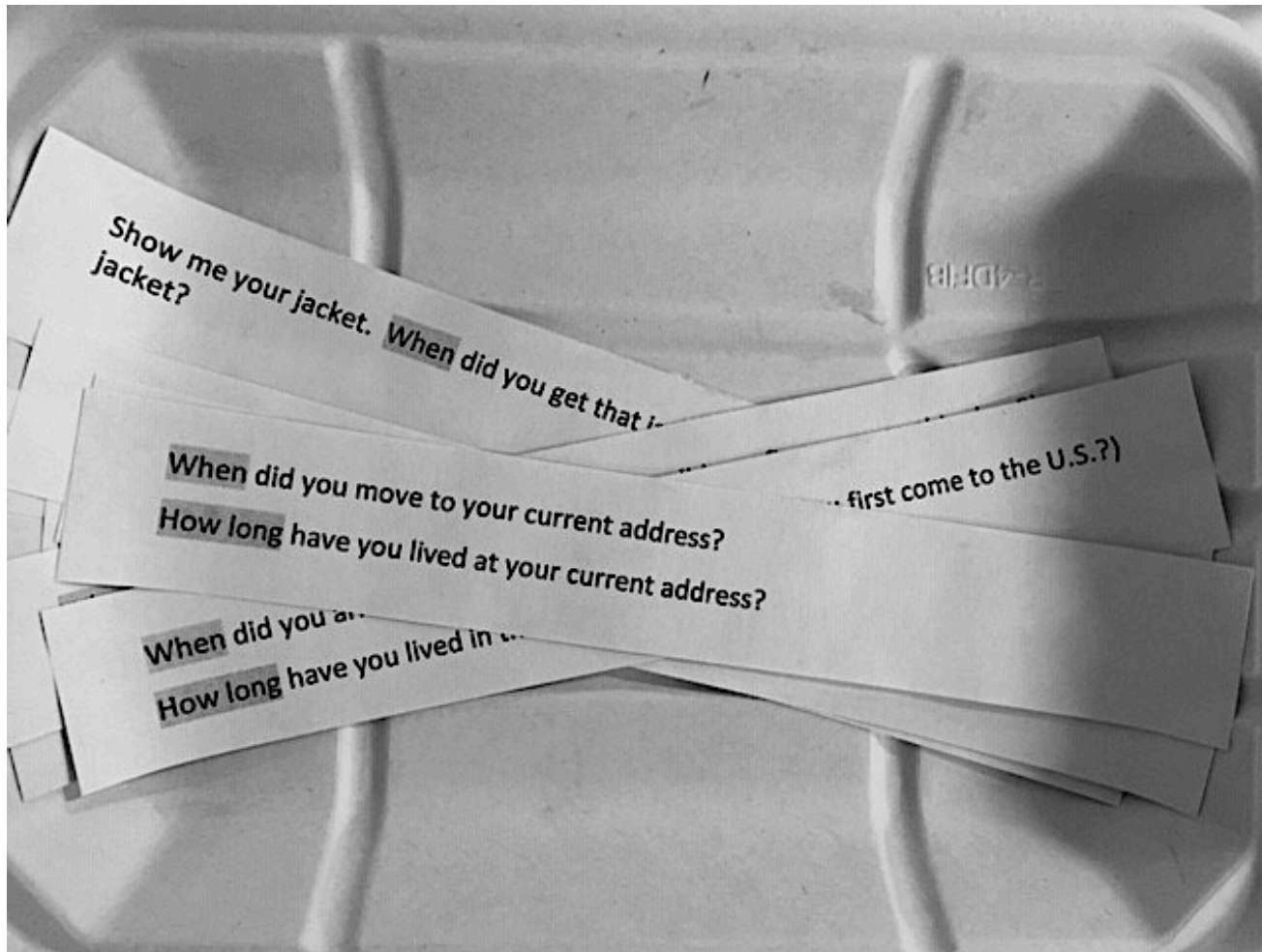
Speaking Groups of 2, 3, 4, 5 Color Coding Will Keep You Sane!

Make multiple copies on sheets of different colored paper, then cut into strips for students to practice with partners. Colors will help you sort the sets of strips if they get mixed up. (Sooner or later they will.)



Mark sets to easily sort them if they get mixed up.

Practicing *When* and *How Long*



Make sets of question strips to practice answering questions in N-400 Parts 1-11. Keep them handy. Students can practice with partners or small groups.



“Talk About It” Cards.



Open Conversation

Topic: Folk Beliefs



N-400 Part 12 Questions: Flash Cards with Answers on Flip Side



N-400 Part 12 Questions: Simple Translation on Flip Side

25. Have you EVER been **convicted** of a crime or offense?

23. Have you EVER been **arrested, cited, or detained** by any law enforcement officer (including immigration official or — any official of the U.S. armed forces) for any reason?

24. Have you EVER been **charged** with committing, attempting to commit, or assisting in committing any crime or offense?

26. Have you EVER been placed in an alternative sentencing or rehabilitative program, (for example, diversion, deferred prosecution, withheld adjudication, deferred adjudication)?

Did a jury ever say you were guilty of a crime?

Were you ever stopped or taken to jail by the police, the immigration or the U.S. military?

Did you ever have to go to court for **breaking** the law, **trying** to break the law or **helping** someone break the law?

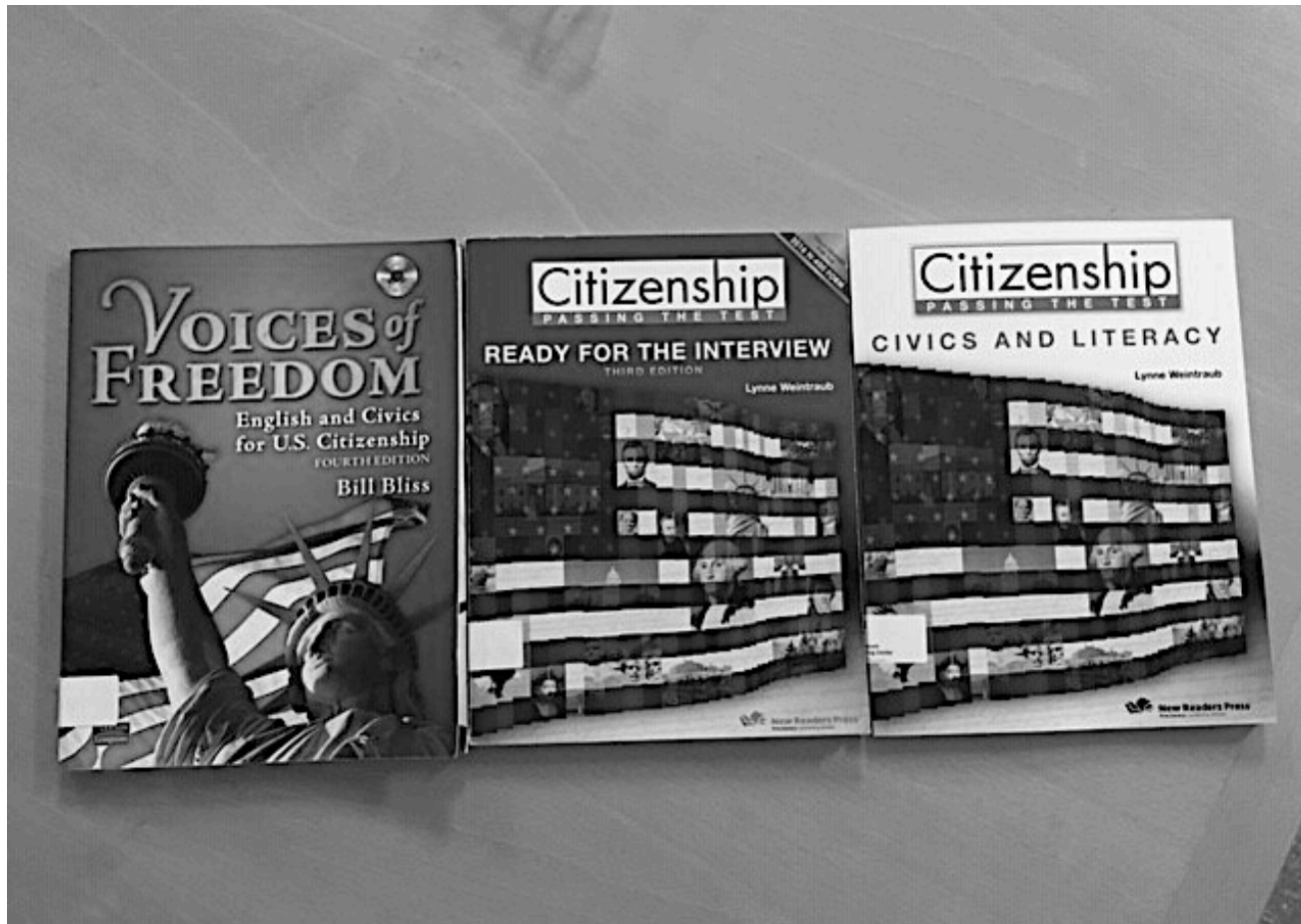
Did a judge ever tell you to participate in a program to make you a better person?

N-400 Part 12 Terminology: Simple English Definition on Flip Side

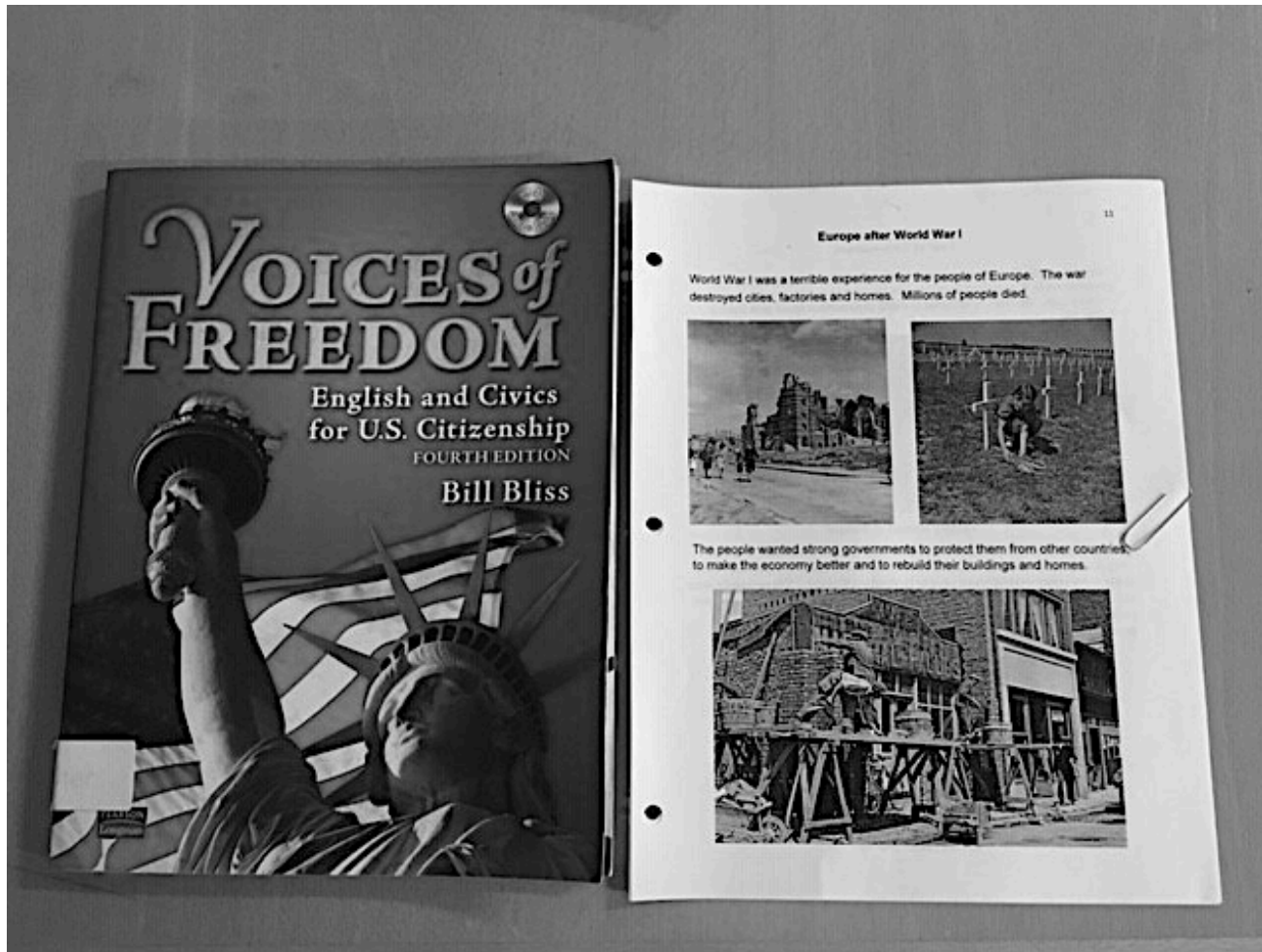
- How would you define “court” in sheltered English?
- What term could be defined as “something against the law?”



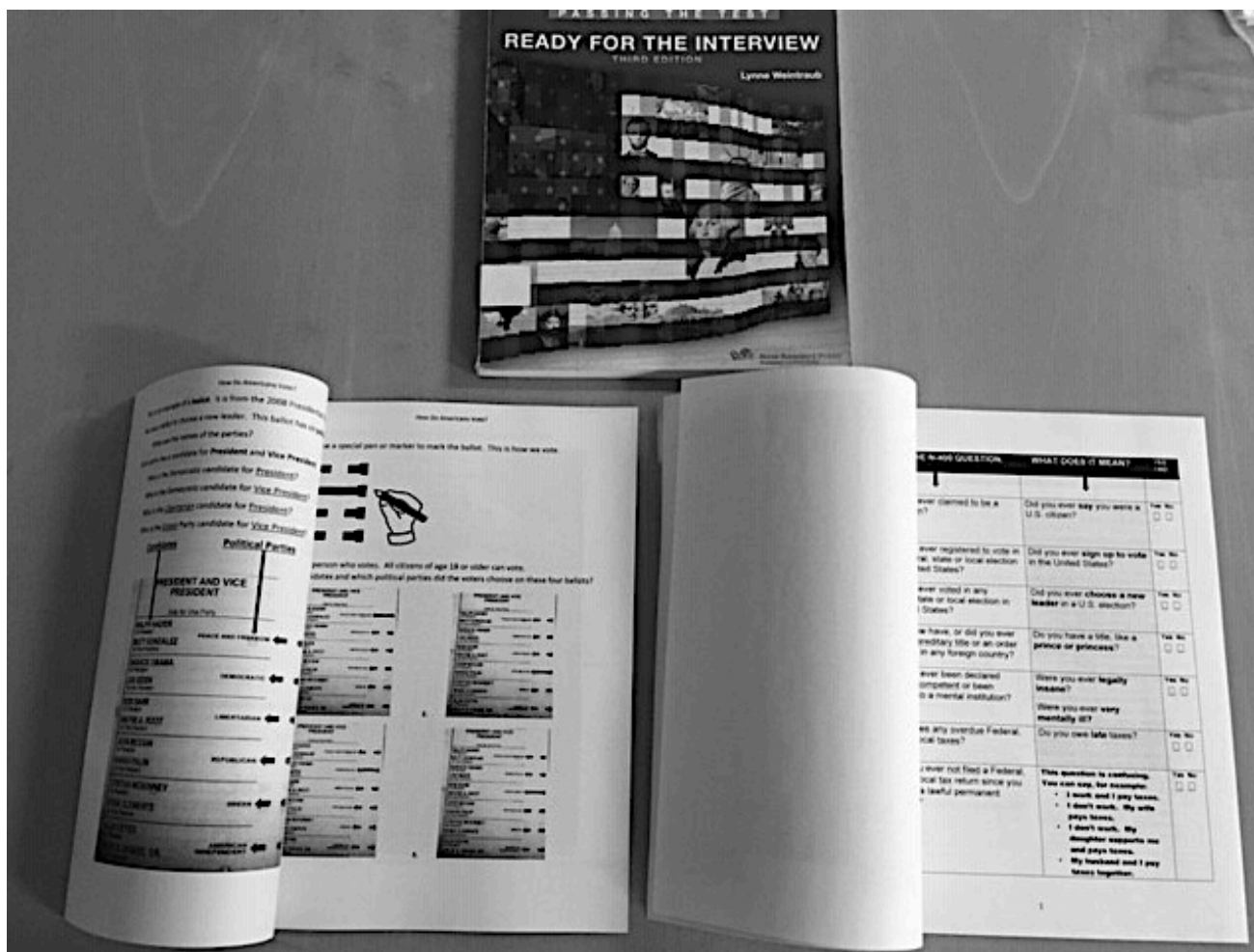
Good Resources



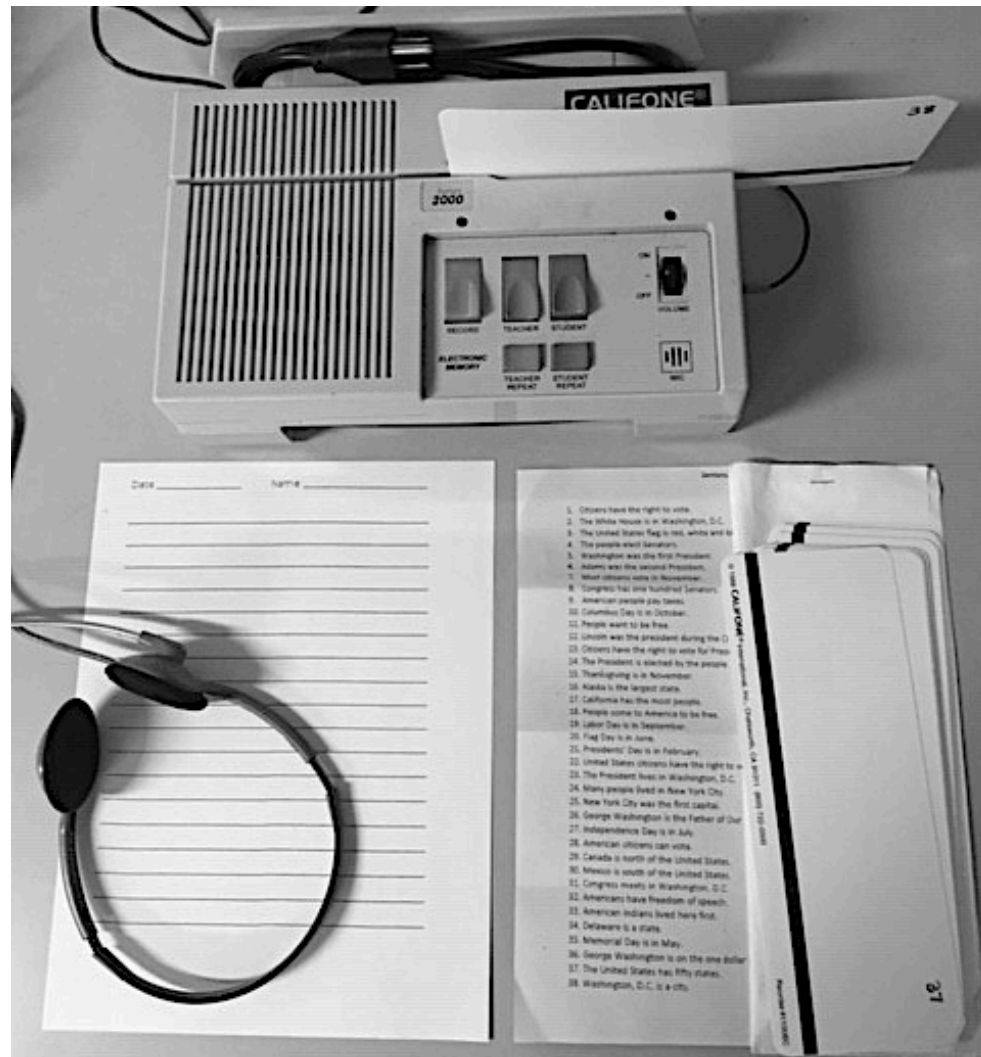
This Is What I Use for History and Government.



This Is What I Use for the N-400.



Use of Card Readers for Independent Work

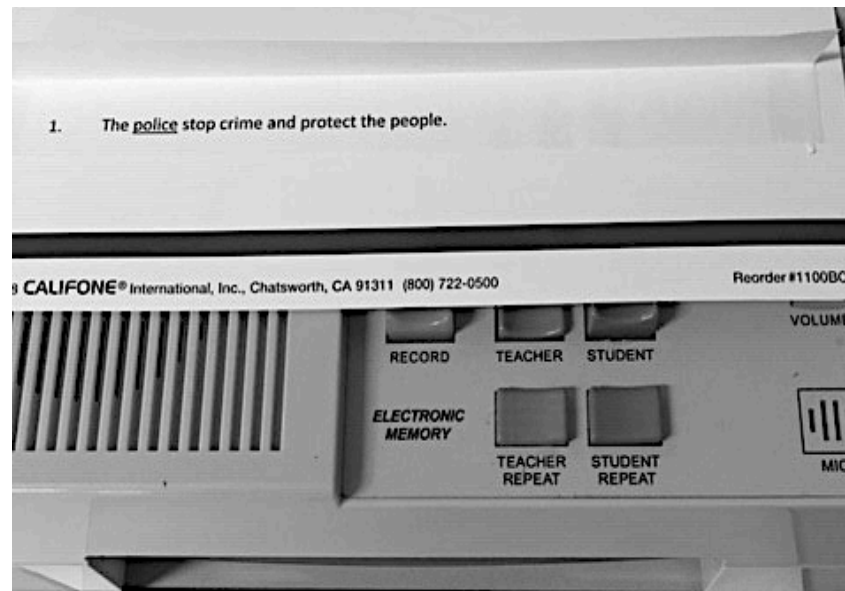


- **Listening Comprehension for Questions and Terminology**
- **Pronunciation Practice of Definitions and Explanations**

Applicants may be asked to define words to show they understand the meaning of a question. With a card reader, students can listen to and practice definitions of words that might be difficult for them to explain, leaving you free to work with other students on another activity.

What does “police” mean? What do the police do?

The police stop crime and protect the people.



Notes on Classroom Management

- **Grouping and regrouping**
 - I use two basic groups based on students' stage in the process.
 - These groups are subdivided based on available volunteers, needs, abilities and the current activity.
- **Efficient use of volunteers**
 - I generally teach and my volunteers lead follow-up activities. I may switch groups after the break.
- **Use of student leaders**
 - Student volunteers can lead many practice activities for civics, dictation and speaking.

Example of Grouping

- **Community volunteer works with the advanced group with the civics “Talk about It” cards.**
- **I work with one or two students doing assessment in civics, reading, writing, or answering questions from the N-400 form.**
- **Two former student volunteers lead small “practice” groups using question or dictation strips.**
- **Or small groups do the same activity without a leader.**

For a “Homogeneous” Class

→ Class meets once a week for 3 hours.

→ Students have high communication skills and varying literacy skills.

Experienced volunteers work with small groups of students who have already submitted their applications.

- Study of N-400 Part 12 terminology
- Mock interviews
- Review of civics and dictation

I work with students who have not submitted their applications.

- Assessment of civics questions
- Correct previous dictation and write new dictation
- Study N-400 questions

Civics Questions Assessment

Baljit	Khanh	Abdel	Majid	Bernard	Aicha	Jincheng
1 ✓	1 X	1 ✓	1 ✓	1 ✓	1 ✓	1 ✓
2 ✓	2 X	2 ✓	2 ✓	2 ✓	2 ✓	2 ✓
3 X X ✓	3	3 ✓	3	3	3 ✓	3 ✓
4 X	4	4 ✓	4	4	4 ✓	4 ✓
5	5	5 ✓	5	5	5 ✓	5 ✓
6	6	6 X ✓	6	6	6 X X	6
7	7	7 ✓	7	7	7 ✓	7
8	8	8 ✓	8	8	8 ✓	8
9	9	9 ✓	9	9	9 ✓	9
10	10	10 ✓	10	10	10 ✓	10
11	11	11 ✓	11	11	11 ✓	11
12	12	12 ✓	12	12	12 ✓	12
13	13	13 ✓	13	13	13 ✓	13
14	14	14 ✓	14	14	14 ✓	14
15	15	15 ✓	15	15	15 ✓	15
16	16	16 ✓	16	16	16 ✓	16
17	17	17 ✓	17	17	17	17

Correction of Previous Dictation

1. New York City was the first capital.
2. Congress meets in Washington, D.C.
3. Lincoln was the President during the Civil War.
4. People want to live in a free country.
5. Independence Day is in July.
6. American citizens have to pay taxes.
7. Delaware was the first state.
8. The President lives in the White House in Washington, D.C.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

N-400: Learn the Meaning: Register to Vote

Voting in a United States Election

Before citizens can vote in a U.S. election, they must register to vote. This means they must sign up to vote. They have to fill out a **Voter Registration Application** form.

What kind of information do citizens need to write to register to vote?

How old must citizens be to vote?

What state is this voter registration application form for?

Texas Voter Registration Application		For Official Use Only	
<small>Revised by the Office of the Secretary of State 10/07/2010</small>			
<small>Please complete sections by printing LEGIBLY. If you have any questions about how to fill out this application, please call your local voter registrar.</small>			
1 These Questions Must Be Completed Before Proceeding			
Check one			
<input type="checkbox"/> New Application <input type="checkbox"/> Change of Address, Name, or Other Information <input type="checkbox"/> Request for a Replacement Card			
Are you a United States Citizen?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Will you be 18 years of age on or before election day?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If you checked "No" in response to either of the above, do not complete this form.			
Are you interested in serving as an election worker?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
2 Last Name (include suffix if any (Jr, Sr, etc))	First Name	Middle Name (if any)	Former Name (if any)
3 Residence Address: Street Address and Apartment Number. If none, describe where you live. (Do not include P.O. Box, Rural Rt. or Business Address)		City	TEXAS
		County	Zip Code
4 Mailing Address: Street Address and Apartment Number (If mail cannot be delivered to your residence address.)		City	State
			Zip Code

N-400: Learn the Meaning: Ballot

How Do Americans Vote?

This is an example of a **ballot**. It is from the 2008 Presidential Election.
We use a ballot to choose a new leader. This ballot has six **political parties**.

What are the names of the parties?

Each party has a candidate for **President** and **Vice President**.

Who is the Democratic candidate for President?

Who is the Democratic candidate for Vice President?

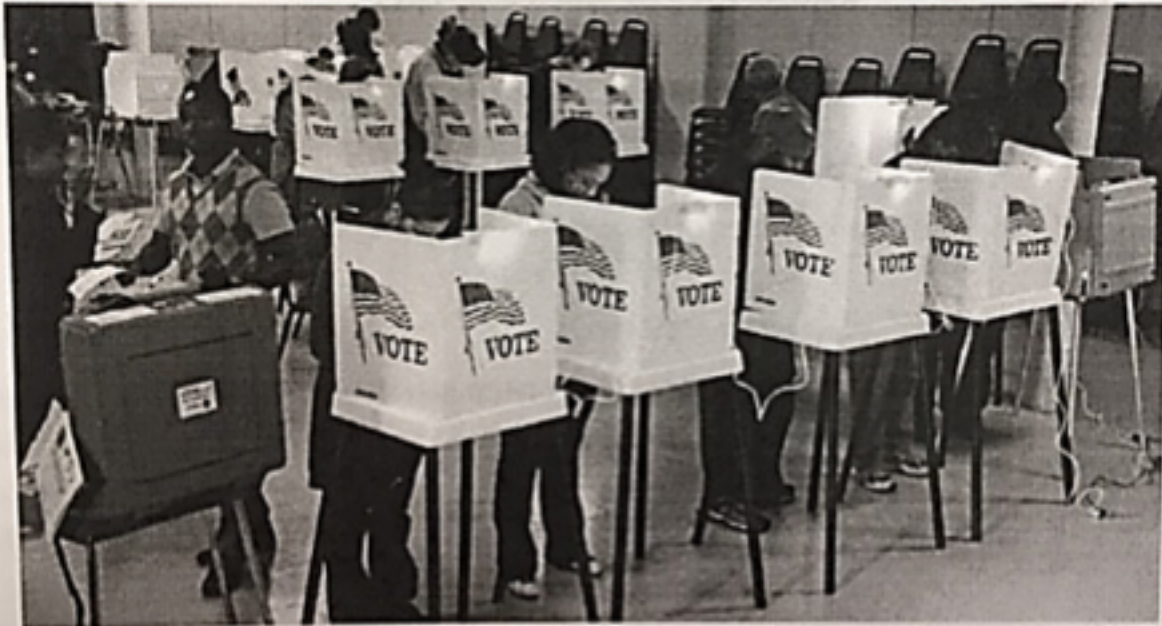
Who is the Libertarian candidate for President?

Who is the Green Party candidate for Vice President?

Candidates	Political Parties
PRESIDENT AND VICE PRESIDENT	
Vote for One Party	
RALPH NADER for President MATT GONZALEZ for Vice President	PEACE AND FREEDOM ←
BARACK OBAMA for President JOE BIDEN for Vice President	DEMOCRATIC ←
BOB BARR for President WAYNE A. ROOT for Vice President	LIBERTARIAN ←
JOHN MCCAIN for President SARAH PALIN for Vice President	REPUBLICAN ←
CYNTHIA MCKINNEY for President ROSA CLEMENTE for Vice President	GREEN ←
ALAN KEYES for President WILEY S. DRAKE, SR. for Vice President	AMERICAN INDEPENDENT ←

N-400: Learn the Meaning: Polling Place

On Election Day in November, citizens go to a **polling place** (a voting place) to vote. Usually the polling place is in a school. Before the election, citizens receive instructions by mail. The instructions tell them where their polling place is.



Voters use a secret ballot. That means nobody can see how they vote. Voting is private.

N-400: Practice the Meaning

THIS IS THE N-400 QUESTION.	WHAT DOES IT MEAN?	YES / NO
1. Have you ever <u>claimed to be a U.S. citizen</u> ?	Did you ever say you were a U.S. citizen?	Yes No <input type="checkbox"/> <input type="checkbox"/>
2. Have you ever <u>registered to vote</u> in any Federal, state or local election in the United States?	Did you ever sign up to vote in the United States?	Yes No <input type="checkbox"/> <input type="checkbox"/>
3. Have you ever voted in any Federal, state or local election in the United States?	Did you ever choose a new leader in a U.S. election?	Yes No <input type="checkbox"/> <input type="checkbox"/>
4. Do you now have, or did you ever have, a hereditary title or an order of <u>nobility</u> in any foreign country?	Do you have a title, like a prince or princess ?	Yes No <input type="checkbox"/> <input type="checkbox"/>
5. Have you ever been declared legally incompetent or been confined to a mental institution?	Were you ever legally insane ? Were you ever very mentally ill ?	Yes No <input type="checkbox"/> <input type="checkbox"/>
6. Do you owe any overdue Federal, state or local <u>taxes</u> ?	Do you owe late taxes ?	Yes No <input type="checkbox"/> <input type="checkbox"/>

Support Network

[illegible]