

**Sistema Universitario Ana G. Méndez
School for Professional Studies
USA Continental Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

ENGL 050-0

PREPARATORY ENGLISH

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STUDY GUIDE

Course Title: Preparatory English

Code: ENGL 050-0

Credits: Four

Time Length: Eight Weeks

Prerequisite: None

Description:

This course is designed for low and high beginning level students (*Level 1 – Starting*). It is a conversational and grammar-based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic course work in their selected degree program. Students who **score between 0 – 120 points** in the English placement test must enroll in this course in the first term of enrollment. **This course requires the use of the E-Lab and/or the Language Lab guided by the English course facilitator.**

General Content Objectives

Upon completion of this course, the student will be able to:

1. Communicate effectively in English in everyday situations.
2. Develop confidence in the use of the English language in activities related to his/her field of study, as well as in communicating with others.
3. Develop an awareness of the importance of English both for the academic world, as well as for their social world (daily life).

4. Develop good speaking, listening, and writing skills to accomplish their academic work.

General Language Objectives

Upon completion of this course, the student will be able to:

Listen: Understand oral discussions in English recognizing their different purposes and the communication settings in which they are produced; share, compare, and develop new ideas about conversational and grammar-based immersion in a collaborative manner; acquire significant knowledge supported by experiences and motivational topics; respond to auditory stimuli such as videos, audiovisual presentations and interactive activities.

Speak: Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas; develop abilities and skills that will prepare him/her for school work, the workplace and daily life; use language to acquire new knowledge about conversational and grammar-based immersion and learn to utilize simple techniques of handling information through traditional media and computer technology.

Read: Investigate, analyze, summarize, paraphrase and understand in English information obtained from a variety of media on conversational and grammar-based immersion; develop critical attitudes towards media messages reflecting on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.

Write: Interpret and produce written works in English expressing a personal critical and creative point of view; use correct spelling, grammar, coherence, and an emphasis on the requirements for effective and clear communication; use writing as a means of communication and to provide information about conversational and grammar-based immersion.

APA Requirements (6th edition) to cite books used in the course:

Use APA style (6th edition) to cite recommended books and resources.

- <http://www.apastyle.org/>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Books:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
(ISBN-10: 1433805618; ISBN-13: 978-1433805615)

Baker, A., & Goldstein, S. (2008). *Pronunciation pairs: An introduction to the sounds of English* (2nd ed.). New York, NY: Cambridge University Press.
(ISBN-13: 978-0-521-67809-4)

Bitterlin, G. (2008). *Ventures basic*. New York, NY: Cambridge University Press.
(ISBN: 9781107687202)

Blass, L. & Gordon, D. (2010). *Writers at work - From sentence to paragraph*. New York, NY: Cambridge University Press.
(ISBN 9780521545228) (Student's Book).

Murphy, R. (2011). *Basic grammar in use* (3rd ed.). New York, NY: Cambridge University Press.
(ISBN-13: 978-0-521-13334-0)

Electronic Books:

Strunk, W. & Strunk Jr. W. (2011). *The elements of style*, (UPDATED 2011 EDITION)
 [Kindle Edition] The Elements of Style Press. Amazon Digital Services, Inc.
 (ASIN: B0058I7TFI)

Recommended Links – students are encouraged to access the following links, but not limit themselves only to these.

APA Format

- <http://www.apastyle.org/>

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

If necessary, the facilitator may change the electronic links or add additional professional links that provide the most recent research on the topics of this course.

NOTE: The Ana G. Méndez University System (SUAGM) is not responsible for changes in content or format that may occur in the electronic links recommended for educational purposes; neither is SUAGM responsible for their expiry. If, for any reason, you find questionable or objectionable material in the links recommended by SUAGM, please contact the academic director immediately to initiate the removal process and update the module with trustworthy information.

Description of the Evaluation:

Criteria	Workshops	Points	Percentage
Attendance and Participation; Language Lab and E-Lab	1 to 8	100	20%
Written Works (Self- reflections, Essays,	1 to 8	100	20%

Paragraphs, and Others)			
Individual/Group Oral Demonstration, Role Plays, Speeches, Oral and Audiovisual Presentations	As Determined by the Facilitator	100	20%
Digital Portfolio	8	100	20%
Two Partial Tests or One Final Exam	As Determined by the Facilitator	100	20%
Totals		500 (maximum number of points)	100%

Scale:

A = 100 - 90 B = 89 - 80 C = 79 – 70 D = 69 - 60 F = 59 or less

METHOD OF EVALUATION: The facilitator will provide specific information regarding assignments on the first night of class.

Description of the Evaluation Process:

1. The **final** grade for the course is determined according to the percentage obtained by the student for demonstration of learning and achievement of course outcomes and the learning and mastery of language skills in English. The student's final grade will reflect 30% for language proficiency and 70% for mastery and application of content knowledge.
 - Students' knowledge of the course content is measured by means of exams, assignments, projects, written works, oral presentations, Language Lab/E-Lab exercises, and others. It is required that 70% of the grade demonstrates mastery of the content.
 - In addition to the previous requirement, there must be evidence that 30% of the grade demonstrates mastery of language skills.

2. Our program is designed to develop and maximize the language skills of our students in order to optimize their abilities as future professionals. Therefore, all evaluations for written and oral skills will be based on 30% for language (listening, speaking, reading, and/or writing) and 70% for content knowledge and application. The facilitator must refer to Appendix A to identify each student's level of language skills (listen, speak, read, and write) based on the Can Do proficiency levels. Furthermore, it is the responsibility of the facilitator to differentiate his/her teaching in order to meet the language needs of each student and to ensure maximum learning and academic performance. In addition, the criteria found in Appendices B and E will be used to evaluate writing skills.
3. **Language Lab and E-Lab Requirements** (Tell Me More, NetTutor, Blackboard Collaborate tools, and Virtual Library):
- The Language Lab and E-Lab are an integral part of the course evaluation and activities that the student must complete.
 - Specific information about the Language Lab/E-Lab resources is found in Appendix C. **It is the facilitator's responsibility to integrate the use of the Language Lab/E-Lab in the course assignments and activities.** Practice hours in the Language Lab/E-Lab must be completed according to the facilitator's specifications.
 - Each student must fill out the documentation form found in Appendix D and submit it to the facilitator as part of the evaluation criteria for this course.
 - Practice in the Language Lab/E-Lab must be integrated in the activities section of the guide.
4. **Digital Portfolio:**
- Each student must prepare a digital portfolio.
 - The digital portfolio is one of the tools used to assess students' linguistic and academic progress. For this reason, it is imperative that the facilitator documents students' progress as they achieve mastery of the course content, as well as language proficiency in English.

- It is the student's responsibility to make sure that the portfolio complies with the established standards and requirements found in the *Digital Performance Portfolio Assessment Handbook*. Students can access the handbook in Blackboard.
 - During Workshop One, the facilitator will discuss in detail the process and expectations regarding the use of the digital portfolio to demonstrate linguistic and academic progress in order to achieve the goal of becoming a successful professional.
 - By Workshop Four, the Student-Facilitator Feedback Form must be completed by the facilitator.
 - The completed digital portfolio must be submitted to the facilitator in the last workshop.
5. **Final Exam/Partial Tests:** This program requires that a final exam or two partial tests be included in the final evaluation. This exam or tests will be administered to measure content knowledge according to the course objectives, as well as linguistic proficiency in English.
6. **Attendance and Class Participation:** Attendance to every workshop is mandatory to pass the class, and absences will affect the final grade. Refer to Appendix R for additional information. The following criteria will also be evaluated:
- mastery of the material discussed in class,
 - completion of assigned work,
 - demonstration of adequate communication skills,
 - effective participation in collaborative tasks, and
 - submission of all work on time.
7. **Self-reflection Journal:**

- As a lesson wrap-up for each workshop or as an activity within the workshop, students will write a self-reflection on a topic determined by the facilitator.
- Each entry will be evaluated for completion.

Description of Course Policies

1. The *Sistema Universitario Ana G. Méndez, Inc. Discipline-Based Dual Language Immersion Model*® is designed to promote each student's development as a Dual Language Professional. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format. Each workshop requires an average of ten hours or more of preparation, depending on the student's development of linguistic achievement. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English, the student must strive to take advantage of all language resources in the university and in their community, since becoming a successful professional is a complex and challenging task. To help the student with this process, the facilitator will use the rubric that appears in Appendix A. This rubric is used to identify students' language proficiency levels to differentiate instruction in the classroom based on students' needs.

The instructional model requires a design that meets the following criteria:

- 30% of the instruction integrates language skills (listening, speaking, reading, and writing), and
- 70% of the instruction integrates content knowledge and application.

The student evaluation process requires the same integration. This means that 30% of the course grade will be based on language skills, and 70% will be based on content

knowledge and its application.

3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if deemed necessary. The facilitator will select one of the following options: allow the student to make up the work or assign extra work in addition to the missed work. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may adjust the grade for late assignments and/or make-up work.
4. Student attendance and participation in oral presentations and special class activities are extremely important, since it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine to substitute it with an equivalent activity for evaluation purposes. This activity must include the same content and language components, as those in the oral presentation or special activity that was missed.
5. In cooperative learning activities, the group will be assessed for their final work. However, each member must collaborate to ensure an excellent product and the success of the group, since each will also receive an individual grade.
6. It is expected that all written work will be solely that of the student and should not be plagiarized. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. That is, the student must be the author of all work submitted based on research and citations of reliable sources. Wikipedia and other wiki pages (collaborative) are not reliable references. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. **In order to reduce/prevent plagiarism, facilitators will use SafeAssign™, a Blackboard plagiarism deterrent service used to verify students' ownership of written works.** Therefore, it is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student

Manual. If you are a UMET or UNE student, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from students in all course-related activities. This means that all papers submitted by students must be original work and that all references used must be properly cited and mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student risks receiving a zero in the assignment or activity and being referred to the Discipline Committee. All students must comply with all policies aimed at preventing plagiarism of documents, ideas and works, since this violates professional ethics.

EXPLANATORY NOTE: The Ana G. Méndez University System (SUAGM) respects all copyright laws and, under no circumstances, promotes plagiarism in any form. To this end, SUAGM discourages students, employees, contractors, trustees, as well as the general public, from copying, sharing, imitating, or paraphrasing any material protected by copyright laws, without appropriately citing the source of information and/or the source being referred to, irrespective of the material's format.

7. If the facilitator makes changes to the module or to the study guide, these changes must first be discussed with the academic director in order to obtain approval. A written copy of these changes must also be provided to students at the beginning of the first workshop.
8. The facilitator will establish a means of contacting students by providing his/her SUAGM e-mail address, phone number, hours to be contacted, and days available.
9. The use of cellular phones is prohibited during sessions. If there is an urgent need, it must be on vibrate or silent mode during the class session.
10. Only persons registered in the course are permitted to enter the classrooms.
11. All students are subject to the behavior policies and norms that govern SUAGM, the course, and the adult professional.

Note: If for any reason the student cannot access the links presented in the module, he/she

should notify the facilitator immediately but not limit him/herself to these. There are many other search engines and links that can be used to research information. Some examples are:

- www.google.com
 - www.findarticles.com
 - www.bibliotecavirtualut.suagm.edu
 - www.eric.ed.gov/
 - www.flelibrary.org/
 - <http://www.apastyle.org/>
- Visit the following websites to access videos:
 - ustream.tv
 - sedueradio.com
 - videoblocks.com
 - youtube.com
 - vimeo.com
 - skype.com (upon request and prior coordination)

Access the following links to buy or rent new or used textbooks or references:

- <http://www.chegg.com/> (rent)
- <http://www.bookswim.com/> (rent)
- <http://www.allbookstores.com/> (buy)
- <http://www.alibris.com/> (buy)

These are only some of the companies where books may be bought or rented.

If deemed necessary, the facilitator may make changes to the web addresses or links or add additional challenging, research-based, and professional educational Web resources to reflect current trends in the course topics.

Research Law Compliance Requirement:

For all courses that require research, questionnaires or interviews, students and faculty must comply with the norms and procedures of the Institutional Review Board (IRB) Office and request authorization.

In the Florida, Maryland, and Texas Campuses they must contact the academic director or the IRB institutional representative. All students that must conduct an investigation as part of a course must certify in IRB investigation processes.

To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp and select the forms needed.

In addition, the student and the facilitator will find instructions for several online certifications related to IRB processes by accessing the following link:

<http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

These certifications include: IRB (Human Subject Research), HIPAA (Health Insurance Portability and Accountability Act), RCR (Responsible Conduct of Research), and others that may be required by the Facilitator of the course.

If case of doubt or questions please contact the academic director or the IRB institutional representative of your campus.

In addition, you may contact the IRB Compliance Director or coordinators:

Evelyn Rivera Sobrado, IRB Compliance Director

Tel. (787) 751-0178 ext. 7196

Carmen C. Crespo Díaz, IRB Coordinator– UMET

Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, IRB Coordinator – UT

Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, IRB Coordinator - UNE

Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, IRB Coordinator – SUAGM-EU

Tel. (407) 207-3363 Ext. 1889

Teaching Philosophy and Methodology

This course is based on the educational philosophy of Constructivism. Constructivism is an educational philosophy founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

As facilitators, our goal is to assist students in making connections between their prior knowledge and real life experiences, thus fostering a new understanding that is relevant to them. We also attempt to tailor our teaching strategies to students’ responses and encourage them to analyze, interpret, and predict information that can be applied to one’s daily life.

CONSTRUCTIVISM GUIDING PRINCIPLES:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct **meaning**.
2. Constructing **meaning** requires understanding “wholes” as well as “parts.” The “parts” must be understood in the context of “wholes.” Therefore, the learning process focuses on primary concepts in context, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and repeat someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make **assessment** an essential part of the learning process, thus ensuring that it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. The adequate tools and environments that help learners interpret the multiple perspectives of the world will be provided.
7. Learning should be internally controlled and mediated by the learner.

Instructional Approach

The curriculum integrates the **Sheltered Instruction Observation Protocol (SIOP) Model***.

The student will be exposed to the eight interrelated SIOP learning components to facilitate comprehensible instruction. These components are:

- lesson preparation,
- background knowledge,
- comprehensible input,
- strategies,
- interaction,
- practice/application,
- lesson delivery, and
- review/assessment.

These instructional strategies are connected to each one of these components, allowing that the design and presentation of a lesson address the academic and linguistic needs of second language learners. Each lesson integrates teaching strategies and instructional approaches that ensure the linguistic and academic success of students.

SIOP Components (Sheltered Instruction Observation Protocol)

The instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific workshop’s content and language objectives and integrate them in the lesson activities to ensure maximum learning and academic performance.

<p>A. Lesson Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input type="checkbox"/> Links to Background Knowledge</p> <p><input type="checkbox"/> Links to Past Learning</p> <p><input type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p>
<p>CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>	
<p>Names of the Strategies:</p>	
<p><input type="checkbox"/> Cognitive</p> <p><input type="checkbox"/> Metacognitive</p> <p><input type="checkbox"/> Social/Affective</p>	<p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p> <p>1) _____ 2) _____</p>
<p>C. Grouping Options</p> <p><input type="checkbox"/> Whole Group</p> <p><input type="checkbox"/> Small Group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>E. Learning Application</p> <p><input type="checkbox"/> Dynamic</p> <p><input type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input type="checkbox"/> Linked to Objectives</p> <p><input type="checkbox"/> Promotes Engagement</p>	

Workshop One

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify and analyze the steps to follow for writing a complete sentence correctly.
2. Recognize personal information accurately.
3. Identify responses to different introduction and greeting questions.
4. Recognize and form the present tense of verbs.
5. Distinguish between main idea and supporting details and explain how they are related.
6. Identify correct subject-verb agreement.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Listen to and carefully view the recommended videos on writing sentences, main idea and supporting details, and the present tense, taking effective notes that will be helpful for class discussions; listen to and identify linked sounds and stressed syllables in words.

Speak: Ask and respond to personal questions correctly; describe daily routines using the simple present tense correctly.

Read: Identify the main idea and supporting details in selected readings.

Write: Write questions and answers about personal information; write five complete sentences describing his/her daily routine, ensuring that all the sentence formation guidelines discussed in class are followed.

Electronic Links:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

Graphic/Advance Organizers - these links will be helpful for all the workshops

- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- http://www.educationoasis.com/curriculum/GO/vocab_dev.htm
- <http://www.google.com/search?q=vocabulary+graphic+organizers&hl=en&prmd=imvns&tbo=isch&tbo=u&source=univ&sa=X&ei=PKdpUJzuEZT02wWZo4GYDQ&ved=0CC4QsAQ&biw=1280&bih=822>
- <http://www.google.com/search?q=graphic+organizers&tbo=isch&tbo=u&source=univ&sa=X&ei=0zXcUYaqI43C8gGaw4HwBw&sqi=2&ved=0CEYQsAQ&biw=1280&bih=822>
- <http://www.enchantedlearning.com/graphicorganizers/>
- http://edhelper.com/teachers/graphic_organizers.htm

Greetings/Introductions

- http://esl.about.com/od/beginningreadingskills/a/d_intro1.htm
- http://www.esljunction.com/conversation_questions/introduction_questions.html
- <http://humanities.byu.edu/elc/Teacher/sectiontwo/Lesson1.html>

Linking Words/Sounds

- <http://www.englishclub.com/pronunciation/linking.htm>

Personal Pronouns

- <http://www.youtube.com/watch?v=ih2ewY3wTc8>
- <http://www.youtube.com/watch?v=CPoVFEOQoDSg&feature=related>

Simple Present Tense

- http://www.englishclub.com/grammar/verb-tenses_present.htm
- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pres.htm>

Subject-Verb Agreement

- <http://www.towson.edu/ows/moduleSVAGR.htm>

- http://grammar.ccc.commnet.edu/grammar/sv_agr.htm

Important Instructions for Students:

1. Carefully read the course module and its appendices, and familiarize yourself with the course content. Verify that you have access to the SUAGM accounts, including the electronic laboratory, electronic e-mail and Blackboard.
2. Prior to Workshop One, the facilitator will post announcements on Blackboard informing students of important dates and other information. In addition, reminders will be posted regarding assignments and the importance of the Language Lab/E-Lab.
3. During Workshop One, the facilitator will explain the *Digital Performance Portfolio Assessment Handbook* which can be found in Blackboard. This document contains all the important information needed to effectively complete the digital portfolio.
4. Use NetTutor to revise your written work prior to submitting it to the facilitator for evaluation. This tool revises your work and provides feedback. The facilitator will send students' written work to SafeAssign™ to detect plagiarism.
5. If you have any questions regarding assignments, activities or course content, use Voice E-mail to clarify them with the facilitator.
6. Open a Tell Me More account and start working on the interactive exercises designed to develop/improve linguistic skills in English. Take the Language Placement Test and complete the interactive exercises in the Language Lab according to the level of English obtained. Refer to Appendix C for detailed information. Fill out the Language Lab/E-Lab Documentation found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities

and exercises. Submit this document on a weekly basis to the facilitator. It will be part of the final grade and must be included in the digital portfolio.

7. Finally, it is very important that you understand the importance of mastering the learning topics. It is necessary that you regularly consult dictionaries and other helpful resources. Complete mastery and comprehension of the topics of each workshop are essential for understanding the next class. Pay attention to the language activities, and remember that 30% of your grade will depend on the language proficiency that you demonstrate in the English language, and 70% will depend on mastery of the course content.

Assignments to Be Completed Prior to the Workshop:

1. Use Blackboard Collaborate tools to promote the use of voice online and student/facilitator interaction. Blackboard Collaborate has a Voice E-Mail function which allows students to send voice messages via e-mail.
 - Use this tool to engage in a two-minute oral discussion on your personal and professional aspirations.
 - Be sure to follow all the guidelines determined by the facilitator.
 - React to the comments of at least three colleagues.

2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. The facilitator and the students will do as follows:
 - a. Record their voice as they introduce themselves to one another.
 - b. Answer the following questions:
 1. What is your name?
 2. Why are you taking this course?
 3. What are your future goals?
 4. What do you expect from this course?
 5. Mention something you think your classmates and the facilitator

should know about you.

- c. After listening to all the introductions, react to the comments of at least three colleagues.
3. Using the Virtual Library, Internet and/or other academic resources, research information on common introduction words and phrases. Take notes, and be prepared to discuss and use them in class.
 4. Access NetTutor, where tutoring services are provided, to obtain additional help in the development of writing skills in English.
 5. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Define in English the academic core vocabulary of the workshop. Be sure to paraphrase the definitions and not copy them word-for-word.
 6. Watch the following videos on YouTube on introductions and greetings:
 - <http://www.youtube.com/watch?v=AA6f7kf4fto>
 - <http://www.youtube.com/watch?v=cQnD3qJiJPo&feature=related>
 - <http://www.youtube.com/watch?v=3-R1LhVuHfs&feature=related>

After viewing the videos, complete the following activities:

- Make a list of at least fifteen words or phrases used in introductions and greetings.
 - Prepare a dialogue in which two speakers greet one other and introduce themselves.
7. Watch at least four of the following videos on YouTube on sentences and punctuation:
 - <http://www.youtube.com/watch?v=hGjGlhUT48Y>
 - <http://www.youtube.com/watch?v=F03w-vOV-xw>
 - <http://www.youtube.com/watch?v=ks7IBJNznVg>
 - <http://www.youtube.com/watch?v=xH31hbUyLMY>

- <http://www.youtube.com/watch?v=DvhC0eSIb3g>
- <http://www.youtube.com/watch?v=hsq2n4VOdzI>
- http://www.youtube.com/watch?v=3f_Dk7WatIY

Create one or more advance/graphic organizers of your choice summarizing the most important information.

8. View the following videos on simple present tense, and prepare an advance/graphic organizer summarizing and explaining the most important information.

- <http://www.youtube.com/watch?v=IWIEjx8bz5Y&list=PLF467A1F872AFF222>
- <http://www.youtube.com/watch?v=bkA8dFYMAZc&list=PLF467A1F872AFF222>
- <http://www.youtube.com/watch?v=yWccPqg1DbI>

In addition, create a flow chart showing the steps to follow to form the present tense of verbs.

9. View the videos below on subject-verb agreement, take notes, and be prepared to discuss in class.

- <http://www.youtube.com/watch?v=J9F8AR-LCVE>
- <http://www.youtube.com/watch?v=fyAtyAdCStM>

10. View the video below on main idea and supporting details, take notes, and be prepared to discuss in class.

- <http://www.youtube.com/watch?v=XFPiYCeHeys>

11. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

12. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in

Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary – must reflect objectives and important concepts of the workshop:

1. topic sentence
2. main idea
3. supporting details
4. conclusion
5. personal pronouns

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. videos on YouTube and other websites
7. graphic/advance organizers

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will schedule an appointment with the Learning Resource Specialist to have students visit the Language Lab. Students will learn how to use the lab and comply with the course demands. The aim is to have students utilizing all the resources that are available to them on a regular basis through the Language Lab/E-Lab.
2. The facilitator will share the previously recorded self-introductions with all the students, as they identify themselves with the recordings. The facilitator will encourage students to share additional information. This will create an environment of camaraderie and help reduce the level of anxiety among the students. Introductions will be very brief, since more introduction exercises in English will follow.
3. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts and misconceptions will be clarified. This review will include the academic core vocabulary of the workshop.
4. The facilitator will provide students with his/her contact information.
5. The facilitator will open a written discussion forum on the Discussion Board and an oral discussion forum using the Blackboard Collaborate tools for assigned topics and explain how to use both of these tools. Students will participate throughout the duration of the course, allowing them to contribute and react to discussions and postings.

6. The facilitator will answer questions related to the course content and objectives, policies, assignments, appendices, evaluation criteria, and expectations of the course, as well as respond to questions posted by the students.
7. The facilitator will refer to the *Digital Performance Portfolio Assessment Handbook* and explain the guidelines that must be followed for the accurate completion of the digital portfolio.
 - It is the responsibility of each student to work on a regular basis on the completion of the digital portfolio, complying with all the stipulated guidelines.
 - By Workshop Four, the Student-Facilitator Feedback Form must be completed by the facilitator.
 - The digital portfolio will be submitted in Workshop Eight.
8. Students will select the student representative.
9. The facilitator will determine the dates and times for the administration of the partial tests in Workshop Four (covers material discussed in Workshops One to Four) and in Workshop Eight (covers material discussed in Workshops Five to Eight) OR the final exam in Workshop Eight (covers material discussed in Workshops One to Eight) and post them on Blackboard. Students will be responsible for complying with the stipulated guidelines.
10. Students will work in small groups and use their notes on common introduction words and phrases to create a list of the most commonly used introduction words and phrases, questions, and possible responses. A representative from each group will share with the whole class.
11. Students will work in small groups to share and explain the graphic/advance organizer(s) they created on sentence writing and punctuation based on the YouTube videos they viewed. A representative from each group will then share the most important information that was discussed in his/her group.

12. After a whole class discussion on writing sentences, the facilitator and students will work together to create a flow chart detailing the steps for writing a complete sentence correctly. The facilitator will clarify any doubts the students may have.
13. The facilitator will conduct a whole group discussion on main ideas and supporting details. After students have a clear understanding of this concept, the facilitator will distribute to small groups of students copies of short selections for them to analyze and identify the main idea and supporting details of each. Groups will share their selections and answers with the whole class and give constructive feedback.
14. Students will spell their first and last names, the names of the street on which they live, and other specific information in short dialogues asking personal questions. Students have the option to provide “false” personal information if they prefer to do so in this exercise, as well as in upcoming exercises.

A: What’s your first name?

B: Alex.

A: What’s your last name?

B: Smith.

A: Can you spell your last name, please?

B: Yes, S-M-I-T-H.

A: Where are you from?

B: Chicago.

A: How old are you?

B: 25.

A: What’s your address?

B: 3455 South Orange Blossom Trail.

A: Did you say Blossom Trail? Can you please spell it out for me?

B: Sure. B-L-O-S-S-O-M T-R-A-I-L.

A: What’s your phone number?

B: 407-111-1111.

15. Students will mingle with one another and ask personal information questions. They will then complete the following survey log:

First Name	Last Name	Origin	Age	Address	Phone Number
Alex	Smith	Chicago	25	3455 South Orange Blossom Trail	407-111-1111

16. Students will introduce two classmates using the following format:

This is _____. He/She is from _____, and he/she is ____ years old. His/Her address is _____. His/her phone number is _____.

Example:

This is Alex Smith. He is from Chicago, and he is 25 years old. His address is 3455 South Orange Blossom Trail. His phone number is 407-111-1111.

17. The facilitator will introduce personal pronouns using a PowerPoint presentation, explaining different kinds of personal pronouns and their uses. Emphasis will be given to the subject pronouns. Students will practice using personal pronouns in sentences correctly.
18. The facilitator will use multiple listening exercises to introduce syllabification and explain how syllables are stressed in words.
19. Students will identify the number of syllables in each line of a short poem and share their answers with the class. The facilitator will then provide a list of words

for students to practice the stressed syllable of each word.

20. The facilitator will introduce verbs using pictures and have participants repeat the pronunciation of each verb twice. Students will practice daily routines with flashcards posted on: <http://www.mes-english.com/flashcards/dailyroutines.php>
21. The facilitator and students will visit the following website: <http://www.mes-english.com/flashcards/files/dailyroutines1.pdf> and practice the pronunciation of some basic daily routines.
22. Students will have five (5) minutes to prepare an oral presentation on their daily routines. They will share their routines with their peers.
23. Students will walk around the classroom questioning three of their peers about some of their daily routines and fill out the following chart:

Student	Day	Time	Activity

24. Every student will orally report one of his/her peer's routine to the class.
25. The facilitator will introduce and explain the simple present tense using pictures, videos, and other visual aids.
 - Students will share the flow charts they created prior to the workshop showing the formation of the present tense of verbs and participate in the discussion, based on what they learned from the videos they viewed.
 - The facilitator will explain any essential information which was not discussed.

- Students will complete practice exercises, discuss their answers, and clarify any doubts.
26. Students will create original sentences, following correct sentence structure, giving their opinion, talking about schedules and daily habits, and providing facts, using the simple present tense form of the verbs. Students will then engage in a whole class discussion, sharing their sentences and providing productive feedback to one another. Refer to the following examples:
- a. To give your opinion - I like ice cream. I don't like spicy food.
 - b. To talk about schedules - The library opens at 8:00 am. It doesn't open at 7:00.
 - c. To talk about daily habits - Sara eats a donut for breakfast every day. She doesn't eat cereal.
 - d. To give facts - The earth circles the sun. The moon doesn't circle the sun.
27. The facilitator will explain the rules for subject-verb agreement using a graphic/advance organizer that facilitates comprehension, and students will contribute to the discussion with their notes taken from the video viewed prior to the class. Students will work with a partner to complete subject-verb agreement exercises. Students will then discuss their answers with the whole group.
28. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.
29. Finally, the facilitator will clarify doubts and answer questions regarding assignments due prior to the next class.

Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):

1. **Individual:** Accurate completion of comprehension exercises provided by the facilitator.
2. **Group:** Collaboration and active participation in the preparation and presentation of the dialogues on personal information and in mingling with other class members to obtain the information required for accurately filling out the specified chart.
3. **Written:** Submission of sentences, following correct sentence structure, on giving their opinion, talking about schedules and daily habits, and providing facts using the simple present tense form of the verbs.
4. **Oral:** Oral presentation of one's daily routines using the vocabulary presented in class and following the rules previously explained.

Lesson Wrap-Up:

1. **Individual:** The facilitator will prepare beforehand index cards with a specific topic covered in this workshop written on each one and distribute them at random to the students. Each student will prepare a graphic/advance organizer of his/her choice explaining the topic given to him/her.
2. **Group:** Each student will explain his/her graphic/advance organizer responding to questions asked by colleagues and the facilitator.

Workshop Two

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify rhythm and sentence/word stress accurately.
2. Recognize tone in a short reading.
3. Distinguish between *cause* and *effect*, and analyze their relationship.
4. Recognize conjunctions, prepositions, and prepositional phrases and analyze their uses in sentences.
5. Recognize the forms of the verb *to do* and explain some of their uses in sentences.
6. Recognize the present continuous tense, and determine how and when it is used.
7. Recognize the verbs *have*, *has*, and *had* as auxiliary verbs and as main verbs.
8. Distinguish between subject and object pronouns and explain their uses in sentences.
9. Distinguish between the speed-reading techniques/strategies of *skimming* and *scanning*.
10. Analyze the steps for writing a paragraph effectively.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Listen to colleagues' family descriptions and to short conversations about someone's daily routine, demonstrating attentiveness, keeping eye contact with the speaker, and offering helpful feedback and encouragement.

Speak: Engage in dialogues and conversations about one's family members, current events, habits, and past experiences (e.g., first day of school or work).

Read: Scan for important information and/or details in a short reading.

Write: Write narrative sentences about present-day events and daily routines using correct Standard English; use connectors and prepositional phrases in sentences correctly.

Electronic Links:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

Object Pronouns

- <http://a4esl.org/q/h/9901/jd-pronouns.html>

Prepositional Phrases

- http://esl.about.com/library/grammar/blgr_prep_phrases1.htm
- http://www.aliscot.com/bigdog/prep_exercise.htm

Cause and Effect

- <http://languagearts.pppst.com/cause-effect.html>
- <http://lrs.ed.uiuc.edu/students/fwalters/causeconnect.html>

Conjunctions/Connectors

- http://www.phschool.com/atschool/readers_journey/activity_grammar/exp-7303_1.cfm
- http://www.phschool.com/atschool/readers_journey/activity_grammar/exp-8305_1.cfm

Assignments to Be Completed Prior to the Workshop:

1. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss three important concepts you learned in the previous workshop which you find helpful for your professional and/or personal growth. Be sure to follow all the guidelines determined by the facilitator.
2. Use the Virtual Library, Internet, and/or other academic resources to conduct research on the speed-reading techniques/strategies of skimming and scanning. Create a T-chart explaining each strategy and when and how each is used. Be prepared to discuss in class.
3. Access NetTutor to obtain additional help in the development of writing skills in English.
4. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Paraphrase and post the definitions of the academic core vocabulary of the workshop. Do not copy the definitions word-for-word. Peruse the definitions posted by your colleagues to corroborate your definitions.
5. View at least five of the videos indicated below on writing paragraphs. Create one or more graphic/advance organizers of your choice to summarize the most important information. Be prepared to explain and share with the whole class.

- <http://www.youtube.com/watch?v=Vp7heGi4--0>
- <http://www.youtube.com/watch?v=ivAvsXeJAqM>
- <http://www.youtube.com/watch?v=cCuExRE6N-4>
- <http://www.youtube.com/watch?v=Zt40xor8wrQ>
- <http://www.youtube.com/watch?v=Bo7SQY2yvOc>
- <http://www.youtube.com/watch?v=j4V6C6Zn5Eg>

- <http://www.youtube.com/watch?v=NLzKqujmdGk>
- <http://www.youtube.com/watch?v=-NYFIFgrQog>
- <http://www.youtube.com/watch?v=Wq8OnCGkZkk>

6. Access at least two of the following links on conjunctions and two on prepositions, and create one or more advance/graphic organizers summarizing the most important concepts. Be prepared to share in class.

- <http://grammar.ccc.commnet.edu/grammar/prepositions.htm>
- <http://www.towson.edu/ows/prepositions.htm>
- <http://www.englishclub.com/grammar/prepositions-list.htm>
- <http://grammar.ccc.commnet.edu/grammar/conjunctions.htm>
- <http://www.towson.edu/ows/conjunctions.htm>
- <http://www.englishclub.com/grammar/conjunctions.htm>

7. Access at least three of the following videos/sites on the present continuous tense:

- <http://www.youtube.com/watch?v=b7Gw6MFRfLI&feature=related>
- <http://www.englishpage.com/verbpage/presentcontinuous.html>
- http://www.englishclub.com/grammar/verb-tenses_present-continuous.htm
- <http://www.youtube.com/watch?v=ghT81ByhIH4&feature=related>
- <http://www.youtube.com/watch?v=4rQqdSagoOU&feature=related>

After reading the information carefully and/or viewing the videos, use the Discussion Board tool in Blackboard to post your responses to the following:

- a. What kinds of actions do the present continuous and simple present tenses express?
- b. How do you form affirmative sentences in the present continuous

and simple present tenses? Give an example.

- c. How do you formulate questions in the present continuous and simple present tenses? Give an example.
- d. How do you form negative sentences in the present continuous and simple present tenses? Give an example.

Read the responses of at least three colleagues, and post comments expressing your agreement or disagreement and providing constructive feedback.

8. Create a graphic/advance organizer of your choice, such as a Venn diagram or a double bubble map, comparing and contrasting the simple present tense and the present continuous tense.
9. Prepare a collage using pictures depicting your daily routine. Prepare a list of the vocabulary words that correspond to the pictures. Be prepared to share the collage and list of words with the class.
10. Access the websites previously indicated, and view the videos below on cause and effect:
 - <http://www.youtube.com/watch?v=rwDpJC6MEzo>
 - <http://www.youtube.com/watch?v=PVLf5ENMtuc>

After viewing the videos and accessing the websites, write five sentences that show the cause and effect relationship. Be prepared to share the sentences with the class.

11. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
12. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in

Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary – must reflect objectives and important concepts of the workshop:

1. conjunction
2. present continuous tense
3. preposition/prepositional phrases
4. object pronoun
5. cause and effect
6. tone
7. rhythm
8. skim and scan

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. advance/graphic organizers
7. specific videos on YouTube and other websites
8. materials needed to create a collage

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

A. Lesson Preparation

- Adaptation of Content
- Links to Background Knowledge
- Links to Past Learning
- Incorporated Strategies

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (*Cognitive Academic Language Learning Approach*)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will briefly review the simple present tense and explain the present continuous tense and how the latter is formed and used. Students will participate in the discussion applying what they learned from the videos they viewed as an assignment prior to the workshop.
4. Students will work with a partner to discuss their answers to the questions on the present and present continuous tenses based on the videos and share their Venn diagrams/double bubble maps or other graphic/advance organizer. After reaching a consensus, the whole class will discuss the answers, explain how they arrived at their answers, and share their graphic organizers.
5. After a whole class discussion on paragraph writing and the sharing of the graphic organizers, the facilitator and students will work together to create a flow chart detailing the steps for effective paragraph writing. Following this activity, the facilitator will review Appendix E which will be used to evaluate paragraph formation. The facilitator will clarify any doubts the students may have.

6. Students will survey some of their peers and fill in the chart below:

What do you do every morning?	What do you do for a living?	What do you do after work?	What do you usually do on the weekend or in your free time?
1.			
2.			
3.			

7. Students will choose one of the peers they surveyed and report his/her routine to the class. This allows for the practice of conversational English.

8. The facilitator will introduce the verb *to do* (*do, does, did, done*) and explain some of its uses in sentences.

9. The facilitator will review the use of subject pronouns and introduce the object pronouns, emphasizing the differences in their uses in sentences.

10. Students will practice using subject and object pronouns in the following exercises by choosing the correct pronoun and identifying it as subject or object.

a. Frank and Pedro are my friends. _____ are brothers.

b. This is Alice. _____ is in my class.

c. Judy lost her book. I found it, and I gave it to _____ .

d. That is Maria’s husband. _____ works in downtown.

e. Fernando and _____ are cousins. _____ enjoy listening to music together.

- f. My best friends are on vacation. _____ are in Paris.
- g. Are you from San Juan, PR? _____ is a beautiful city.
- h. Sam gave the baseball bat to Juan. _____ was a birthday gift for _____ .
- i. Glori had no idea the surprise party was for _____. _____ loved _____ !
- j. Manuel, Lulu, Wilma and _____ (referring to the speaker) went to the movies. _____ had a terrific time.

11. The facilitator will introduce and discuss the forms of the verb *to have* (*have, has, had*) and explain how it is used independently as a verb and as a helping (auxiliary) verb. Students will practice completing exercises using forms of *have, has, and had* correctly.

12. Students will work in small groups to share their T-chart on the speed-reading techniques/strategies of skimming and scanning.

- Students will combine their information from their charts.
- A representative from each group will share this information with the class.
- After a discussion on the use of each strategy, the facilitator will provide short selections and ask questions which students must answer by scanning the selections.
- Answers will be discussed.
- The whole class will evaluate the importance of each of these strategies.

13. The facilitator will introduce rhythm and sentence stress using multiple listening exercises.

14. The facilitator will divide the class into two groups.

- One group will share the organizers on preposition which they prepared as an assignment prior to the class, and the other group will

share the organizers on conjunctions which they prepared prior to the class.

- They will discuss their information in detail and consolidate their information into one or two advance/graphic organizers.
- Each group will select one or two representatives to explain their topic to the whole class.
- Students will give and receive feedback on their presentations.
- The facilitator will clarify any doubts and add any essential information which was not discussed.

15. The facilitator will provide practice exercises on prepositions and conjunctions which students will complete and discuss. Students will write at least five sentences using prepositional phrases correctly and share them with the class.

16. Students will discuss and identify prepositional phrases in sentences in quizzes posted on: http://esl.about.com/library/grammar/blgr_prep_phrases1.htm .
The facilitator and students will discuss the answers.

17. The facilitator will provide a chart with the first half of sentences in the first column and the second half of the sentences in the second. Students will work independently or with a partner to rewrite the sentences by combining them using the correct conjunction. Answers will be discussed, and the facilitator will provide additional explanations, as needed.

18. The facilitator will call on students to share some of the sentences they wrote as an assignment prior to the class showing cause and effect relationships.

- Students will read one of their sentences aloud, and colleagues will identify the cause and the effect.
- The author of the sentence will corroborate if the answer is correct or incorrect.
- All students will have the opportunity to participate in this activity.

- A whole class discussion will follow.
19. The facilitator will provide copies of a chart with different causes on the left-side column. Students will independently complete the right-side column of the chart with an appropriate effect for each cause. Students will then share their work with the class.
20. The facilitator will read aloud limericks to students and have them identify the stressed syllables in each line of the poem.
- Students will then engage in choral repetition to practice the pronunciation of the poem.
 - The facilitator will then read aloud a longer poem and have students pay attention to the rhythm of the stressed syllables.
 - Students will snap their fingers or clap their hands on the stressed syllables.
21. The facilitator will introduce and explain the concept of tone in reading by means of a PowerPoint presentation or other visual. Students will read/listen to short paragraphs and identify the tone in each. A group discussion will follow.
22. Students will share their collages depicting their daily routines, matching the pictures in the collage to the vocabulary words they listed as part of the assignment. After the discussion of the collages, each student will write a paragraph explaining their daily routines, using the new vocabulary. The paragraphs will be submitted according to the facilitator's stipulations.
23. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.

24. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):

1. **Individual:** Completion of the advance/graphic organizers on prepositions and conjunctions providing accurate information that is helpful for small group and class discussions.
2. **Group:** Group collaboration in the preparation of the graphic/advance organizers on prepositions and conjunctions and active participation in the feedback session.
3. **Written:** Accurate completion of a paragraph explaining students' daily routines, using the new vocabulary and following the guidelines previously discussed on effective paragraph writing.
4. **Oral:** Explanation of the collage depicting their daily routines and explaining the new vocabulary, using correct Standard English and effective speaking skills.

Lesson Wrap-Up:

1. **Individual:** Students will have one minute to draw/illustrate one of the most important things they learned from their colleagues' presentations or their own research.
2. **Group:** Students will show their one-minute drawings to the class, and colleagues will guess what it represents. A whole group discussion will follow. Students will have the opportunity to ask questions regarding upcoming assignments and any topic covered thus far.

Workshop Three

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Distinguish between regular and irregular verbs.
2. Form the simple past tense of regular and some irregular verbs.
3. Differentiate between “some” and “many” and the use of each.
4. Distinguish between countable and uncountable nouns.
5. Identify adjectives in sentences.
6. Form the comparative and superlative forms of adjectives.
7. Identify the parts of the verb “to be.”
8. Identify focal stress in sentences.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Demonstrate effective listening skills by paying close attention to the questions posed by his/her colleagues in a variety of dialogues and conversations in order to be able to respond in an effective manner using correct Standard English.

Speak: Work collaboratively with one’s partner to review their answers for the indicated site on comparative and superlative forms of adjectives and to complete the corresponding appendices on regular and irregular verbs.

Read: Conduct research on the importance and use of intonation and demonstrate effective application of this concept in class conversations.

Write: Write a paragraph on his/her favorite food including the information indicated

by the facilitator and following the guidelines in Appendix E.

Electronic Links:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

Simple Past Tense

- http://www.youtube.com/watch?v=J5E9SWg6_fw
- http://www.youtube.com/watch?v=tjAMb3II_Q&feature=channel
- <http://www.youtube.com/watch?v=Qp70cSK9hxo&feature=channel>
- <http://www.englishpage.com/verbpage/simplepast.html>
- http://www.englishclub.com/grammar/verb-tenses_past.htm

Irregular Verbs

- <http://www.englishpage.com/irregularverbs/irregularverbs.html>
- <http://www.usingenglish.com/reference/irregular-verbs/>
- <http://www.chompchomp.com/rules/irregularrules01.htm>
- <https://owl.english.purdue.edu/owl/resource/605/01/>

Comparative and Superlative Forms of Adjectives

- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom.htm>
- <http://www.eflnet.com/tutorials/adjcompsup.php>
- <http://www.learnenglishfeelgood.com/english-comparative-superlative1.html>
- http://www.phschool.com/atschool/readers_journey/activity_grammar/exp-8302_1.cfm (practice exercise)

Ordering Food

- <http://esl.about.com/library/beginner/blwouldlike.htm>

- <http://esl.about.com/library/listening/blrestorder.htm> (practice exercise)

Asking Questions

- http://www.eslgold.com/grammar/wh_questions.html
- <http://fog.ccsf.cc.ca.us/~mbibliow/whquestions3-3.html> (practice exercise)

Countable/Uncountable Nouns

- <http://www.youtube.com/watch?v=T-CTP0JpnWc>

Some, Much, Many, and Others

- http://www.englisch-hilfen.de/en/exercises_list/mengen.htm
- <http://www.learn-english-online.org/Lesson38/Lesson38.htm>

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard.
 - Orally discuss your favorite food, indicating what it is, why you like it so much, and how it's prepared.
 - Be sure to follow all the guidelines determined by the facilitator.
 - React to the comments of at least three colleagues.
3. Using the Virtual Library, Internet, and/or other academic resources, research the meaning and importance of intonation in conversations. Take notes that will be helpful for discussion in class.

4. Access NetTutor to obtain additional help in the development of writing skills in English.
5. Create a collage showing pictures of objects, people, etc. that can be used to depict adjectives that describe them. Create a list of adjectives that refer to those pictures.
6. Access the links previously indicated, and view the following videos on the comparative and superlative forms of adjectives:
 - http://www.youtube.com/watch?v=jHad_GVnpgQ&feature=related
 - http://www.youtube.com/watch?v=r_B0LbKMoZY&feature=related
 - http://www.youtube.com/watch?v=KLE5yPZa_Ow&feature=fvw

The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. After reviewing the links and watching the videos, post your answers to the following:

- What is an adjective?
- What is the comparative form of an adjective, and how is it formed? Give five examples in sentences.
- What is the superlative form of an adjective, and how is it formed? Give five examples in sentences.

React to the posts of at least three colleagues, expressing agreement or disagreement and providing productive feedback

7. Review the electronic links listed for this workshop, take notes that will help in classroom discussions and completion of activities, and complete the three practice exercises indicated. Be prepared to discuss in class.
8. Bring supermarket sales brochures/shoppers, restaurant menus, newspaper ads, nutritional value labels, and food pictures to the class.

9. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
10. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E Lab activities and exercises.

Academic Core Vocabulary – must reflect the objectives and important concepts of the workshop:

1. regular verb
2. irregular verb
3. countable noun
4. uncountable noun
5. adjective
6. comparative and superlative forms of adjectives

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. supermarket sales brochures, restaurant menus, newspaper ads, nutritional value labels, pictures of foods, etc.
7. graphic/advance organizers

8. recommended links and YouTube videos

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>	
<p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>		
<p>Names of the Strategies:</p>		
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>	
<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>		

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. Students will work in small groups and use their notes on the meaning and importance of intonation in conversations to create a graphic/advance organizer of their choice highlighting the most important concepts. Groups will prepare at least two specific examples of how intonation can vary in the same sentence. A representative from each group will share with the whole class.
4. Students will give a brief description of their collages, highlighting the adjectives depicted in their pictures. They will use complete sentences in their explanations. The facilitator will continue the explanation of adjectives using some of the collages.
5. Students will discuss the differences between the comparative and superlative forms of adjectives using their notes from the assignments prior to the workshop.
6. Using the TPR technique, the facilitator will give directions to students to form a line according to their height, beginning with the shortest. The facilitator will introduce the base form, comparative and superlative forms of the adjectives *short* and *tall*. The facilitator and students will introduce other adjectives using other TPR exercises and activities.
7. Students will work with a partner to review their answers for the indicated site on comparative and superlative forms of adjectives. They will reach a consensus on

the correct answer and clarify any doubts with the facilitator.

8. Students will work in small groups to write one sentence for ten different categories, such as the ones below, using the comparative and superlative forms of adjectives. Students are encouraged to be creative in the writing of their sentences. After sharing some of the sentences with the class, each group will hand in one set of sentences for evaluation.
 - **Cities:** Orlando, Chicago, San Francisco
 - **Sports:** football, basketball, surfing
 - **Writers:** Edgar Allan Poe, Ernest Hemingway, Mario Vargas Llosa

9. The facilitator will introduce the concept of the focal stress in sentences and use multiple listening exercises to explain how a change in stress can alter the meaning.

10. The facilitator will provide copies of five questions repeated four times.
 - The facilitator will read aloud every question using a different focal stress each time.
 - Students will listen attentively to every question and underline the word that receives the focal stress.
 - The facilitator and students will discuss the different meanings created by the change in focal stress.

11. Students will share their notes on countable and uncountable nouns. The facilitator will use flashcards, realia, and/or manipulatives to facilitate comprehension.

12. Using a chart, the facilitator will categorize the quantifiers used with countable and uncountable nouns. Students will then work with a partner to write

sentences using *some*, *many*, and other quantifiers and complete the exercises determined by the facilitator.

13. Students will work in small groups to share and discuss the shoppers, ads, pictures of foods, menus, and other information they brought as one of their assignments. They will take notes to identify the:
- most expensive/cheapest products advertised in the shoppers and/or ads.
 - best sale found in the shoppers and/or ads.
 - spiciest, healthiest, and most harmful foods advertised in the shoppers and/or ads.
 - restaurant having the best quality menu in the city.
 - restaurant having the worst quality menu in the city.
 - fanciest menu.
 - most nutritious food label.
 - food label with the highest and lowest caloric intake.

The groups will report their findings to the class while the facilitator creates a comparative chart or table with the information provided by the group representative.

14. After each group has reported its findings, students will give their personal opinions about the food products, menus, and restaurants, using the comparative and superlative forms of adjectives and applying newly learned vocabulary.
15. Students will put all the food pictures in a basket or canister and practice their

conversational English, asking one another the following questions and other original questions created by the students:

- Is this your favorite fruit?
 - Which of these is your favorite dessert?
 - Do you really like this kind of meat?
 - What snack do you usually eat?
 - What vegetable do you hate/love?
 - What is your favorite dish? Describe it. Can you tell us how to make it?
16. Students, in groups of three, will use the Voice Board tool in Blackboard to record a 5-minute conversation between a waiter/waitress, a customer who enjoyed the food served at the restaurant, and another customer who was dissatisfied with the food and service at the restaurant. Students must use some of the new vocabulary learned in the workshop and demonstrate correct Standard English.
17. Students will write a paragraph describing their favorite food. Students must use the comparative and superlative forms of adjectives and follow the guidelines found in Appendix E. The paragraph will be submitted for evaluation.
18. The facilitator will explain the present and past tenses of the verb “to be” in first, second, and third persons, and in singular and plural forms, and provide practice exercises.
19. The facilitator will explain the differences between regular and irregular verbs, providing specific examples of each. Students will work with a partner to complete the two corresponding appendices on forming the past of regular verbs and on forming the past of irregular verbs. Answers will be discussed by the whole class,

and the facilitator will answer questions and clarify doubts.

20. The facilitator and students will discuss the answers to the exercise on asking questions completed as an assignment prior to the workshop. Students will then complete the corresponding appendix on “Answering Question in Simple Past Tense.” Answers will be discussed in class.
21. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.
22. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment - DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS:

1. **Individual:** Accurate description of the collages, highlighting the adjectives depicted in the pictures, using correct Standard English and correct pronunciation
2. **Group:** Effective group collaboration in the writing of the ten sentences on different categories using the comparative and superlative forms of adjectives.
3. **Written:** Completion of the paragraph on one’s favorite food, using correct Standard English, following the guidelines in Appendix E, and applying the new vocabulary acquired in the workshop.
4. **Oral:** Appropriate sharing of notes in the group preparation and presentation of the information on the shoppers, ads, pictures of foods, menus, and the answers to the questions provided by the facilitator.

Lesson Wrap-Up:

1. **Individual:** Each student will formulate and write a question on a topic he/she does not fully understand.
2. **Group:** Each student will direct the question they wrote to a colleague. If the colleague cannot answer the question, he/she will ask another student until it is finally answered. The facilitator will allot a determined amount of time for this activity, and the facilitator will take note of any questions or doubts, and any unanswered questions to be clarified in the next workshop.

Workshop Four

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Apply *used to* + *verb* to indicate activities done in the past.
2. Expand vocabulary related to families and family relationships.
3. Analyze a variety of genealogical/family trees.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Demonstrate attentiveness during colleagues' presentations on the graphic/advance organizers on new vocabulary words by looking at the speaker, controlling personal activity level, encouraging the presenter with non-verbal cues, and asking relevant questions.

Speak: Use appropriate speaking skills when describing his/her genealogical tree by demonstrating a liveliness in sharing knowledge, instilling a sense of enthusiasm, appearing prepared and in control of the presentation, and behaving professionally.

Read: Research information on genealogical/family trees, taking notes that will be helpful for group activities and class discussion.

Write: Write a paragraph describing oneself applying the rules for correct paragraph formation found in Appendix E.

Electronic Links:

Virtual Library

- <http://bibliotecavirtualut.suagm.edu/>

Family and Relationships

- http://esl.about.com/library/vocabulary/blwordgroups_family.htm

Family Tree Worksheet

- http://www.classbrain.com/artmovies/uploads/family_tree_ws.pdf

Describing People

- <http://www.anglictina-online.cz/download/Hit12.pdf>
- <http://www.writeshop.com/article3.htm>
- <http://www.talkeasy.co.uk/link/materials/esl111.html>
- <http://www.gjar-po.sk/~greif3c/skola/aj/vzhlad.pdf>

“Used to” + Verb

- <http://www.englishpage.com/verbpage/usedto.html>
- http://www.englishclub.com/grammar/verbs-m_used-to-do.htm
- <http://www.englishgrammarsecrets.com/usedto/menu.php> (practice exercises)

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator’s instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss your favorite relative, explaining why he/she is your favorite and providing a brief description of him/her. Be sure to follow all the guidelines determined by the facilitator. React to the comments of at least three colleagues.
3. Use the Virtual Library, Internet and/or other academic resources to conduct research on creating a genealogical/ family tree. Take notes of examples, and be prepared to discuss in class.

4. Access NetTutor to obtain additional help in the development of writing skills in English.
5. Access the links on *used to + verb*. Take clear explanatory notes, and complete the practice exercises following the indicated instructions.
6. Bring pictures of different family members. If you prefer, you may bring pictures from magazines to depict your family members. In addition, bring pictures of people of different races and ages to describe in class.
7. Access the websites included in this workshop and view the following video on words describing people posted on:
<http://www.youtube.com/watch?v=6qfnsatsDLg&feature=fvw>
8. After completing the above task, complete the following activities:
 - Choose 10 “new” descriptive words (adjectives) which you find particularly interesting. Select words that will expand your vocabulary in English, and not basic words such as big, tall, short, fat, and others.
 - Create a vocabulary graphic/advance organizer for each word (refer to the list of websites on graphic/advance organizers in Workshop One), and draw a picture or illustration for each word that will help you remember its meaning.
 - Use appropriate materials since the organizers will be posted around the room.
 - Be prepared to share and explain your organizers to the class.
9. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
10. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in

Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary – must reflect objectives and important concepts of the workshop:

1. genealogical tree

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. indicated websites and videos on YouTube
7. graphic/advance organizers
8. materials for creating graphic/advance organizers
9. materials for creating a genealogical tree (ruler, markers, etc.)

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>						
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
<p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Metacognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<table border="0"> <tr> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td>1) _____</td> <td>2) _____</td> </tr> </table>	1) _____	2) _____	1) _____	2) _____	1) _____	2) _____
1) _____	2) _____						
1) _____	2) _____						
1) _____	2) _____						
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>						
<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>							

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. As students enter the classroom, they will post their advance/graphic organizers and illustrations on their 10 “new” adjectives around the room.
2. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students’ comprehension.
3. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
4. The facilitator will review the information found in the assigned links on *used to + verb* and clarify any doubts the students may have. The facilitator and students will then check the answers of the assigned practices, and students will correct their answers as needed.
5. Students will circulate around the room to view the organizers/illustrations of the adjectives and select 5 (not their own) which they found particularly interesting.
 - They will write them down quickly and hand them in to the facilitator without sharing with their colleagues.
 - The facilitator will organize the words, starting with the one chosen the most.
 - The facilitator will start with word #1, and the student who posted it will explain his/her organizer/illustration to the whole class.
 - Continue the same steps with the rest of the words.
 - The facilitator will determine the amount of time allotted for this activity.
 - The facilitator will note the other challenging words which were posted and present them to the class in subsequent lessons.

6. Each student will write a paragraph describing him/herself using “new” vocabulary words, using correct Standard English, and following the guidelines indicated in Appendix E. Students must submit their paragraph before the conclusion of the workshop or send it via e-mail to the facilitator before the determined deadline.
7. Students will work in small groups to compare their notes on genealogical trees.
 - They will pool their resources and select one example of their preference.
 - Before the groups share their choice with the class, the facilitator must ensure that each group presents a different example so that students are exposed to a variety of family trees.
 - A representative from each group will share with the whole class.
8. The facilitator will use pictures (real or from magazines) of his/her own family to introduce different relationships and use in context some of the new descriptive vocabulary included in the students’ organizers and illustrations. Using vocabulary in context and repetition of the words facilitate comprehension.
9. Each of the students will model the facilitator and present some of their family members (real or from magazines) using complete sentences and correct Standard English.
10. Students will work in small groups to create their own genealogical tree, using the example of their choice, as determined by the facilitator. Although students may collaborate to share information, ask questions and clarify doubts, each student must hand in his/her own genealogical tree.
11. Each student will have the opportunity to explain his/her genealogical tree using the pictures previously described. Students will use complete sentences, such as:
This is my father, William Amador, and this is my mother Gloria López. These are my siblings, Teresa and David. This is a picture of me.

12. Each student will complete the “Personal Identification Profile” found in the corresponding appendix and share it with a partner. They will ask one another questions to complete the exercise. The facilitator will circulate around the classroom during these conversations to ensure students are using correct pronunciation and intonation.
13. The facilitator will ask questions, such as the following, at random. Students must answer in a complete sentence.
- What’s your father’s first name?
 - What’s your mother’s maiden name?
 - Do you have grandparents?
 - What are your grandparents’ names?
 - How many siblings do you have?
 - How old is your brother/sister/ father/ mother...?
 - How old are you?
 - How many aunts and uncles do you have?
 - Who is your favorite aunt/uncle?
 - Do you have cousins?
 - Who is your favorite cousin?
14. The facilitator will distribute blank sheets of paper to all the students.
- One student will sit in the front of the room and describe in detail one of his/her colleagues.
 - The speaker must use some comparative and superlative forms of adjectives.
 - As he/she speaks, students will sketch/draw a picture of the person being described.

- Students are encourage to ask additional questions for conversational practice.
- After the student has finished describing the mystery person, colleagues will try to guess his/her identity and share their drawings.
- This activity will continue until determined by the facilitator.

15. Game: Who is in the bag? Students will use the corresponding appendix on “Describing People” as a guide to write a description of one of the class members on an index card. Students will put their index cards in a bag. Each student will then pick a card out of the bag, read the description using correct pronunciation and intonation, and guess the identity of the student. The author of the description will corroborate the answer.

16. The facilitator will narrate a brief story describing some activities that he/she used to engage in in the past, emphasizing the pattern of *used to + verb*.

17. Students will model the facilitator and write a monologue. Students should recall activities they did when they were younger and prepare a monologue with the pattern *used to + verb*. Students will hand in their monologues for evaluation.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS

1. **Individual:** Accurate completion of a paragraph describing oneself using new vocabulary words presented in class, using correct Standard English, and following the guidelines indicated in Appendix E; graphic/advance organizers on the “new” adjectives.
2. **Group:** Active participation and collaboration in the comparing of their notes on genealogical trees, pooling their resources, selecting one example of their choice, and presenting before the class.

3. **Written:** Monologue demonstrating the correct use of *used to + verb* and using correct Standard English.
4. **Oral:** Explanation of one's genealogical tree using appropriate speaking skills and correct Standard English, as well as all the guidelines determined by the facilitator.

Lesson Wrap-Up:

1. **Individual:** Students will write a journal entry reflecting on the following:
 - What steps can I take to feel more at ease when engaging in conversations in English?
 - What areas do I need to develop or improve upon in order to communicate more effectively?
 - Of the concepts learned thus far, which one must I work on the most to achieve greater professional success?
2. **Group:** Students will share their self-reflections and offer constructive feedback to one another.

Workshop Five

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Analyze the rule for the formation of the present perfect and present perfect continuous tenses.
2. Distinguish between the present perfect and present perfect continuous tenses.
3. Identify the steps for writing an essay.
4. Identify the components of an effective essay.
5. Expand vocabulary related to parts of the human body and diseases.
6. Identify reduced vowels in unstressed syllables.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Demonstrate effective listening skills by working collaboratively in the assigned group in the preparation of the graphic organizer and sentences using the present perfect or present perfect continuous tense.

Speak: Use correct pronunciation, intonation, and application of new vocabulary in the doctor/patient role playing skit.

Read: Conduct in depth research on paraphrasing and its importance in avoiding plagiarism, and take notes that will be helpful for class discussion.

Write: Follow the guidelines discussed in class to write an essay on an illness he/she had or a visit to the doctor's office, using correct Standard English.

Electronic Links:

The Present Perfect Tense

- <http://www.englishpage.com/verbpage/presentperfect.html>
- http://www.englishclub.com/grammar/verb-tenses_present-perfect.htm
- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/upperf.htm>

Essay Writing

- http://www.youtube.com/watch?v=G82huz_NxEk
- <http://www.youtube.com/watch?v=cuY4zQnwL4A>
- <http://www.youtube.com/watch?v=Rnq17dyxyu4>
- <http://www.youtube.com/watch?v=GwjmMtTVO1g>
- <http://www.youtube.com/watch?v=IN6IOSMviS4&list=PL59B6A271C1990C69>
- <http://www.youtube.com/watch?v=cIPtbFT23Bs>
- <http://www.youtube.com/watch?v=bgCujqVW-8E>
- http://www.youtube.com/watch?v=WLaA_Idsgoc

Diseases and Parts of the Human Body

- <http://www.languageguide.org/im/body/eng/>
- <http://www.languageguide.org/english/vocabulary/body2/>
- <http://www.mes-english.com/flashcards/files/healthproblem.pdf>

Paraphrasing

- <http://owl.english.purdue.edu/owl/resource/563/1/>
- http://writing.wisc.edu/Handbook/QPA_paraphrase2.html
- <http://jalt-publications.org/archive/proceedings/2001/179.pdf>

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss one or more specific concepts you have learned thus far and share how you will apply it/them in your area of study. Be sure to follow all the guidelines determined by the facilitator and react to the comments of at least three colleagues.
3. Use the Virtual Library, Internet, and/or other academic resources to conduct research on paraphrasing and its importance in avoiding plagiarism. Take notes, and be prepared to discuss in class.
4. Access NetTutor to obtain additional help in the development of writing skills in English.
5. After accessing the indicated sites and conducting additional research, select 10 words related to parts of the body, sicknesses, and diseases which **enrich** your everyday vocabulary.
 - In other words, choose words that are challenging (not words like cold, hand, foot, or finger), yet not extremely technical.
 - Create a vocabulary graphic organizer for each word, varying the kinds of organizers you use.
 - Be sure to use the necessary materials to create your organizers, since they will be displayed in class.

6. View the videos on essay writing indicated under Electronic Links. Create an advance/graphic organizer explaining the components of an essay, and create another organizer explaining the steps for writing an essay. Be sure to show all the important information, and be prepared to share and discuss in class.

7. Access the indicated sites and view the following videos on the present perfect and present perfect continuous tenses and create advance/graphic organizers explaining how each one is formed.
 - http://www.youtube.com/watch?v=l2fPHzkBMok&feature=PlayList&p=BA2A0C01E58F5FBF&playnext_from=PL&playnext=1&index=24
 - <http://www.youtube.com/watch?v=kXM1Fvawq10>
 - <http://www.youtube.com/watch?v=UDCB8bIcudM>

8. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

9. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary – must reflect the objectives and important concepts of the workshop:

1. essay
2. paraphrasing
3. present perfect tense
4. present perfect continuous tense

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. graphic/advance organizers
7. materials necessary to create organizers (markers, posters, etc.)

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
<p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p> <p style="text-align: center;">Names of the Strategies:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Cognitive</td> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Metacognitive</td> <td>1) _____</td> <td>2) _____</td> </tr> <tr> <td><input checked="" type="checkbox"/> Social/Affective</td> <td>1) _____</td> <td>2) _____</td> </tr> </table>		<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____
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<p style="text-align: center;">E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>										

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. As students enter the classroom, they will post around the room their advance/graphic organizers and illustrations on their 10 vocabulary words related to parts of the body, sicknesses, and diseases.
2. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
3. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
4. Students will work in small groups and use their notes on paraphrasing and its importance in avoiding plagiarism to create a graphic/advance organizer of their choice highlighting the most important concepts. A representative from each group will share with the whole class.
5. The facilitator will distribute to pairs of students copies of the same news or magazine article for them to read carefully and paraphrase. Students will compare how each one paraphrased the information differently. A whole class discussion will follow.
6. Students will circulate around the room to view the organizers/illustrations of the vocabulary words and select 5 (not their own) which appealed to them.
 - They will write them down quickly and hand them in to the facilitator without sharing with their colleagues.
 - The facilitator will organize the words, starting with the one chosen the most.
 - The facilitator will start with word #1, and the student who posted it will explain his/her organizer to the whole class.

- Continue the same steps with the rest of the words.
 - The facilitator will determine the amount of time allotted for this activity.
 - The facilitator will note the other challenging words which were posted and present them to the class in subsequent lessons.
7. The facilitator will divide the class into two groups.
- Group A will share and compare their advance/graphic organizers on the formation of the present perfect tense, pool their ideas, reach a consensus, and create a detailed organizer explaining how this tense is formed and how it is used in sentences.
 - In addition, the group will formulate five sentences demonstrating the application of the present perfect tense.
 - Group B will do the same for the present perfect continuous tense.
 - Each group will select a reporter who will share the information with the whole class.
 - Students will have the opportunity to ask questions and give/receive feedback.
 - The facilitator will ensure students understand these concepts, and he/she will add any information which will facilitate comprehension.
8. Each student will formulate five questions using the present perfect tense (e.g., Have you ever taken a European cruise?) and engage in a question and answer session with a partner.
- Students may refer to the corresponding appendix on Answering Question in the Present Perfect Tense for ideas.
 - The facilitator will circulate around the room during this exchange to ensure that students are using correct pronunciation and applying the present perfect tense correctly, as well as responding in complete sentences.

9. The facilitator will divide the class into small groups and assign the components of an essay to some of the groups and the steps for writing an essay to other groups.

- Each group will share and discuss the organizers they created as an assignment prior to the workshop, identify the most important information from each, and create a new organizer which will be explained to the class.
- The facilitator will follow up with a detailed discussion, emphasizing and summarizing the most important points for the completion of an effective essay.

10. The facilitator will introduce reduced vowels in unstressed syllables.

- The facilitator will explain and demonstrate that, although accents are not written on words in English like they are in Spanish, syllables are accented in a dictionary to indicate the syllables in a word which are stressed with a primary or secondary stress.
- In addition, changing the stressed syllable in some words can also change the meaning of a word (e.g., record, object, conduct, present, and others).

11. Students will listen attentively to words spoken by the facilitator, copy the word, and underline the stressed syllable. After practicing with several words, students will formulate their own list of words and “test” one another.

12. The facilitator will divide the class into two groups: Doctors and Patients.

- The facilitator will have prepared beforehand copies of the [Doctor's Activity Sheet](#), [Treatment Cards](#), [Patient's Activity Sheet](#) and [Ailment Cards](#) and distribute them to the students in accordance with the role each is playing.
- Patients will visit doctors to describe their ailment and receive a diagnosis and treatment.
- Students must play their roles effectively and be receptive to receiving

feedback.

- The facilitator will determine the amount of time participants will have to prepare and present their skit.

13. Students will write an essay on an illness they had or a visit to the doctor's office.

They must be sure to include all the components of an essay and follow the steps for writing an effective essay. Students will follow the guidelines for submission of the essay determined by the facilitator.

14. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.

15. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS)

1. **Individual:** Completion of the organizers on the vocabulary related to parts of the body, sicknesses, and diseases including an accurate definition and explanation of each term.
2. **Group:** Group collaboration in the preparation and presentation of the organizer on the assigned tense and the writing of the sentences using that tense, demonstrating acquisition of new knowledge, application of new vocabulary, and helpful feedback.
3. **Written:** Written essay on either an illness the student had or a visit to the doctor's office, demonstrating correct Standard English, all the components of an essay, and the appropriate format.

4. **Oral:** Effective participation in the doctor/patient role playing, demonstrating application of the new vocabulary, enthusiasm, collaboration, correct intonation and pronunciation, and effective speaking skills.

Lesson Wrap-Up:

1. **Individual:** Do-over Activity – each student will have the opportunity to think about something they would have done differently (assignment, group work, or other class activity) if they had the day/class over again. They will write a short analysis explaining their rationale and what they would specifically do if given another chance. This can help students be better prepared for upcoming tasks and classes.
2. **Group:** Students will share their “Do-over” analysis with the group, giving and receiving helpful feedback in English.

Workshop Six

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Recognize contractions and explain the rules for their formation.
2. Determine the correct auxiliaries used to express the future tense.
3. Recognize modals and their uses.
4. Expand vocabulary regarding the house, its parts, and other related topics.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Listen attentively to the questions posed by his/her partner regarding the application of the future tense in order to be able to respond accurately.

Speak: Engage actively in the feedback sessions with colleagues by asking relevant questions and showing appreciation for other's ideas.

Read: Carefully read the practice exercises and quizzes posted on specific websites in order to be able to complete them effectively and accurately.

Write: Write an essay regarding his/her future plans regarding the area of study and professional goals, using correct Standard English and the application of the future tense, as well as new vocabulary.

Electronic Links:

Contractions

- http://esl.about.com/library/grammar/blgr_contractions.htm
- <http://www.englishclub.com/vocabulary/contractions.htm>

Parts of the House

- <http://poster.4teachers.org/worksheet/view.php?ID=77942>
- <http://a4esl.org/q/h/ck/sw-house.html> (practice)
- <http://a4esl.org/q/h/vc-house2-lb.html> (quiz)

Future Tense

- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/gofut.htm>
- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/futwil.htm>

Uses of Modals (Could, Would, Should, Might, and Others) - Quizzes

- <http://www.englishpage.com/modals/could.html>
- <http://www.englishpage.com/modals/would.html>
- <http://www.englishpage.com/modals/interactivemodal6.htm>

Invitations (Quiz)

- <http://a4esl.org/q/h/vm/invitation.html>

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. The facilitator will create an oral discussion forum using the Voice Board tool in Blackboard. Orally discuss your expectations for the rest of the course. Be sure to follow all the guidelines determined by the facilitator and respond to the comments of at least three colleagues.

3. Use the Virtual Library, Internet, and/or other academic resources to conduct research on basic information regarding purchasing a home. Using the Discussion Board tool in Blackboard created by the facilitator, post a list of ten basic vocabulary words related to this topic along with their definition. Comment on the posts of at least three colleagues.
4. Access NetTutor to obtain additional help in the development of writing skills in English.
5. Access the indicated websites on contractions, future tense, modals, invitations, and the parts of the house. Take notes that will be helpful for group work and class discussions. Complete the practice exercises or quizzes on the parts of the house, modals, and invitations. Be prepared to share in class.
6. Design a basic floor layout of your house or an imaginary house using the appropriate vocabulary to label the parts. Include the information indicated by the facilitator. Use appropriate materials since the floor plans will be displayed in the class.
7. Find magazines with pictures of different household items, including different appliances, furniture, etc. Cut out at least 15 pictures and make a list of the matching vocabulary words. Check for their correct pronunciation since they will be shared in class.
8. Bring literature related to the purchase of a house, such as brochures from banks and financing agencies, purchase contracts, etc.
9. Access the site on invitations previously listed, and complete the quiz.
 - Then read the conversation posted on <http://www.esl-lab.com/invite/inviterd1.htm> and complete the exercises.

- After completing these exercises, write a brief dialogue in which one person extends an invitation and the other participant either accepts or rejects the invitation.
 - Follow the guidelines determined by the facilitator.
10. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
11. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary - must reflect objectives and important concepts of the workshop:

1. modals
2. future tense
3. contraction

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. advance/graphic organizers
7. materials needed for designing the floor plan
8. chart paper
9. glue or tape
10. items related to the purchase of a house (bank brochures, purchase contracts, etc.)

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

A. Lesson Preparation		B. Scaffolding	
<input checked="" type="checkbox"/> Adaptation of Content		<input checked="" type="checkbox"/> Modeling	
<input checked="" type="checkbox"/> Links to Background Knowledge		<input checked="" type="checkbox"/> Guided Practice	
<input checked="" type="checkbox"/> Links to Past Learning		<input checked="" type="checkbox"/> Independent Practice	
<input checked="" type="checkbox"/> Incorporated Strategies		<input checked="" type="checkbox"/> Comprehensible Input	
CALLA Strategies (Cognitive Academic Language Learning Approach)			
The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.			
Names of the Strategies:			
<input checked="" type="checkbox"/> Cognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Metacognitive	1) _____	2) _____	
<input checked="" type="checkbox"/> Social/Affective	1) _____	2) _____	
C. Grouping Options		D. Integration of Language Domains	
<input checked="" type="checkbox"/> Whole Group		<input checked="" type="checkbox"/> Listening	
<input checked="" type="checkbox"/> Small Group		<input checked="" type="checkbox"/> Speaking	
<input checked="" type="checkbox"/> Partners		<input checked="" type="checkbox"/> Reading	
<input checked="" type="checkbox"/> Independent Work		<input checked="" type="checkbox"/> Writing	
E. Learning Application			
<input checked="" type="checkbox"/> Dynamic			
<input checked="" type="checkbox"/> Meaningful/Relevant			
<input checked="" type="checkbox"/> Rigorous			
<input checked="" type="checkbox"/> Linked to Objectives			
<input checked="" type="checkbox"/> Promotes Engagement			

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. As students enter the classroom, they will display their floor plans around the room.
2. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
3. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
4. Following the indications of the facilitator, students will discuss their answers to the practice exercises or quizzes on the parts of the house, modals, and invitations. Additional explanations and/or practice will be provided by the facilitator, as needed.
5. Students will work in small groups to share the pictures of household objects they had cut out as an assignment prior to the class.
 - Each group will be given chart paper to categorize the pictures according to the room (e.g., living room, kitchen, garage, bathroom, foyer, family room, toy room, etc.) in which the items are found.
 - After the amount of time determined by the facilitator, the reporter from each group will name the item and point out the room(s) in which it is found, while another group member writes the word for all to see.
 - The audience is responsible for taking notes of the new vocabulary words.
 - The object of this activity is to expand one's vocabulary, categorize objects, and learn correct pronunciation and spelling.

6. Each student will describe his/her floor plan applying the new vocabulary learned in class. Students are encouraged to ask questions in order to practice additional speaking skills applying the new vocabulary.
7. Students will use their notes on contractions (assignment prior to the class) to participate in the class discussion on this topic as guided by the facilitator. Specific examples will be given and the facilitator will emphasize the rule for the formation of contractions. Practice exercises will be provided by the facilitator.
8. Students will use their notes to participate in the class discussion on the formation and use of the future tense using *going to* and *will*. The facilitator will provide specific examples of each and provide practice exercises.
9. Students will work with a partner and take turns asking and responding to the following questions using *going to* and *will*:
 - What are you going to do this weekend?
 - What are you going to do after work today?
 - Are you going to buy a house?
 - What kind of house are you going to purchase?
 - When are you going to buy your house?
 - Are you going to go on vacation over the holidays?
 - Where are you going to go?
 - How long is your vacation going to be?
 - When are you going to take that difficult test?
 - Why are you going to take that test?
 - Where are you going to stay on your vacation?
 - Are you going to study English this year?
 - What will you do after this class?
 - Will you have a delicious dinner tonight? Tell me about it.
 - Where will you go if you need money?

- Will you take the test today?
- Where will you dine out with your friends tonight?
- How will your life change when you learn English?
- Will you visit your original country soon? Tell me about it.
- How long will you stay in Orlando?
- Will you celebrate your next birthday? What will you do?
- Will you hang out with your friends next Saturday? Tell me about it.

The facilitator will ensure that students are using the correct response format and the correct pronunciation.

10. Students will write an essay, using the future tense, on their plans for the future regarding their area of study and their professional goals. The essay must be handed in by the end of the workshop.

11. Students will share with the group the literature they brought in regarding the purchase of a house. The facilitator will form small groups and the literature will be distributed among them. They will try to find answers to the following questions using the literature and the notes taken from their research on this topic. Note that students may not be able to find answers to all the questions.

- What kinds of loans currently exist?
- What is the current interest rate on home loans?
- What is meant by the APR given on the loan?
- What are closing costs?
- What is a co-signer?
- How is the monthly mortgage payment divided?
- What is the difference between a fixed rate and an adjustable rate loan?
- How do banks determine the APR on the loan every customer should pay?

12. After the groups have attempted to find answers for the questions listed above, the facilitator will conduct a whole class discussion. Again, the purpose of this activity is to expand one's vocabulary, practice correct pronunciation, and reduce students' levels of anxiety when speaking in English.
13. Students will share the dialogue they wrote as an assignment prior to the workshop regarding an invitation and its acceptance or rejections. Students will provide effective feedback. Students will also engage in conversations changing the acceptance of the invitations to rejections and vice versa.
14. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit.
15. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):

1. **Individual:** Accurate completion of the practice exercises and quizzes found in the Electronic Links assigned prior to the workshop/
2. **Group:** Effective group collaboration and active participation in the activity of categorizing the pictures of household items and identifying each with the correct vocabulary word.
3. **Written:** Completion of the essay using the future tense on plans regarding one's area of study and professional goals, using correct Standard English and following all the guidelines previously discussed on correct essay writing.

4. **Oral:** Presentation of the dialogue regarding extending an invitation and its acceptance or rejection, using correct pronunciation and intonation and applying new vocabulary and new knowledge.

Lesson Wrap-Up:

1. **Individual:** Each student will formulate one thought-provoking question that requires analysis about a specific topic or topics stated by the facilitator .
2. **Group:** The first student will direct his/her question to another student in the class. If the student does not answer correctly, the question will be given to another colleague. If the student answers correctly, he/she will direct his/her question to another student. The process will continue until determined by the facilitator.

Workshop Seven

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Identify cognates.
2. Distinguish between fact and opinion.
3. Analyze the purpose of thought groups and pauses in sentences and apply them appropriately when speaking.
4. Expand vocabulary related to expressing likes and dislikes, agreements and disagreements, and supporting opinions.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Listen attentively to and analyze statements read by the facilitator and colleagues in order to be able to determine if they are fact or opinion.

Speak: Demonstrate effective speaking skills, including pronunciation and intonation, in the presentation of the conversation regarding fact/opinion, likes/dislikes, and other concepts indicated by the facilitator.

Read: Examine in depth the assigned links indicated in the module and take appropriate notes, in order to be able to participate in class discussion and complete activities on fact/opinion, likes/dislikes, and other specific topics.

Write: Write an essay using correct Standard English and following the guidelines determined by the facilitator on a topic of his/her choice expressing fact, opinion, support for opinions, and likes and dislikes.

Electronic Links:

Expressing Likes and Dislikes

- <http://www.english-at-home.com/speaking/talking-about-likes-and-dislikes-in-english/>
- http://www.myenglishpages.com/site_php_files/communication-lesson-likes-dislikes.php

Facts and Opinions

- <http://users.dhp.com/~laflemm/RfT/Tut2.htm>
- http://www.eslgold.com/speaking/giving_opinions.html
- http://www.eslgold.com/speaking/supporting_opinions.html

Agreeing and Disagreeing

- <http://www.englishclub.com/speaking/agreeing-disagreeing.htm>
- <http://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>

Thought Groups

- <http://www.speakclearcommunications.com/blog/thought-groups-and-the-esl-executive/>
- <http://blog.proesl.com/2011/03/thought-groups-accent-reduction.html>

Pauses in Sentences

- <http://www.elementalenglish.com/2012/10/pausing-thought-groups-english-pronunciation/>
- <http://changingminds.org/techniques/language/persuasive/pauses.htm>

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. Use the Voice Board tool in Blackboard to orally discuss what you have found to be your greatest personal challenge in this course. Share what you plan to do to overcome this challenge and achieve success. Be sure to follow all the guidelines determined by the facilitator and react to the comments of at least three colleagues.
3. Fill in the first three columns of a KWHLAQ chart (refer to the appendix section) indicating what you **Know** about cognates, what you **Want** to know about them, and **How** you plan to learn about this topic.
 - After doing so, use the Virtual Library and other reliable resources to conduct research on cognates.
 - As you **Learn** new information from your research and from class discussions, add it to the fourth column.
 - Take notes, and be prepared to discuss in class.
 - On a separate sheet of paper, list 20 cognates that you found or were already familiar with.
4. Access NetTutor to obtain additional help in the development of writing skills in English.
5. The facilitator will create a written forum discussion using the Discussion Board tool in Blackboard. Access the links on expressing likes and dislikes, and post five sentences expressing likes and five sentences expressing dislikes, using different expressions that indicate different degrees of likes and dislikes. Review the posts of your colleagues, and respond to at least three of them.

6. Access the following website, <http://bogglesworldesl.com/files/ForAgainst.doc>, and review the topics listed. After a detailed class discussion on likes, dislikes, fact and opinion, you will write an essay on the topic of your choice in class following the guidelines determined by the facilitator. You do not have to limit yourself to these topics, and you may select one of your personal choice.
7. Access the links on fact and opinion, and take notes. In addition, conduct additional research on these topics, and complete a T-chart explaining each concept. Write five statements that are facts under the fact column and five statements that are opinions under the opinion column.
8. Access the sites previously indicated on agreeing and disagreeing, and make a list of fifteen phrases used for these purposes. These phrases will be used to engage in a debate.
9. Access the sites previously indicated on thought groups and view the videos indicated below. Take notes that will be helpful for class discussion, and be prepared to discuss in class.
<http://www.youtube.com/watch?v=dHZIA0-G1sc>
<http://www.youtube.com/watch?v=nM5AS4XIPSM>
10. Access the sites previously indicated on pauses, and take notes that will be helpful for classroom discussion. Make a list of reasons for pausing in sentences.
11. Bring ads from newspapers and/or magazine and articles on current thought-provoking topics.
12. Continue working on the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
13. Go to Tell Me More and continue working on the interactive exercises designed to develop/improve linguistic skills in English. Submit the document found in

Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

Academic Core Vocabulary – must reflect objectives and important concepts of the workshop:

1. cognates
2. fact
3. opinion

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. T-chart
7. chart paper
8. glue and scissors
9. magazine/newspaper articles on current topics
10. KWHLAQ chart

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>						
<p>CALLA Strategies (Cognitive Academic Language Learning Approach) The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
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1) _____	2) _____						
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<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Group</p> <p><input checked="" type="checkbox"/> Small Group</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Language Domains</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>						
<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>							

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension, including the academic core vocabulary.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. The facilitator will collect the lists of 20 cognates from each of the students. He/she will ask students what they knew about cognates before researching this topic. The facilitator will continue a whole class discussion, and students will contribute to the discussion using the notes taken as an assignment prior to the workshop. The facilitator will add any relevant information of importance.
4. After the general discussion on cognates, the facilitator will conduct a "Cognate Bee" using the lists of cognates written by the students. Students should copy any cognates they are not familiar with. The facilitator will return the list of cognates to the students after the "Cognate Bee."
5. The facilitator will conduct a discussion on fact, opinion and supporting an opinion. Students will actively participate using the T-chart they created as an assignment prior to the workshop.
 - Students will complete the corresponding appendix on "Is It Fact or Opinion" and discuss their answers.
 - The facilitator will clarify any doubts students may have and provide additional practice as needed.
 - After students have a clear understanding of this concept, they will work with a partner.
 - Each will read to the other the statements he/she wrote as part of the assignment, and the partner will identify it as fact or opinion.
 - The partner will corroborate the answer.

6. The facilitator will conduct a discussion on agreeing and disagreeing.
 - Students will actively participate in the discussion by referring to the notes and list of phrases formulated as an assignment prior to the workshop.
 - The facilitator will have prepared beforehand slips of paper with a different statement written on each.
 - Each student will select one paper (no peeking), read the statement aloud, either agree or disagree applying the newly learned concept, and explain one's rationale.
 - Different phrases must be used to express agreement or disagreement.

7. Students will share some of their answers to the worksheet on likes and dislikes completed as part of an assignment prior to the workshop.
 - After this oral practice, students will then share some of the original sentences they wrote expressing varying degrees of likes and dislikes.
 - As they read them aloud, they must use the appropriate intonation to emphasize their feelings.
 - In order to practice vocabulary, pronunciation, and intonation, students will respond to one another's sentences expressing their like or dislike of the same thing.

8. Students will write an essay on the topic they had previously selected. The concepts of stating facts/opinions, supporting opinions, and expressing likes/dislikes must be evident in the essay. Students must follow all the guidelines determined by the facilitator.

9. The facilitator will use multiple listening exercises to introduce thought groups and pausing while speaking.
 - Students will contribute to the class discussion using the notes taken as an assignment on these topics.

- The facilitator will either distribute a list of sentences to each student, post the sentences on the board, or display them on PowerPoint slides.
 - Students will use a slash to indicate thought groups and then read them aloud applying these concepts correctly.
 - Additional practice will be provided as needed.
10. Students will work in small groups to prepare a three to five-minute conversation on a subject they choose, applying the concepts of fact/opinion, like/dislike, agree/disagree, and thought groups/pauses. Students must ensure that they all participate, the conversation flows smoothly, and appropriate pronunciation and intonation is used. Each group will present before the class.
11. Students will work in small groups and gather the ads and articles they were assigned to bring to class.
- They will classify information in the ads and articles as fact or opinion.
 - Students will create a T-chart on chart paper, cut them out and glue them under the appropriate column.
 - Groups will share their information with the whole class, receiving feedback from their colleagues.
12. Students will brainstorm topics for debates and reach a consensus.
- The facilitator will divide the class into two groups.
 - One group will voice their opinion in favor, and the other group will voice their opinion against.
 - Students must support their opinions appropriately and use the vocabulary introduced in class for expressing likes/dislikes and agreement/disagreement.
 - The facilitator will act as the moderator.

13. The facilitator will briefly explain the concept of idioms and assign to each student one or more letters of the alphabet. Prior to the next workshop, each student must research from five to ten idioms that begin with that letter or letters.

14. The facilitator will divide the class into three groups and assign each one of the following topics: making predictions, making inferences, or summarizing.

- Each group will be responsible for “teaching” their assigned topic to the class in Workshop Eight.
- Some suggested links are included below, but students must conduct additional extensive research.
- They must bring in teaching materials which will facilitate comprehension of their topic, such as a PowerPoint presentation, practice exercises, chart paper, books, reading materials, and any other necessary materials.
- Each member of the group must collaborate and participate in the actual “teaching.”
- The facilitator will give students the opportunity to meet in their groups at the conclusion of this workshop so they can organize themselves and decide the materials each participant will bring in, and what each one will do in the presentation.
 - Summarizing
 - <http://owl.english.purdue.edu/owl/resource/563/01/>
 - <http://www.readingquest.org/strat/summarize.html>
 - <http://wvde.state.wv.us/strategybank/summarization.html>
 - http://www.youtube.com/watch?v=qn_ZUf3r9zg
 - <http://www.readingrockets.org/strategies/summarizing/>
 - <http://www.tv411.org/reading/understanding-what-you-read/summarizing>
 - Making Inferences
 - <http://www.studyzone.org/testprep/ela4/o/makinginference1.cfm>
 - <http://www.studyzone.org/testprep/ela4/o/makinginferencecp.cfm>

- <http://www.brainpopjr.com/readingandwriting/comprehension/makeinferences/preview.weml>
 - Making Predictions
 - <http://www.studyzone.org/testprep/ela4/o/makingpredictionsl.cfm>
 - <http://www.studyzone.org/testprep/ela4/o/makingpredictionsp.cfm>
15. Students will write a journal entry reflecting on the content of the workshop or on the topic determined by the facilitator. Be sure to submit it to the facilitator electronically no later than 24 hours after the workshop in order to receive full credit for completion.
16. Students will meet briefly in their small groups to organize themselves and decide the materials each participant will bring in and what each one will do in the presentation on the assigned topic (summarizing, making inferences, or making predictions).
17. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):

1. **Individual:** Completion of the ten sentences expressing likes and dislikes using a variety of expressions that indicate different degrees of likes and dislikes and the completion of the list of 20 cognates.
2. **Group:** Demonstration of group collaboration in the completion of the task on classifying information from ads and articles as facts or opinions and the creation of the T-chart as previously indicated by reaching a consensus, sharing information respectfully, and providing helpful feedback.

3. **Written:** Essay on the topic each student had previously selected, applying the concepts of stating facts/opinions, supporting opinions, and expressing likes/dislikes.

4. **Oral:** Active participation in the three to five-minute conversation, prepared by the group members, on a subject they choose, applying the concepts of fact/opinion, like/dislike, agree/disagree, and thought groups/pauses. Students must ensure that the conversation flows smoothly and that appropriate pronunciation and intonation are used.

Lesson Wrap-Up

1. **Individual:** Each student will complete all the columns of his/her KWHLAQ chart on cognates.

2. **Group:** Students will engage in a whole class discussion of their charts and share why they found this concept particularly helpful, especially for their field of study.

Workshop Eight

Specific Content Objectives

Upon completion of this workshop, the student will be able to:

1. Analyze the techniques of summarizing, making predictions, and inferencing and their application.
2. Define and explain the concept of idioms and analyze how their meanings can be determined.
3. Recognize parallelism in sentences.
4. Expand one's vocabulary regarding weather-related terms.

Specific Language Objectives

Upon completion of this workshop, the student will be able to:

Listen: Demonstrate a discerning approach to listening by gathering complete and accurate information from the presentations on summarizing, predicting and inferencing and by taking notes that will be helpful for discussions and completion of activities.

Speak: Demonstrate effective speaking skills by paraphrasing information obtained from different resources on the assigned topic and presenting the information in a clear and comprehensible manner.

Read: Conduct research on idioms and the topic assigned in Workshop Seven to gather the information needed for making an effective presentation to the class on these topics.

Write: Use correct Standard English and effective paraphrasing techniques in writing the summary of the chosen news article.

Electronic Links:

Weather

- <http://a4esl.org/q/h/mc-we.html> (practice)
- <http://www.weather.com/weather/today/Orlando+FL+USFL0372>
- <http://www.weather.com/>
- <http://www.wftv.com/s/weather/>

Parallelism

- <http://owl.english.purdue.edu/owl/resource/623/01/>
- http://esl.about.com/od/writingstyle/a/w_parallel.htm

Idioms

- <http://idioms.thefreedictionary.com/>
- <http://www.usingenglish.com/reference/idioms/>
- <http://www.idiomconnection.com/>
- <http://www.eslcafe.com/idioms/id-list.html>
- <http://www.idiomsite.com/>

Assignments to Be Completed Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary for the vocabulary detailed in the Academic Core Vocabulary section.
2. Use the Voice Board tool in Blackboard to orally discuss how this course has benefitted you in your particular field of study. Include specific details, and be sure to follow all the guidelines determined by the facilitator. Respond to the postings of at least three colleagues.
3. Use the Virtual Library, Internet, recommended links, and/or other academic resources to conduct research on idioms.

- Take notes on what they are and how one can analyze their meaning.
 - List five to ten idioms that begin with the letter or letters assigned to you in the previous workshop, their meanings, and a sentence using each idiom.
 - Be prepared to discuss and share in class.
4. Access NetTutor to obtain additional help in the development of writing skills in English.
 5. View the links on weather previously indicated and make a list of 15 weather-related terms.
 - Write an imaginary and creative weather report for one day and an extended five-day forecast, using the newly learned words.
 - Be prepared to play the role of a meteorologist by presenting your weather report to the class.
 - Use visuals to make the report more effective.
 6. Be sure your group is prepared to “teach” the topic that was assigned in Workshop Seven.
 - Each group member must know the role he/she will play in the presentation and must have the materials needed to make the “lesson” comprehensible and interesting.
 - Be creative in your presentation techniques.
 7. Bring in a newspaper or magazine article on the topic of your choice.
 8. Access the links on parallelism, and take notes. Using the Discussion Board tool in Blackboard, post five sentences of your own showing the application of this concept. React to the sentences posted by at least three of your colleagues.
 9. Finalize the organization and completion of your digital portfolio, ensuring that you

have complied with all the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*. Follow the facilitator's instructions regarding the submission of this document.

10. Go to Tell Me More and finalize the interactive exercises designed to improve/enhance your linguistic skills in English. Submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises.

11. Be prepared to take the second partial test or the final exam as determined by the facilitator.

Academic Core Vocabulary - must reflect the objectives and important concepts of the workshop:

1. summary
2. prediction
3. inference
4. idiom
5. parallelism

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Blackboard Collaborate tools
5. Virtual Library
6. advance/graphic organizers
7. materials needed for "teaching" the assigned topic

SIOP Components (Sheltered Instruction Observation Protocol): The “X” on the line indicates the teaching strategies that will be used in each class to support and increase students’ linguistic and academic performance.

A. Lesson Preparation

- Adaptation of Content
 Links to Background Knowledge
 Links to Past Learning
 Incorporated Strategies

B. Scaffolding

- Modeling
 Guided Practice
 Independent Practice
 Comprehensible Input

CALLA Strategies (*Cognitive Academic Language Learning Approach*)

The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.

Names of the Strategies:

- | | | |
|--|----------|----------|
| <input checked="" type="checkbox"/> Cognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Metacognitive | 1) _____ | 2) _____ |
| <input checked="" type="checkbox"/> Social/Affective | 1) _____ | 2) _____ |

C. Grouping Options

- Whole Group
 Small Group
 Partners
 Independent Work

D. Integration of Language Domains

- Listening
 Speaking
 Reading
 Writing

E. Learning Application

- Dynamic
 Meaningful/Relevant
 Rigorous
 Linked to Objectives
 Promotes Engagement

Integrated Content and Language Activities to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed by the students prior to the workshop and to ensure student comprehension. Students will have the opportunity to clarify doubts.
3. Each small group will have a determined amount of time to “teach” the lesson on their assigned topic (predict, infer, summarize), as previously indicated.
 - The audience will be responsible for taking notes and asking questions for clarification, as needed.
 - After each presentation, the facilitator will add any essential information which may have been left out and ensure that students comprehend each of these three strategies.
4. Each student will have a determined amount of time to write a paragraph summarizing the news article he/she brought to class. Be sure to apply the summarizing and paraphrasing techniques discussed in class. This activity will be included as part of the second partial test or the final exam.
5. Each student will present his/her weather forecast using visual, pictures, etc., following all of the facilitator's guidelines. Correct pronunciation and intonation is essential, as well as the application of new weather-related vocabulary. Students will submit their written weather reports to the facilitator for evaluation.
6. If time permits, students will work with a partner to engage in a dialogue referring to the corresponding appendix on “Conversation Questions on Weather.” The facilitator will ensure that students use correct Standard English in their responses.

7. The facilitator will conduct a whole class discussion on idioms. Each student will present the number of idioms determined by the facilitator following alphabetical order. The student will say the idiom, give its meaning, and use it in a sentence.
8. The facilitator will explain parallelism, and students will participate in the discussion using the notes taken as an assignment prior to the workshop. Students will read some of their sentences aloud, emphasizing the parallelism in each.
9. Students will write a one-page summary explaining how the Language/E-Lab activities contributed to and benefitted the acquisition, improvement, and/or enhancement of their English language skills.
10. Students will submit their digital portfolios, as previously determined by the facilitator, ensuring that they have complied with all the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
11. Students will complete the course evaluation.
12. Students will take the second partial test or the final exam scheduled for this workshop.

Assessment – (DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS):

1. **Individual:** Accurate explanation of the idioms corresponding to the assigned letter or letters of the alphabet, their meanings, and the sentences in which they are used; accurate completion of the second partial test or the final exam.
2. **Group:** Group collaboration in the preparation and presentation of the “teaching” of

the lesson on the assigned topic, demonstrating creativity, effective use of visuals, and comprehension of the topic.

3. **Written:** Completion of the paragraph on the chosen news article, using effective paraphrasing and summarizing strategies and of the creative weather report using correct Standard English and the application of new vocabulary.
4. **Oral:** Effective presentation of the original and creative weather report (individual) and of the “lesson” (group) on predicting, summarizing or inferencing, demonstrating knowledge of the topic, application of new vocabulary, correct pronunciation, intonation, volume, gestures, and other effective speaking/delivery techniques.

Lesson Wrap-Up:

1. **Individual:** Each student will write an end-of-course reflection addressing the following:
 - Explain your most significant learning from this course.
 - Did that learning fit into your personal learning objectives? Explain.
 - How will you apply this learning in your profession?
2. **Group:** Students will share their end-of-course reflections. They will also have the opportunity to ask questions for clarification of ideas and concepts covered during the duration of the course.

APPENDICES

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium <http://www.wida.us/>

“Can Do” Listening Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	<ul style="list-style-type: none"> • Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussions • Understands class discussions with some difficulty • Understands most of what was said
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like ENGLISH speaker’s understanding of what is said

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	<ul style="list-style-type: none"> • Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

“Can Do” Reading Rubric

National Proficiency Level	Criteria
Starting	<ul style="list-style-type: none"> • Lacks comprehension of a wide array of written material (not developed) • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) • Struggles with use of pre-reading and reading skills (not developed) • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	<ul style="list-style-type: none"> • Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g. definition, restatement, examples, surrounding words, etc.) is • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) • Applying successful reading skills (as listed above) are still emerging
Developing	<ul style="list-style-type: none"> • Comprehends a wide array of written material (as listed above) • Interprets basic graphs, charts, tables and forms • Applies correctly pre-reading and reading skills (as listed above) • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. • Understands the relationship between ideas (as listed above)-evidence of emerging.. • Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> • Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy • Interprets increasingly complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above) very strongly • Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident • Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly • Understands the relationship between ideas (as listed above)-strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy
Bridging	<ul style="list-style-type: none"> • Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed • Interprets complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above)-fully developed • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) • Demonstrates fully developed strategic reading skills (as listed above)

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks clear writing and focus.. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. ● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. ● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. ● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. ● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. ● Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. ● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. ● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing, but many words are still used incorrectly. ● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. ● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement. ● Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> ● Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. ● Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. ● Selects and uses words appropriately; however, they are not higher level and need more vigor. ● Formulates well-written sentences; however, style and structure of sentences are repetitious. ● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. ● Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> ● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. ● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order allow the proper flow of ideas. ● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. ● Writes with a definite style, and sentence structure is “catchy” with few mistakes. ● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. ● Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> ● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered. ● Writing has a clear introduction that’s hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull. ● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. ● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. ● Excellent control of spelling, punctuation capitalization and other writing conventions. ● Strategic writing skills are fully developed.

APPENDIX B
THE WRITING PROCESS

SIX TRAIT ANALYTIC WRITING RUBRIC

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

APPENDIX B

Six Trait Analytic Writing Rubric

Student: _____ **Date:** _____

Facilitator: _____ **Course:** _____

Assignment: _____

Instructions: This rubric will be used to evaluate all written work done by the student in both English. Please refer to the trait that you are evaluating (i.e., Ideas and Content, etc.). Select the criteria per level (6 = highest, 1 = lowest) that best reflect the student’s writing ability.

Refer to all the Appendix B sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Writing Traits	Criteria per Level (From Highest to Lowest)						Grand Total:
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
Totals (Add all the totals down, then across to obtain the Grand Total.)							

Final Score: _____ /36

Scoring Scale: (36 - 0)

- Outstanding:** 33-36 points = A
- Very Good:** 29-31 points = B
- Satisfactory:** 25-28 points = C
- Fair:** 22-24 points = D
- Poor:** 0-21 points = F

Six Trait Analytic Writing Rubric

Trait #1: Idea and Content

Criteria per Level

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Source: Arizona Department of Education. Retrieved from:
<http://www.azed.gov/standards-development-assessment/six-traits/>

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. .
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...") • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

Trait #3: Voice

Criteria per Level

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.) • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.) • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer's awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of "writing to be read." • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of "writing to be read." • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

Trait #4: Word Choice

Criteria per Level

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

Trait #5: Sentence Fluency

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. Retrieved from:

<http://www.azed.gov/standards-development-assessment/six-traits/>

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin in ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Source: Arizona Department of Education. Retrieved from:
<http://www.azed.gov/standards-development-assessment/six-traits/>

APPENDIX C
LANGUAGE LAB AND E-LAB INFORMATION

Language Lab and E-Lab Information

The Language Lab and E-Lab are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count on a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities that allow students to improve their listening and reading comprehension skills, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also offers a package of several carefully selected English for Speakers of Other Languages (ESOL) websites, as well as other Spanish web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software applications, such as Tell Me More, NetTutor and Blackboard Collaborate, that promote language and academic content learning.

Tell Me More is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in their classes. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

The system initially assesses students' knowledge and creates a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students can improve their pronunciation, grammar and listening skills, from beginner to advanced levels, with two different profiles: everyday language and business oriented language.

NetTutor is an online tutoring service which provides live tutoring for numerical and computer classes (scheduled hours apply). Students can post their questions for classes which do not offer live tutoring. These will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses),
- Spanish (available for all courses),
- Statistics (student must be enrolled in the course),
- Mathematics (student must be enrolled in the course),
- Accounting (student must be enrolled in the course), and
- Computer Information Systems (student must be enrolled in the course).

Blackboard Collaborate is an electronic tool that, among other aspects, promotes the use of voice online, allowing students and the facilitator to interact and to develop academic content. Students use Blackboard Collaborate to participate in oral online discussion forums, prepare oral presentations, send voice e-mails, and complete other assignments. The main voice application is Voice Authoring which includes the following tools:

- **Voice Board:** allows participants to post and listen to voice messages on discussion boards and to post oral and written comments.
- **Voice E-mail:** allows participants to send voice and written messages via e-mail.
- **Voice Podcaster:** facilitates the creation and distribution of participants' voice messages.

APPENDIX D
LANGUAGE LAB/E-LAB DOCUMENTATION

APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION

Each student will complete this form and give it to the facilitator to be included as part of the assessment criteria for the class.

Ana G. Méndez University System

Language Lab/E-Lab

Attendance Log

Student's Name: _____

Student's ID Number: _____

Course Requiring Lab Hours (e.g. ENGL 050, MANA 501) _____

Facilitator's Name: _____

Semester: _____ **PT:** _____

CONTINUATION OF APPENDIX D

Language Lab/E-Lab Documentation

Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation.

AREAS OF IMPROVEMENT AND/OR SUGGESTED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NetTutor		

		Blackboard Collaborate Tools		
		Internet-Based Research (Virtual Library)		
		English Websites Activities		

Total number of hours: _____

APPENDIX E
PARAGRAPH CONSTRUCTION RUBRIC

APPENDIX E: PARAGRAPH CONSTRUCTION RUBRIC

Evaluation Areas	SCORE: GRADE**:		
	3 Points Each	2 Points Each	1 Point Each
Topic Sentence	Topic sentence is clear as it relates to the assigned topic, and it is correctly placed as the first sentence.	Topic sentence is either unclear as to the assigned topic, or it is incorrectly placed.	There is no evident topic sentence. It is unrelated to the assigned topic, and/or it is incorrectly placed.
Explanation of Topic Sentence (Supporting Ideas)	There are three sentences explaining topic sentence related to the assigned topic.	There are only two sentences explaining topic sentence, or the explanation is too general.	There is only one or no sentence explaining the topic sentence related to the assigned topic.
Evidence for Topic Sentence (Elaborating Details)	Evidence for all three explanation sentences related to the assigned topic is provided.	Evidence for two explanation sentences related to the assigned topic is provided, or evidence is too general. There is no specificity.	Only one or no evidence sentence related to the assigned topic is provided.
Conclusion Sentence	Conclusion sentence rephrases the topic sentence related to the assigned topic, and it explains its importance.	Conclusion sentence rephrases the topic sentence, but it doesn't explain its importance.	There is no conclusion sentence, or conclusion sentence is unrelated to the topic.
Fragments and Run-on Sentences	There are no fragments or run-on sentences.	There is one fragment or run-on sentence.	There are two or more fragments or run-on sentences.
Use of Transition Words*	Transition words are used effectively throughout the written work.	Transitions are used throughout, but one transition word is used incorrectly. It is missing one or two transition words.	Transition words are not used, are all incorrectly used, or five or more transitions are missing.
Grammar	Paragraph has no errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Legible	Paragraph has two errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or in the use of personal pronouns. Marginally Legible	Paragraph has more than three errors in punctuation, capitalization and spelling, use of verb tenses, word agreement, or use of personal pronouns that make understanding difficult. Not legible

**What are transitions words and how they are used in effective writing?* Transition words: are phrases or words used to connect one idea to the next; are used by the writer to help the reader progress from one significant idea to the next; show the relationship within a paragraph (or within a sentence) between the main idea and the support the writer gives for those ideas. Different transition words have different functions. Refer to: (<https://www.msu.edu/user/jdowell/135/transw.html>).

****GRADE BASED ON SCORES:**

A: All Green

B: 20 Points (Green/Yellow)

C: All Yellow Scores

D: 13 Points (Yellow/Red)

F: All Red Score

APPENDIX F**Eating Out**

- How often do you eat out?
- Where do you usually go when you eat out?
- How much do you usually pay when you eat out?
- With whom do you usually go when you eat out?
- Do you like Western, Japanese, Thai, and Italian food?
- Can you name restaurants in this area that serve food from other countries?
 - What kinds of foods do these restaurants serve?
 - Have you ever eaten at any of them?
- Do you ever eat greasy, salty, sweet, and spicy foods?
- Do you know how to order food in English?
 - Have you ever done so?
 - If so, was it easy to do?
- Do you ever eat at McDonalds, KFC, or other fast food restaurants?
- What is your favorite appetizer, main course, and dessert?
- Do you ever drink alcoholic beverages when you eat out?
 - If so, what do you drink?
- Do you know what the following foods are: Caesar's salad, nachos, chicken fried steak, and teriyaki?

- Did you enjoy eating out in other countries you have visited?
 - Which country had the best food?
 - Which foods did you enjoy the most?
 - Did you think the cost was high or low?
- Do you know anyone who owns or has owned a restaurant?
- Have you ever worked in a restaurant?
 - If so, what kind of restaurant?
 - How long did you work there?
 - Did you enjoy your job?
- How many different types of salad dressing can you name?
- Do you worry about calories and fat content when you eat out?
 - Do you worry about cholesterol?
 - Do you worry about insecticides and other chemicals?
- Would you send a dish back if it did not taste good or you received the wrong food?
- Do you ever leave a tip at a restaurant? How much?
- In what ways have people's eating habits changed compared to twenty years ago?
- Do you think Western food is too expensive? Why or why not?
- Have you ever had a restaurant cater a party at your house?
 - If not, would you consider it?
 - If so, were you happy with the service?

- Would you do it again?
- What kind of food did they serve?
- Who pays when you go out for dinner?
- What's the worst experience you have ever had at a restaurant?
- What's the most horrible food you have ever eaten in a restaurant?
- Do you like eating at buffets? Why or why not?
 - Where was the best buffet you've ever eaten at?
 - What kinds of foods were served there?
- Have you ever eaten in an all-you-can-eat restaurant?
 - Did you eat too much?
 - Do you think it was a good value?
 - Was the taste as good as a regular restaurant?
- Why do you think Westerners are usually heavier than Asians?
- Do you ever order take-out from a restaurant?
 - What kind of foods do you order?
- Do you think this geographical area has a good variety of foreign restaurants?
 - What other kinds of restaurants would you like to see open nearby?
- Can kids eat free at any of the restaurants you visit?
 - Do senior citizens get a discount?
 - Are there times of the day when anyone can get a discount?

- Have you ever been to a restaurant with valet service?
- Do you like to try new restaurants, or do you prefer to go to those you have already visited? Why?
- Do you care about the appearance of a restaurant, or is the food the only thing that is important to you?
- What do you think about children crying in a restaurant when you are trying to eat?
- What do you think about people smoking in a restaurant when you are trying to eat?
 - What would you think if you saw the cook at the restaurant smoking while he was cooking your food?
- Do you prefer fresh ingredients prepared by a chef as you order, or do you prefer precooked foods?

APPENDIX G**Simple Past Tense of Regular Verbs**

In pairs, students will have a determined amount of time to take turns to complete the following chart. Both will practice the pronunciation of the base verb, as well as the past form. Be careful with the spelling of these words.

Base Form of the Verb	Simple Past Form
add	
allow	
blend	
call	
chop	
clean	
close	
cook	
dance	
divorce	
escape	
listen to	
live	
look	
marry	
open	
paint	

permit	
play	
rain	
smell	
snow	
talk to	
taste	
touch	
use	
wait for	
want	
wash	
watch	
work	

APPENDIX H**Simple Past Tense of Irregular Verbs**

In pairs, students will have a determined amount of time to take turns to complete the following chart. Both will practice the pronunciation of the base verb, as well as the past form. Be careful with the spelling of these words.

Base Form of the Verb	Simple Past Form
be	
become	
begin	
blow	
break	
begin	
build	
choose	
come	
do	
drive	
eat	
fall	
forget	
freeze	
get	
give	

have	
know	
leave	
make	
put	
read	
see	
sell	
set	
see	
speak	
take	
tell	
win	

APPENDIX I**Answering Questions in Simple Past Tense**

Students will answer the following questions:

- a. What did you do yesterday after school/work?

- b. What TV program did you watch last night?

- c. Did you do sports last weekend?

- d. Where did you go last Friday?

- e. When did you come late to a class? Why?

- f. When did you visit your country/city?

- g. Did you meet with your friends last weekend?

- h. Whom did you call on the phone yesterday?

- i. Did you do your homework for this class?

- j. What did you eat on the last Thanksgiving Day?

APPENDIX J**Personal Identification Profile**

1	Name	
2	Age	
3	Date of Birth	
4	Gender	
5	Current Address	
6	Home Country	
7	Family Members	
8	Employer	
9	Job Title	
10	Height	
11	Weight	
12	Hair Color	
13	Eye Color	
14	Hobbies	
15	Favorite Food	

Information about Others:

1. What is your name?

2. How old are you?

3. When were you born?

4. What is your gender?

5. What is your address?

6. Where are you from?

7. Do you have brothers/sisters? parents? grandparents? children? etc...?

8. Where do you work?

9. What do you do in your work?

10. How tall are you?

11. How much do you weigh?

12. What color are your eyes?

13. What color is your hair?

14. What are your hobbies?

15. What is your favorite food?

APPENDIX K**Describing People**

Students will first discuss some general characteristics, such as age, height and build.

Then they will refer to specific details, such as hair, eyes, and nose, and other prominent features, such as a beard, glasses, etc.

Age

		(very)	young.
			middle-aged.
He/She	is	(quite)	old.
			in his/her twenties.
			in his/her fifties.
			about forty years old.

Height

		(not very)	short.
He/She	is	(definitely)	medium height.
		(extremely)	tall.

Build

		(very)	thin.
			medium build.
He/She	is	(quite)	plump.
			fat.
			muscular.

Hair

		Length	Color	Type	
		long	black	straight	
He/She	has	short	blond	wavy	hair.
			brown	curly	
			red		

Other Prominent Features

		a	small	nose
		a	big	mouth
He/She	has		blue	eyes
		a		moustache
		a		beard
				glasses

Example

Ana is quite young; she is in her twenties. She's very tall and thin. Furthermore, Ana has long, brown and curly hair and beautiful blue eyes.

APPENDIX L**Answering Questions in Present Perfect
Tense**

In pairs, students will ask and answer the following questions orally and in writing following the format of the first two examples.

- a. Have you ever been to Alaska? (Yes)

Yes, I have. I visited Alaska last year during the summer. It was great!

- b. Have you ever tried sushi? (No)

No, I haven't. I don't like seafood.

- c. Have you ever tried a video conference with someone located in another country?

(Yes)

- d. Have you ever tasted turtle soup? (No)

- e. Have you ever been on a safari? (Yes)

- f. Have you ever gotten stuck on the highway in the middle of the night? (Yes)

- g. Have you ever painted your own house? (No)

- h. Have you ever taken a ride on a rollercoaster? (Yes)

- i. How long have you been living in Orlando?

- j. How hard have you been studying English?

- k. What have you been doing since you arrived in Orlando?

- l. How long has NASA been working on space flights?

- m. Where have you been living?

- n. Have you been cooking anything special recently? What?

- o. Have you been reading a good book? What is its title?

- p. How long have your parents been living in their house?

- q. How long have you been in class today?

- r. How long have you studied English?
- s. How long have you worked at your present job?
- t. Are you married? If so, for how long?
- u. For how many hours have you watched TV today?
- v. How long have you worked out?
- w. For how many years have you driven a car?
- x. When did you complete your homework?
- y. How long ago did you meet your best friend?

APPENDIX M

Dialogue About an Illness or Disease

Student A's questions (Do not show these to student B.)

- 1) What springs to mind when you hear the word *disease*?
- 2) Do you worry about diseases?
- 3) What dangerous or deadly diseases are there in your country?
- 4) What do you think is the deadliest disease in the world?
- 5) Do you think anyone will spread killer diseases as a means of warfare?
- 6) What are the most common causes of diseases?
- 7) What infectious diseases are there in your country?
- 8) Have you ever had any vaccinations against diseases?
- 9) What childhood diseases did you get?
- 10) Is there a history of certain diseases in your family?

=====

Dialogue About an Illness or Disease

Student B's questions (Do not show these to student A.)

- 1) What is a disease?
- 2) Have you ever had a disease?
- 3) For which disease would you most like scientists to find a cure?
- 4) What do you think when you read or see news reports on the spread of bird flu, HIV/AIDS, and other headline-hitting diseases?
- 5) Do you think scientists will one day wipe out/eradicate all diseases?
- 6) What do you think is the scariest disease?
- 7) Are there ever any outbreaks of diseases in your country?
- 8) What is the best way to stop diseases from spreading?
- 9) Is there sufficient education and awareness in your country about sexually-transmitted diseases?
- 10) What diseases do you worry about getting in your old age?

APPENDIX N

Is It Fact or Opinion?

A **fact** is something that is true or can be proven.

An **opinion** is your feelings or how someone else feels about a particular topic.

Directions: Read each sentence below and label it as fact or opinion.

1. Purple is my favorite color. _____
2. Bill Clinton was a former US president. _____
3. Apples are delicious. _____
4. Bananas are a good source of potassium for our bodies. _____
5. Hispanics are the fastest growing minority in the US. _____
6. I love Disney's thematic parks. _____
7. Atlanta is the capital of Georgia. _____
8. Mom enjoys watching soap operas every evening. _____
9. Alcohol is the number one road killer. _____
10. There are 365 days in a regular year. _____
11. Water is essential for life. _____
12. Christmas is the best time of the year. _____
13. Peru is located in South America. _____
14. That music sounds great! _____
15. Abortion should not be permitted. _____

APPENDIX O**Conversation Questions on Weather**

1. What's your favorite season and why?
2. Are there any special traditions associated with different seasons in your country?
3. Have you ever been caught in bad weather? If so, what did you do?
4. What crops are produced in specific seasons in your country?
5. Are there many disasters in your country which are caused by weather?
6. Do you know any interesting myths or stories about weather?
7. Do you like snow?
8. Which do you prefer, hot weather or cold weather? Why?
9. Does snow or hail fall in your country?
10. What months get the most and the least amount of rain in your country?
11. What months get the most and least amount of rain here?
12. About how many inches of rain does your hometown receive per year?
13. What's the average temperature in your country in the summer time and in the winter time?
14. Are there tornadoes or typhoons in your home country?
15. Do you get frost in your country?
16. Which are the four seasons? Are they the same throughout the world?
17. In your opinion, which season is the most beautiful and most comfortable for you?
18. Do you think that in recent years we have been losing our four distinct seasons?
19. What kind of climate do you prefer when choosing a place to go on vacation?
20. Which, in your opinion, is the best season for getting married?
21. Can you think of other activities in which one season may be better than another?
22. Have you ever been stranded in a snowstorm? What did you do?
23. Do you think weather affects the way people feel? Explain your answer.
24. How can extreme weather conditions affect the economy and social life in countries?
25. Do you think weather patterns are changing? If so what do you think is causing these changes?

26. What are some different kinds of weather?
27. How does weather affect your attitude and lifestyle?
28. Do you depend on the weather reports on TV?
29. Why is it important to know weather conditions in advance?
30. When would knowing tomorrow's weather change your plans?
31. Have you ever checked the weather for your city on the Internet?
32. Where do you get your information on the weather?
33. What is the hottest and coldest natural temperature you have ever experienced?
Where and when was it, and how did it feel?

APPENDIX P

KWHLAQ CHART

Student's name: _____ **Date:** _____

Topic: _____ **Workshop:** _____

<p style="text-align: center;">K</p> <p style="text-align: center;">What I Know</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What I Want to Know</p>	<p style="text-align: center;">H</p> <p style="text-align: center;">How I Will Learn This</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What I Learned</p>	<p style="text-align: center;">A</p> <p style="text-align: center;">What Actions I'll Take to Apply What I've Learned</p>	<p style="text-align: center;">Q</p> <p style="text-align: center;">What New Questions I Now Have</p>

APPENDIX Q

RUBRIC TO EVALUATE CLASS PARTICIPATION

**NOTE: Students and facilitators are required to use
this rubric to evaluate class participation.**

Student's name: _____ **Date:** _____

Topic _____ **Workshop Number:** _____

Instructions:

- Please refer to each criterion listed below in order to evaluate **class participation.**
- Apply the points that best reflect the student's participation in class as follows:
(5 = Highest, 1 = Lowest)
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the ***Final Total Score***, add the corresponding numbers down and then across.
- Use the ***Grading Scale*** to apply the final grade.

Scale:	5	4	3	2	1	Comments
5 = Highest						(Optional)
1 = Lowest						
Criteria	Content					
1. Participation in Class or Online with Tools/Resources Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						

<p>2. Initiative and Creativity Demonstrates initiative and creativity in class activities.</p>						
<p>3. Discussions and Oral/Written Comments Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.</p>						
<p>4. Uploads and Feedback Uploads required work in a timely manner, allowing for sufficient time for feedback.</p>						
<p>5. Additional Information Contributes to class with additional material and information.</p>						
<p>6. Attention and Empathy Demonstrates attention and empathy towards classmates' opinions and contributions.</p>						
<p>7. Respectful and Non-judgmental Shows respect towards classmates' questions and</p>						

expositions.						
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Language

<p>8. Proper Use of Academic and Technical Vocabulary Contributes frequently to class discussions in English using proper and correct academic and technical vocabulary.</p>						
<p>9. Formulating and Responding to Questions Formulates and/or responds to questions pertinent to the class topic correctly and consistently in English.</p>						
<p>10. Expressiveness/ Articulation Speaks clearly with no grammatical errors and pronounces all terms correctly and precisely.</p>						
<p style="text-align: center;">Subtotals (70% for Content and 30% for Language)</p>						
						Total Points: <hr/>

<i>Writing Criteria (70%)</i>	Subtotals per Criteria
Participation in Class or Online with Tools/Resources	
Initiative and Creativity	
Discussions and Oral/Written Comments	
Uploads and Feedback	
Additional Information	
Attention and Empathy	
Respectful and Non-judgmental	
<i>Language Criteria (30%)</i>	
Proper Use of Academic and Technical Vocabulary	
Formulating and Responding to Questions	
Expressiveness/Articulation	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: <u> /50 </u> Grade =

Scoring Scale: (0-50)**Outstanding: 45-50 points = A****Very Good: 40-44 points = B****Satisfactory: 35-39 points = C****Fair: 30-34 points = D****Poor: 0-29 points = F****Facilitator's Signature: _____ Date: _____**

APPENDIX R

**RUBRIC TO EVALUATE INDIVIDUAL/GROUP ORAL AND/OR
AUDIOVISUAL PRESENTATION**

**NOTE: Students and facilitators are required to use
this rubric to evaluate oral and audiovisual presentations.**

Student's Name: _____ **Date:** _____

Topic: _____ **Workshop Number** _____

Instructions:

- Please refer to each criterion listed below in order to evaluate **individual/group oral/audiovisual presentations.**
- Apply the points that best reflect the student's presentations as follows:
(5 = Highest, 1 = Lowest).
- Place an "X" in the box that applies for each criterion and feel free to write any comments.
- To obtain the *Final Total Score*, add the corresponding numbers down and then across.
- Use the *Grading Scale* to apply the final grade.

Scale:	5	4	3	2	1	Comments
5 = Highest						(Optional)
1 = Lowest						
Criteria	Content					
1. Objectives, Ideas, and Principles Presents an effective introduction to the theme identifying the objectives, ideas, and principles that are						

included in the oral/audiovisual presentation.						
<p>2. Coherence and Clarity Presentation is organized and coherent and can be easily followed; presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.</p>						
<p>3. Content Mastery Demonstrates mastery of the theme or subject of discussion and properly explains the content without incurring in errors.</p>						
<p>4. Resources Support Presentation Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources presented or discussed in class.</p>						
<p>5. Captivated Audience Captures the attention and interest of the audience and promotes their participation, if applicable.</p>						
<p>6. High Level of Comprehension Demonstrates a clear understanding of significant ideas and projects at a high level of comprehension.</p>						

<p>7. Text Format and Visual Design Text and visual design effectively fulfill their purpose and are appropriate for the audience.</p>						
Language						
<p>8. Oral and Written Proficiency Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.</p>						
<p>9. Academic/Technical Vocabulary Applies academic/technical vocabulary effectively and correctly to convey the message.</p>						
<p>10. Conventions Uses proper and correct grammar; text is free of errors.</p>						
<p>Subtotals (70% for Content and 30% for Language)</p>						
						Total Points

<i>Content Criteria (70%)</i>	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	

<i>Language Criteria (30%)</i>	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: <u> /50 </u> Grade =

Grading Scale: (0-50)**Outstanding: 45-50 points = A****Very Good: 40-44 points = B****Satisfactory: 35-39 points = C****Fair: 30-34 points = D****Poor: 0-29 points = F****Facilitator's Signature: _____ Date: _____**

APPENDIX S

RUBRIC TO EVALUATE PRESENTATIONS AND ROLE PLAYING

Student/Group’s Name: _____ **Date:** _____

Topic: _____ **Workshop Number** _____

NOTE: Students and facilitators are required to use this rubric to evaluate presentations and role playing.

Instructions:

- Please refer to each criterion listed below when evaluating the student.
- Apply the points that best reflect the student’s presentation/role playing as follows: **(5 = Highest, 1 = Lowest)**
- Place an “X” in the box that applies for each criterion and feel free to write any comments.
- To obtain the *Final Total Score*, add the corresponding numbers down and then across.
- Use the *Grading Scale* to apply the final grade.

Scale:	5	4	3	2	1	Comments (Optional)
5 = Highest						
1 = Lowest						
Criteria	Content					
1. Objectives and Concepts Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity Presents the lesson in an organized, logical, and coherent						

manner that can be easily understood by the ELL.						
<p>4. Mastery of Content and Performance Demonstrates mastery of the theme or subject of discussion by effectively demonstrating knowledge of content without incurring in errors; appears relaxed, well-prepared, self-confident, and does not refer to notes.</p>						
<p>5. Interaction and Evidence of Educational Activities ELLs are the center of the lesson; interaction among the students and between students is meaningful and effective at all times during the lesson; communicative activities demonstrated in the lesson are authentic, relevant, and effective.</p>						
<p>6. Strategies, Procedures, Projection, and Techniques Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures; demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.</p>						
<p>7. Audiovisual Aids and Technology Uses audiovisual aids and technology properly and effectively during the demonstration.</p>						
Language						
<p>8. Linguistic Skills Demonstrates linguistic skills in the language of the workshop, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.</p>						
<p>9. Voice Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.</p>						
<p>10. Conventions Uses proper and correct grammar.</p>						
<i>Writing Criteria (70%)</i>					Subtotals per	

	Criteria
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	
Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
<i>Language Criteria (30%)</i>	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: <u> /50 </u> Grade =

Grading Scale: (0-50)**Outstanding: 45-50 points = A****Very Good: 40-44 points = B****Satisfactory: 35-39 points = C****Fair: 30-34 points = D****Poor: 0-29 points = F****Facilitator's Signature: _____**