



THE CHANGE AGENT

An Adult Education Newspaper for Social Justice



THE CHANGE AGENT

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

ALL ABOUT FOOD

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Dinner Night with Dad

Amanda Shumaker Bower

One day, my dad asked, "How would you feel about having a night out, just the two of us?"

That was a day I will never forget. I remember I got so excited! I rubbed it in my brother's face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

So, it was a date. He wouldn't tell me where he was taking me. All I knew was we were going to dinner. "It is a surprise," he said. I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing. I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever had.

That night is the best memory I have about food. I felt so special when my dad wanted to do something just with me. To this day, I take my kids out one at a time, so they can have that same feeling I had when I was a kid. I have taken all my kids to the same place my dad took me. The food is delicious, but what matters even more is who you eat it with.

Amanda Shumaker Bower is a 35-year-old, happily married mother of three. She is a student at North Kansas City Schools Adult Basic Education in Kansas City, MO. She plans on furthering her career in the medical field after completing her high school equivalency.

READ ANOTHER STORY about a father and child: "His Garden" by Tommy DeBairos. Available on our website.



Issue 39

changeagent.nelrc.org

September 2014

Using Issue #39, All About Food, in the Classroom

Focus on fluency and comprehension



New England Literacy
Resource Center



WORLD EDUCATION

Contact People

Webinar Facilitators

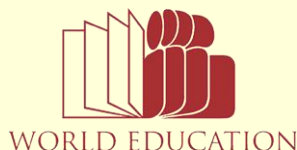
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Our Webinar Plan

1. Explore evidence-based reading
2. Discuss importance of leveled texts
3. Appreciate *TCA* as source of LTs
4. (Consider explicit instruction as a default instructional approach)
5. Review a sample lesson plan
6. (Discuss how to build out activities to meet CCR Standards)

1. Evidence-Based Reading

The 2003 Adult Reading Components Study (ARCS) determined that...

- students' abilities vary among components of reading: alphabets, fluency, vocabulary, and comprehension
- each student has a different “profile” of component strengths and weaknesses
- students need to master all four components!
- diagnostic assessment determines instructional levels for each component

(FOUR COMPONENTS)

- alphabetics: ability to sound out words

“a – COM – mo – date”

- fluency: ability to read sentences smoothly

“I...would never...dance with...a woman...whom I didn’t...know.”

VS.

“I would NEVER dance with a WOMAN whom I didn’t KNOW.”

- vocabulary: definition(s) of a word

“To provide room for someone.”

“To do something helpful for someone.”

- comprehension: strategies for active reading

Re-reading, text marking, visualizing, using prior knowledge...

1. Evidence-Based Reading

The 2003 Adult Reading Components Study (ARCS) determined that...

- students' abilities vary among components of reading: alphabetics, fluency, vocabulary, and comprehension
- each student has a different “profile” of component strengths and weaknesses
- students need to master all of these!
- diagnostic assessment determines instructional levels for each component



ASSESSMENT STRATEGIES AND READING PROFILES (ASRP)

Website: https://lincs.ed.gov/reading_profiles/

2a. Importance of leveled texts

Key question: What is a student's "instructional level" for fluency?

- Answer: The level is challenging, neither frustrating nor boring.
- Example: When a student reads aloud—
 - misses some punctuation; inaccurate phrasing; intonation is unnatural, or flat (prosody)
 - student sometimes stumbles over words (accuracy)
 - *not* reading smoothly, i.e. with "automaticity."

2b. Importance of leveled texts

“My mother had seven children, and she worked very hard to feed and educate us without any of our fathers by her side. Many times, we went to school with our shoes torn and without lunch. In Jamaica, they don’t give free lunch at school like they do here, so my mother used to get up early and make us cornmeal porridge to fill our stomachs. She hoped that would hold us for the whole day. When we came home from school our dinner would be waiting for us.” (TCA, p. 6, GLE-6)

2b. Importance of leveled texts

*“My mother had seven children, and she worked very hard to feed and educate us without any of our fathers by her side. Many times, we went to school with our shoes torn and without *lunch. In Jamaica, they don’t /give free lunch at school like they do here, so my mother used to get up early and make us cornmeal porridge to fill our stomachs. She hoped that would hold us for the whole day. When we came home from school our dinner would be waiting for us.” (TCA, p. 6, GLE-6)*

2c. Importance of leveled texts

Key question: What is a student's "instructional level" for comprehension?

- Answer: The level is challenging, neither frustrating nor boring.
- Example: Instructional level for comp—
 - student has some idea of the text's topic but cannot easily summarize the whole text
 - can recall information, but might not distinguish between main ideas and details
 - cannot make accurate inferences

3. TCA as source of leveled texts







1. Texts are engaging, will hold students' interest.
2. Texts are leveled, so they can be used for diagnostic and instructional purposes.
 - *Diagnose:* Students read increasing higher leveled texts until “instructional level” is reached.
 - *Instruct:* Use leveled texts for groups at same instructional level for fluency and comprehension.
 - *Assess:* When students read a level fluently, or comprehend a level accurately, give them a more challenging level.

Any questions at this point?



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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 4

▶ Dinner Night with Dad

by Amanda Shumaker Bower

▶ One day, my dad asked, "How would you feel about having a night out, just the two of us?"

▶ That was a day I will never forget. I remember I got so excited! ▶ I rubbed it in my brother's face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

▶ So, it was a date. He wouldn't tell me where he was taking me. All I knew was we were going to dinner. "It is a surprise," he said. ▶ I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing.

▶ I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever



4. Explicit instruction as default

1. What are the steps of explicit instruction?

- Explanation, Modeling, Guided Practice, Application, and Monitoring
 - a.k.a. “gradual release”
 - a.k.a. “I DO / WE DO / YOU DO”

2. A question for you: What are the benefits?

- Students become engaged
 - Provides scaffolding (decreasing support)
 - Effective even with students with LD

5. Let's review a lesson plan

- 1. Teacher wants to help students build their fluency skills.**
 - Will use collaborative oral reading for instruction
 - Break students into two groups: Levels 4/5 & 7/8
- 2. Teacher wants to help students acquire a new comprehension strategy.**
 - Demonstrate how to use text marking as a strategy
 - Break students into two groups: Levels 4/5 & 7/8

Lesson Plan

Improving Students' Fluency and Comprehension



<http://nelrc.org/docs/TCA%20Webinar%20Pre-Reading%20Packet.pdf>

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Tasty Memories

Sheryl Pérez de Ruiz

When I think of good food, a big wave of taste, color, and happiness washes over me. When we were young, my brother and I would come home after school and find the house surrounded by all this rich smell. It was almost like we could see it, like a rainbow in the sky.

Every dish my family made was so special. I especially loved my mother's *guisado de pollo*

**It was almost like we
could see it, like a
rainbow in the sky.**

or *moro con coco*. I shouldn't forget to mention my dad's exquisite omelets on Saturday mornings, my mom's mouthwatering

mangu, and the colorful *pollo en salsa de coco*. These are the most lovely and happiest memories that I have of food and home.

My mother always served dinner on plates that were especially for us! Our children's plates were designed with vibrant and bright colors – the blue was like the ocean when the sunlight is on it, and the green was like a tree in spring time. Each plate was divided into three sections for our amazing entrée and the sides; each food brought delight to our senses. It was so exciting. Like caterpillars changing into beautiful butterflies, the food transformed from a morsel on my plate to an explosion of senses in my mouth. The butterfly's beauty



quickly disappears, and so do all the wonderful sensations that come from a mouthful of food.

Our drinks were also special. I remember how we loved the way that my mom surprised us with an explosively delicious strawberry/banana milk shake. I still can taste every flavor: the sweet banana, the strawberry lumps, and the great touch of vanilla. Every little thing made it just perfect.

It is amazing how these memories became a poetic experience. The thought of these foods makes my heart thrill. I will always feel nostalgia for those delightful smells making rainbows in the sky, for the bright colors in the kitchen, and for all the flavors being like playful butterflies.

AFTER YOU READ discuss the author's use of simile and metaphor. Make a list of all the similes and metaphors you can find in the essay. Use similes and metaphors to write descriptions of your own favorite or least favorite foods.

Mugwort Dim Sum

Connie Hemiao Li

FOR THE MULTI-LEVEL CLASSROOM: This version is edited to be Level 4. See <changeagent.nelrc.org> for a Level 6 version.

When I was seven years old, I went to live with my grandmother for the summer. She was a Buddhist and vegetarian. According to her religion, it is a sin to eat meat. She planted vegetables, peanuts, and sesame in her big yard. She cooked different kinds of vegetables and wild plants. She often gave me mugwort dim sum, instead of cookies or candy. (Mugwort is a wild plant that grows in the weeds.)

From p. 19 of *The Change Agent*, Issue #39 - [Level 4 Text](#)

When I was seven years old, I went to live with my grandmother for the summer. She was a Buddhist and vegetarian. According to her religion, it is a sin to eat meat. She planted vegetables, peanuts, and sesame in her big yard. She cooked different kinds of vegetables and wild plants. She often gave me mugwort dim sum, instead of cookies or candy. (Mugwort is a wild plant that grows in the weeds.)

Mugwort is not only food. It also has a high medicine value. It has been used for thousands of years to reduce inflammation and relieve pain. Chinese people believe that mugwort soup can stop a cold. When I gave birth in China, I drank mugwort soup and took a bath with mugwort twice during the first month after giving birth. I felt much warmer after that.

No More Frying!

Barbara Washington

These Foods Were Killing Me

I always knew the way I cooked wasn't healthy, but I did it anyway because I enjoyed the taste. I used lard or Crisco to fry my meats. I fried potatoes, chicken, pork chops, and steaks. I even added the used grease from the meat to my corn bread to make the edges right. When I cooked my greens, I put smoked ham or salted pork in them and always added grease from the meat for extra flavor.

Before bed, I would eat a bowl of ice cream with donuts or cookies. And I drank a Pepsi to wash it all down. The foods I loved to eat were killing me. I weighed 238 pounds. It was hard to walk up the stairs, and running was a no-no.

Getting Help from My Doctor

When I went to see my doctor, she told me I had very high cholesterol and was going to have a heart attack or a stroke because the meats in my diet were not healthy. Along with this, I had acid reflux because of the soda, chocolate, and coffee.



I was on the border of getting diabetes due to my late night snacks.

My doctor asked me to go see a nutritionist, and she showed me which foods were good for me and gave me tips on exercising. I learned how to use oils that do not come from animal fat and how to replace smoked ham with smoked turkey in my greens. (To my surprise, this tasted great.) She showed me how baked food can taste just as good as fried food. And she fixed delicious salads. Everything that she changed in my diet was good for me and my family, and it was tasty.

Eating Healthy!

I started baking my meats instead of frying them. It's healthier and less messy. I stopped eating pork, and I slowed down on beef. Now, I eat leaner meats, like fish, chicken, and turkey. To bake bread I use low fat margarine or canola oil. I eat more fresh vegetables and fruits, and I don't eat after seven. I no longer eat junk like I used to. If I get hungry, I drink some water or have a piece of fruit. I stopped buying ice cream, cakes, and soda. Instead, I drink tea and one percent milk.

I exercise three times a week and I speed walk wherever I have to go. After the change in my diet, my cholesterol went down. I'm no longer on the border for diabetes, and my acid reflux is better. Now I weigh 180 pounds. I know it's still a lot but I feel much better today than yesteryears.

Eating healthy is a beautiful thing, but loving my body and watching what I put in it is even more beautiful.

Barbara Washington was born and raised in Far Rockaway, Queens, N.Y. Her mother is Cherokee Indian and her dad is African American. She is the mother of two adult children and the legal guardian of her six-



FATS! EAT THESE, NOT THOSE	
Good Fats	Bad Fats
mono- and poly-unsaturated fats found in avacadoes, almonds, canola oil, trout, and salmon:	trans-fats and saturated fats found in shortening, fried foods, and processed foods like cookies and donuts:
<ul style="list-style-type: none"> are shown to improve cholesterol levels could promote healthy nerve activity may help reduce risk of diabetes, heart disease, and stroke are shown to improve vitamin absorption are required to maintain healthy immune system 	<ul style="list-style-type: none"> are shown to raise "bad" cholesterol (LDL) may lower "good" cholesterol (HDL) can increase the risk factors for coronary heart disease and stroke

Factory Farming & the Meat We Eat

Joyce Thompson

Most Americans eat meat, but they have no idea where it comes from. And many of the large corporations that control the meat market in the U.S. would like to keep it that way!

Fast-Growing and Fatter Beef Cows

Today the top four beef packers control 85 percent of the market. Their names are Tyson, Cargill, JBS, and National Beef. These large corporations use practices that help them make more profit but are bad for the people who eat the meat and very cruel to the animals. Cows are supposed to be fed grass because grass is easy for them to digest. But

when beef cows are 6 months to one year old, the farmers feed them lots of grain (like corn) to fatten them up.

These grains are unhealthy for the cows, and so the farmers have to give them antibiotics

to deal with their health problems. The corn is very acidic, which creates a good environment for bacteria to grow in the cow's stomach. One of these bacteria, *Escherichia coli* or *E. coli*, is dangerous and even lethal to humans. Farmers also give the cows growth hormones so they make more meat faster. When you eat beef from factory farms, you are getting beef that is higher in fat and full of antibiotics and hormones.

"Redesigned" Chickens

What about chicken? Chickens are raised and slaughtered in massive processing plants. People

feed them hormones to make them grow faster. They grow so fat, they can't even move.

The growth hormones speed up their growth so much that they reach their full size in 49 days; under normal conditions, it would take 90 days. They also get lots of antibiotics to help them fight all the bacteria that grow in the massive, overcrowded, and poorly ventilated chicken coops.

What Meat Should We Eat?

I believe it's healthier for consumers to purchase organic meats because they're chemical and hormone free. Yes, organic meat is more expensive, but it is also healthier to eat less meat in general. So eating less meat but eating organic could work out for your budget.

Joyce Thompson was born in Boston and is studying at Project Hope (in Roxbury, MA) to pass the HiSet. She plans to further her education by going to college.

Sources: "Food, Inc.," directed by Robert Kenner. Magnolia Pictures, 2008. DVD; <www.espcos.org>.



The average American eats 185 pounds of meat per year.

Pricing Organic Whole Chickens

Store	Brand	Price per Pound
Costco	Coleman	\$2.49
Ingles	Coleman	\$2.98
Trader Joe's	Trader Joe's	\$2.99
Local Farmer's Mkt.	Beli & Evans	\$3.49
Whole Foods	Beli & Evans	\$3.69
Whole Foods	Whole Foods	\$4.69

K-W-L Chart

KNOW

What did you know?

WANT

What do you want to know?

LEARN

What did you learn?

ONLINE access is free...



...if you live in New England. Contact your state PD office to get the username and password.

ONLINE access is low cost...



...if you live outside New England. Visit our website to find out how to get one or multiple online subscriptions.



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

Write for *The Change Agent*

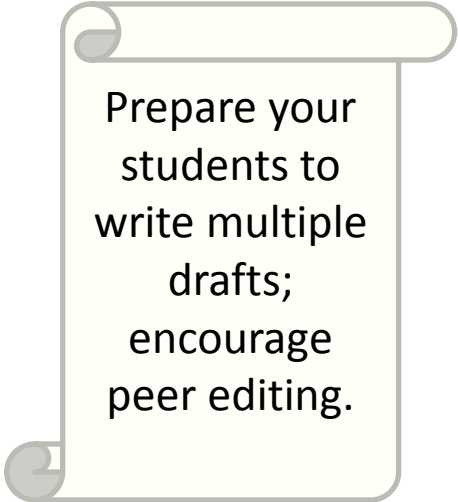
Next theme is: Prisons

- **“Call for Articles” includes engaging and relevant writing prompts.**
- **Students can write for a national magazine.**
- **Their story will be read by peers.**
- **They will experience “the editorial process,” including revisions, etc.**
- **Next writing deadline is November 4, 2013.**

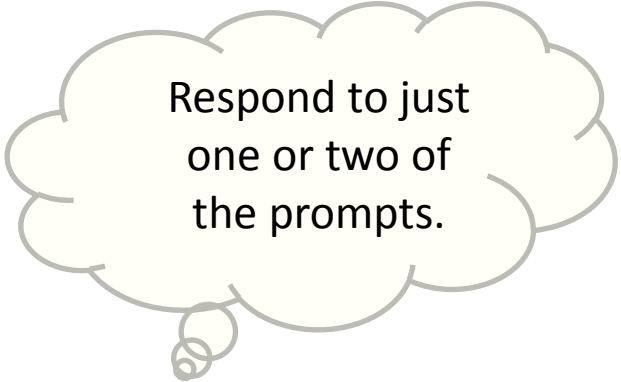
Download Call for Articles: <http://changeagent.nelrc.org/write-for-us/>

Use the “Call for Articles” for Instruction


- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written by other adult learners.
 - The content all pertains to a certain theme.
 - The magazine includes learners from the whole country.
 - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Prisons and Justice?*”




Prepare your
students to
write multiple
drafts;
encourage
peer editing.




Respond to just
one or two of
the prompts.



Students whose
pieces are
accepted receive
a \$50 stipend.



Warning!
We get 100s of
submissions and
can only accept
about 30.



Speak from the
heart! Write about
something that
matters.

Submitting Articles to *The Change Agent*



Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

Subscribing to *The Change Agent*



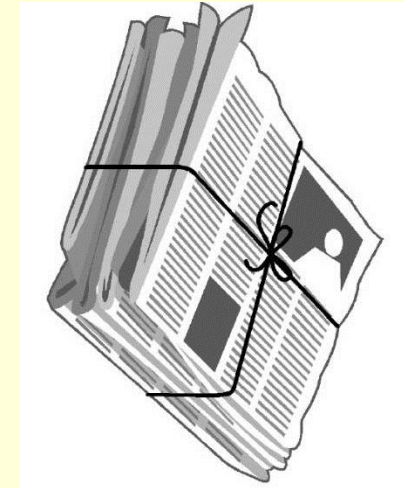
Individual

Get 1 copy
\$12 for 1 year, or
\$20 for 2 years



Electronic

Access PDFs of all the
magazines, audio, etc.
\$20 per teacher per
year, or \$16 per
teacher for 25 or
more teachers



Bulk

Get a set of 25
\$85 for 1 year, or
\$160 for 2 years

Other Comments & Questions

Finally...

A recording of this webinar will be available at
changeagent.nelrc.org

Please feel free to contact Cynthia Peters
cpeters@worlded.org or Carey Reid
creid@worlded.org with any questions or
comments.

Thank you for participating!



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