

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

**ENGL 101/151**

**BASIC ENGLISH I**

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Prepared based on the course syllabus (2007) of the School of Professional Studies, with  
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## STUDY GUIDE

**Course Title:** Basic English I

**Code:** ENGL 101/151

**Time Length:** Eight weeks

**Prerequisite:** None

### **Description:**

This course is designed for students who score between 112-146 points (Level 2-Emerging) on the Accuplacer English Placement Test. This is an intensive developmental level English course. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. In both cases, student's lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There's a laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required. Pre-Requisite: None

### **General Content Objectives:**

As outcome of this course, students will:

1. Become effective "functional bilinguals" in today's changing world.
2. Express their ideas, feelings, and options in English.
3. Feel success, security, and achievement as they learn the language.
4. Use English as it is spoken to stimulate natural conversations inside and outside of the classroom.

5. Use English in real-life situations.

**General Language Objectives:**

1. Listening: Be attentive for information on daily life topics in formal and informal settings.
2. Speaking: Discuss topics that impact personal and professional life in formal and informal settings.
3. Reading: Understand effectively low-intermediate level selections of daily life topics.
4. Writing: Elaborate brief simple paragraphs/documents on daily life topics.

**Recommended Texts and Resources:**

Brown, S., & Smith, D. (2008). *Active listening 2*. (2<sup>nd</sup> ed.). New York, NY: Cambridge University Press. ISBN: 978-0-521-67818-6.

McCarthy, M., McCarten, J., & Sandiford, H. (2009). *Touchstone 2*. (9<sup>th</sup> printing). New York, NY: Cambridge University Press. ISBN: 978-0-521-66605-3.

Mackey, D. (2010). *Read this! Fascinating stories from the content areas 1*. New York, NY: Cambridge University Press. ISBN: 978-0-521-74786-8.

Richards, J. (2010). *Interchange 2*. (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press. ISBN: 978-0-521-60194-8.

Smalzer, W., & Murphy, R. (2009). *Grammar in use intermediate: Reference and practice for students of North American English*. (3<sup>rd</sup> ed.). Cambridge University Press. ISBN: 978-0-521-75936-6.

**E-Books:**

Palmberg, R. (n.d.). *Developing EFL learners' vocabulary awareness*. USA: Palmsoft Publications.

**Evaluation Criteria:**

## Evaluation Criteria

• Attendance and participation	10%
• Oral presentations	20%
• Reflective journals	10%
• Written assignments	20%
• E-lab	10%
• Weekly quizzes	20%
• Portfolio	10%
 TOTAL	 100%

**Description of Evaluation Process:****1. Attendance and participation:**

- a. Attendance and participation in every workshop is mandatory. The following criteria will also be evaluated:
  - Mastery of the material discussed in class.
  - Completion of work assigned in class.
  - Collaboration with their peers on assigned group work.
  - Demonstration of proper verbal communication skills.
  - Turn in work strictly on time.
- b. Absences and tardiness will affect the final grade.

**2. Oral presentations:**

Students will deliver at least one oral presentation in every class individually or in groups.

**3. Reflective journals:**

Students will write a weekly journal reflecting on their own learning in every workshop.

**4. Written assignments:**

Students will hand in at least one written assignment in every class individually or in groups.

**5. E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice e-mail:**

a. Language Lab Minimum Requirement: Students must demonstrate that they have complied with 20 hours of language lab usage for English. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills.

**6. Weekly quizzes:**

Students will take four quizzes in this course. Quizzes will take no longer than 10 minutes.

**7. Portfolio:**

El Digital *Performance Portfolio Assessment* debe ser uno de los instrumentos para evaluar el progreso lingüístico y académico de los estudiantes. Debido a la naturaleza del modelo bilingüe instruccional, el facilitador debe documentar que

el estudiante esté progresando hacia la meta de dominar dos idiomas académicamente. El portafolio debe cumplir con los estándares establecidos. Los estudiantes deberán descargar el *Digital Performance Portfolio Assessment Manual* de la página electrónica del SUAGM/Orlando.

**Scale**

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

**Description of Course Policies**

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student’s development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop’s time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. 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 and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. **If a student is absent to more than one workshop the facilitator will have the following options:**
  - a. **If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.**
  - b. **If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.**
5. Student attendance and participation in oral presentations and special class activities are extremely important as 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 a

substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

6. In cooperative learning activities, the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. 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. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. 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, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals. Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.

9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note:** If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- [www.google.com](http://www.google.com)
- [www.ask.com](http://www.ask.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)
- [www.google.com](http://www.google.com)
- [www.ask.com](http://www.ask.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)

- [www.flelibrary.org/](http://www.flelibrary.org/)
- <http://www.apastyle.org/>

To buy or rent new or used textbooks or references you can visit:

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

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

**The facilitator may make changes or add additional professional educational web resources, if deemed necessary.**

**Note:** If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she must comply with the norms and procedures of the **Institutional Review Board Office (IRB)** and ask for authorization.

To access the forms from the IRB Office or for additional information, visit the following link: [http://www.suagm.edu/ac\\_aa\\_re\\_ofi\\_formularios.asp](http://www.suagm.edu/ac_aa_re_ofi_formularios.asp) and select the forms needed.

Furthermore, in this website the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

If you have any question, please contact the following Institutional Coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

## **Teaching Philosophy and Methodology**

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning 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 teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, 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 regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## WORKSHOP ONE

### Specific Content Objectives:

At the end of Workshop One, students will:

1. Make formal introductions of themselves and peers.
2. Use prepositions of place and movement correctly.
3. Differentiate between adjectives and adverbs.
4. Apply the comparative and superlative forms of adjectives and adverbs.

### Specific Language Objectives:

At the end of Workshop One, students will:

1. Listening: Be attentive to the correct use of adjectives and adverbs.
2. Speaking: Introduce themselves and peers in informal and formal conversations.
3. Reading: Discern between the prepositions of place and movement.
4. Writing: Compose a short comparative story using adjectives and adverbs in comparative and superlative forms.

### Electronic Links (URLs):

Virtual Library

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

Formal Introductions

<http://www.esl-lab.com/stalk.htm>

<http://www.esl-lab.com/eslbasic/introductions-smalltalk-1.htm>

Prepositions of Place and Movement

<http://www.englishclub.com/grammar/prepositions-at-in-on-place.htm>

[http://www.english-4u.de/prep\\_of\\_place.htm](http://www.english-4u.de/prep_of_place.htm)

<http://www.learnenglish.de/PictureIt/prepositionsplace.htm>

<http://www.mes-english.com/flashcards/prepositions.php>

<http://www.learnenglish.de/grammar/prepositionmovement.htm>

#### Adjectives and Adverbs

<http://grammar.ccc.commnet.edu/grammar/adjectives.htm>

<http://www.chompchomp.com/terms/adjective.htm>

<http://grammar.ccc.commnet.edu/grammar/adverbs.htm>

<http://www.englishclub.com/grammar/adverbs.htm>

#### Comparative and Superlative of Adjectives and Adverbs

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom.htm>

<http://www.superteacherworksheets.com/adjectives/comparitiveandsuperlative.pdf>

<http://www.eflnet.com/tutorials/advcompsup.php>

<http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/adverbs/exercises?02>

#### **Assignments before the Workshop:**

1. Search for different proverbs. They will then write sentences on what are proverbs and how to interpret them.
2. Create a two-column chart categorizing words as either a feeling or gesture.
3. Categorize in two lists the following words as either permission or obligation:  
Can, Have to, Got to, Allowed, May, Must, Would, Neither, None
4. Make sample sentences on sentence strips asking people to do things, offering to do things, showing that someone has the ability to do something, and stating obligation.

5. Think of three emotions or ideas you can communicate with gestures. Write these down on separate cards.

**Key Vocabulary:**

1. Bored
2. Thinking
3. Alone
4. Tapping
5. Non-verbal communication
6. Rolling (one's) eyes
7. Biting (one's) fingernails
8. Gesture

**List of Supplementary Materials for the Workshop**

1. T-chart
2. Sentence strips
3. Walk-a-bout chart
4. Index cards
5. Article
6. E-lab

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><u> X </u> Adaptation of Content</p> <p><u> X </u> Links to Background Knowledge</p> <p><u> X </u> Links to Past Learning</p> <p><u> X </u> Strategies Incorporated</p>	<p><b>B. Scaffolding</b></p> <p><u> X </u> Modeling</p> <p><u> X </u> Guided Practice</p> <p><u> X </u> Independent Practice</p> <p><u> X </u> Comprehensible Input</p>
<p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u> X </u> Cognitive</p> <p><u> X </u> Meta-cognitive</p> <p><u> X </u> Social/Affective</p>	
<p><b>C. Grouping Options</b></p> <p><u> X </u> Whole Class</p> <p><u> X </u> Small Groups</p> <p><u> X </u> Partners</p> <p><u> X </u> Independent Work</p>	<p><b>D. Integration of Processes</b></p> <p><u> X </u> Listening</p> <p><u> X </u> Speaking</p> <p><u> X </u> Reading</p> <p><u> X </u> Writing</p>
<p><b>E. Application</b></p> <p><u> X </u> Hands-on</p> <p><u> X </u> Meaningful/Relevant</p> <p><u> X </u> Rigorous</p> <p><u> X </u> Link to Objectives</p> <p><u> X </u> Promote Engagement</p>	

**Activities**

1. The facilitator will introduce the course, module, and protocol of the class.
2. The facilitator will lead the class in an ice-breaking activity.
3. Students will select their student representative of the class.
4. Students will read aloud their sentences on the proper use of proverbs. A group discussion will follow on the role proverbs play in different cultural groups.

5. The facilitator will have a T-chart on the board. Students will be called to the front to complete the chart with words they brought from assignments before as either a feeling or a gesture. A group discussion will follow.
6. The class will carry out a walk-a-bout activity. Several charts will be placed around the classroom. Each chart will have a heading: People to do things, Offering to do things, Showing that someone has the ability to do something, and Stating obligation. Students will take turns going up to the different charts and writing their sentences in each category. A group discussion will follow.
7. Students are going to play a game Charade. They are to shuffle the cards, then take turns, selecting a card, and acting out the meaning with gestures. The student who guesses correctly the gesture will go next. The facilitator will choose at random a student who will be the moderator during the activity.
8. Students are to read an article provided by the facilitator on proverbs. Then, working in small groups, decide if the proverb is giving advice, giving a warning, teaching a lesson, or expressing a common truth. A group discussion will follow.
9. Students are going to plan sentences using the following sentence stems: if you have access to all resources...they will then write about their feelings or emotions in relation to what they wrote in their sentence stems.
10. Students will prepare in small groups skits and role play different characters using gestures to show emotions (E-lab).

**Assessment:**

1. Individual: Students will complete the self-reflection journal on a specific objective or content covered in this workshop.

2. Group: Students will explain gestures which are acted out by some of the students.
3. Written: Students will complete sentence stems of probability, obligation, or permission.
4. Oral: Students will discuss cultural proverbs.

### **Lesson Wrap-Up**

1. Individual: Students will compare short sentences and interpreting body language in different cultures.
2. Group: In a group discussion, students will view pictures provided by the facilitator and draw conclusions describing emotions.

## WORKSHOP TWO

### Specific Content Objectives:

At the end of Workshop Two, students will:

1. Elaborate instructions and suggestions on how computers work.
2. Apply infinitives and gerunds for appropriate uses and purposes.
3. Use imperatives and infinitives for giving suggestions.
4. Differentiate between fact and opinion statements.

### Specific Language Objectives:

At the end of Workshop Two, students will:

1. Listening: Pick up on how people discuss the impact of computers in all aspects of our lives through a socialized discussion.
2. Speaking: Discuss the technological advances in the 21<sup>st</sup> century in a formal discussion.
3. Reading: Identify the correct sequence of steps in a computer manual.
4. Writing: Create a note giving instructions on how to use computers.

### Electronic Links (URLs):

Virtual Library

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

Computer manuals

<http://www.nald.ca/library/learning/word2003/word2003.pdf>

[http://support.dell.com/support/topics/global.aspx/support/my\\_systems\\_info/manuals?c=us&l=en&s=gen](http://support.dell.com/support/topics/global.aspx/support/my_systems_info/manuals?c=us&l=en&s=gen)

Infinitives and gerunds

<http://owl.english.purdue.edu/owl/resource/627/01/>

<http://www.englishpage.com/gerunds/index.htm>

<http://grammar.ccc.commnet.edu/grammar/verblast.htm>

<http://www.ego4u.com/en/cram-up/grammar/infinitive-gerund>

<http://a4esl.org/q/f/z/zz97mkm.htm>

Fact and opinion statements

<http://valenciacollege.edu/wp/cssc/documents/CriticalReadingI.pdf>

<http://www.mrsdell.org/gr2/factopinion.html>

[http://wps.ablongman.com/long\\_mcwhorter\\_ars\\_2/77/19739/5053396.cw/index.html](http://wps.ablongman.com/long_mcwhorter_ars_2/77/19739/5053396.cw/index.html)

<http://dhp.com/~laflemm/RfT/Tut2.htm>

<http://www.quia.com/jq/24723.html>

**Assignments before the Workshop:**

1. Students will search for the evolution of computers on the virtual library, the Internet, and other electronic resources. They will then construct a timeline describing the evolution of computers and bring it to class. (E-lab).
2. They will categorize the words and phrases they have found on computers such as: browse, websites, drag and drop, hackers, geek, technofile, and whiz on index cards for further discussion in class.
3. Students will list the most used directions given in computer manuals and bring them to class.
4. Students will watch and analyze the video entitled *Perfect English: Gerund or Infinitive* posted at: <http://www.youtube.com/watch?v=4cghK-Te6oA&feature=related> and complete the following activities:

- a. Build a chart to compare infinitives and gerunds for discussion in class.
  - b. Make sample sentences using infinitives and gerunds comparatively.
5. Students will write on sentence strips facts and opinions pertaining the evolution of technology.

**Key Vocabulary:**

- |                  |               |
|------------------|---------------|
| 1. Browse        | 5. Hackers    |
| 2. Websites      | 6. Geek       |
| 3. Disk drive    | 7. Technofile |
| 4. Drag and drop | 8. Whiz       |

**List of Supplementary Materials for the Workshop**

1. Charts
2. Index cards
3. Sentence Strips
4. Timeline
5. YouTube video

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><u>  X  </u> Adaptation of Content</p> <p><u>  X  </u> Links to Background Knowledge</p> <p><u>  X  </u> Links to Past Learning</p> <p><u>  X  </u> Strategies Incorporated</p>	<p><b>B. Scaffolding</b></p> <p><u>  X  </u> Modeling</p> <p><u>  X  </u> Guided Practice</p> <p><u>  X  </u> Independent Practice</p> <p><u>  X  </u> Comprehensible Input</p>
<p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u>  X  </u> Cognitive</p> <p><u>  X  </u> Meta-cognitive</p> <p><u>  X  </u> Social/Affective</p>	
<p><b>C. Grouping Options</b></p> <p><u>  X  </u> Whole Class</p> <p><u>  X  </u> Small Groups</p> <p><u>  X  </u> Partners</p> <p><u>  X  </u> Independent Work</p>	<p><b>D. Integration of Processes</b></p> <p><u>  X  </u> Listening</p> <p><u>  X  </u> Speaking</p> <p><u>  X  </u> Reading</p> <p><u>  X  </u> Writing</p>
<p><b>E. Application</b></p> <p><u>  X  </u> Hands-on</p> <p><u>  X  </u> Meaningful/Relevant</p> <p><u>  X  </u> Rigorous</p> <p><u>  X  </u> Link to Objectives</p> <p><u>  X  </u> Promote Engagement</p>	

### Activities

1. The facilitator will lead a preview/review segment of Workshop One.
2. Students will share their graphic organizers of key vocabulary words with their peers and discuss all the possible connections of each word.
3. Students will complete the first two columns of the KWL chart prepared for this workshop. The facilitator will ask some guiding questions to help students focus on the activity.

4. The facilitator will create a group timeline. Students will take turns going to the board to fill out the timeline describing the evolution of computers. A group discussion will follow.
5. Students will place their index cards with words and phrases they have found on computers, on a table. Students will be divided in groups, each group will take all the index cards for one concept on computers and generate a definition with an example. The facilitator will then lead a discussion on computer terminology.
6. Students will use the list that they brought to class on instructions/directions for computers. In a group activity and using the board, they will create a universal list using the words provided by the student. Each term will be discussed and students will agree to the most commonly used instructions for computers.
7. Collaboratively, students will share their charts to compare infinitives from gerunds and the sample sentences elaborated in advance. Two volunteers will go to the board and write sample sentences using infinitives and gerunds only. Students will then choose the best five sample sentences. The facilitator will provide further explanations if needed.
8. Students will engage in a background knowledge probe activity. They will first state what they know and make a list of imperatives and infinitives. Based on the discussion, students will complete an exercise. After completing the probe in small groups, they will share their responses.
9. Students will bring their examples of facts and opinions on sentence strips which will be posted on the board under the head of fact and opinion of a T-chart. A

discussion will then follow as each student validates their sentences as facts or opinions.

10. Given a short story on technology, students will underline facts with one line and opinions with two. Students will then justify their answers.
11. Students will open a TELL ME MORE account with the campus' learning resource specialist and accumulate at least 20 hours of language lab use in this course.

**Assessment:**

1. Individual: Students will complete the self-reflection journal on a specific objective or content covered in this workshop.
2. Group: Students will compare gerunds from infinitives using a T-chart on the board.
3. Written: Students will write an expository paragraph on the evolution of computers.
4. Oral: Students will discuss the advantages and disadvantages of computers in the 21<sup>st</sup> century.

**Lesson Wrap-Up**

1. Individual: Students will write a note giving instructions on how to use computers.
2. Group: In small groups, students will participate in a news program reporting what they learned from this workshop.

### **WORKSHOP THREE**

#### **Specific Content Objectives:**

At the end of Workshop Three, students will:

1. Identify holidays, festivals, customs, and special events accurately.
2. Differentiate between the relative and adverbial clauses of time: when, after, and before.
3. Use the relative and adverbial clauses of time in designing a travel guide.
4. Apply skimming and scanning while reading a travel guide.

#### **Specific Language Objectives:**

At the end of Workshop Three, students will:

1. Listening: Hear for information on the celebration of holidays, festivals, customs, and special events on the radio.
2. Speaking: Depict how holidays, festivals, customs, and special events are celebrated in a formal oral presentation.
3. Reading: Interpret flight time information, money exchange, and lodging facility icons from travel guides.
4. Writing: Elaborate a travel guide on your favorite destination.

#### **Electronic Links (URLs):**

Virtual library

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

Holidays, festivals around the world

<http://www.michellehenry.fr/celebrasites.htm>

<http://www.theholidayzone.com/links.html>

<http://www.zuzu.org/daze.html>

<http://aglobalworld.com/holidays-around-the-world/>

<http://teacher.scholastic.com/activities/holidays/>

<http://www.holidayinsights.com/world/>

<http://www.factmonster.com/ipka/A0909585.html>

<http://www.holidayshub.com/theme-holidays/festivals.html>

[http://oelp.uoregon.edu/teach\\_holidays.html](http://oelp.uoregon.edu/teach_holidays.html)

Relative and adverbial clauses of time

<http://grammar.ccc.commnet.edu/grammar/adverbs.htm>

[http://faculty.deanza.edu/flemingjohn/stories/storyReader\\$17](http://faculty.deanza.edu/flemingjohn/stories/storyReader$17)

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

[http://esl.about.com/od/grammaradvanced/a/adverb\\_clauses.htm](http://esl.about.com/od/grammaradvanced/a/adverb_clauses.htm)

<http://www.uhv.edu/ac/grammar/pdf/relativeclauses.pdf>

<http://www.english-for-students.com/Adverb-Clause-of-Time.html>

Skimming and scanning

<http://42explore.com/skim.htm>

<http://www.aacc.edu/tutoring/file/skimming.pdf>

[http://wps.ablongman.com/long\\_mcwhorter\\_efr\\_7/20/5239/1341349.cw/-/1341362/index.html](http://wps.ablongman.com/long_mcwhorter_efr_7/20/5239/1341349.cw/-/1341362/index.html)

<http://ewhighered.mcgraw->

[hill.com/sites/0077665533/student\\_view0/unit8/rw2/puzzles\\_and\\_games.html](http://hill.com/sites/0077665533/student_view0/unit8/rw2/puzzles_and_games.html)

[http://www.uefap.com/reading/exercise/menu\\_eff.htm](http://www.uefap.com/reading/exercise/menu_eff.htm)

**Assignments before the Workshop:**

1. Students will bring travel guides of various towns, cities, and countries around the world.
2. Students will bring a calendar indicating holidays and special events.
3. Students will construct an artistic poster illustrating various holidays and celebration of their country of origin.
4. Students will watch the video entitled *Brazilian Carnival – Rio de Janeiro* posted at: <http://www.youtube.com/watch?v=K3mYDwRTALo> and answer the following questions:
  - a. What is the origin of the Brazilian Carnival?
  - b. How do Brazilians prepare for the Carnival?
  - c. What are some of the symbolisms/themes of the Carnival?
  - d. How do Brazilians celebrate the Carnival?
5. Students will search for the reading fluency techniques known as skimming and scanning on the virtual library, the Internet, and other electronic resources. Then, they will build a T-chart to compare and contrast these techniques and be ready for discussion in class. (E-lab).

**Key Vocabulary:**

- |                     |             |
|---------------------|-------------|
| 1. Relative clause  | 6. Festival |
| 2. Adverbial clause | 7. Ceremony |
| 3. Skim             | 8. Custom   |
| 4. Scan             | 9. Parade   |
| 5. Holiday          |             |

**List of Supplementary Materials for the Workshop**

1. Travel guides
2. YouTube
3. Poster
4. Calendar
5. Venn diagram

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></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"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p><b>B. Scaffolding</b></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><b>D. Integration of Processes</b></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><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

## Activities

1. The facilitator will lead a preview/review activity of Workshop Two.
2. Using the travel guides brought to class, students will generate a list of travel word vocabulary on the board. In small groups or pairs, students will read the brochures, find those words, and classify them by part of speech. A discussion will follow on the importance of these travel lingo words.
3. The facilitator will post a calendar on the board and students will take turns going to the calendar posting holidays and special events. A group discussion will follow as to which holidays and events pertain to the United States or other countries.
4. Students will set up an artistic display of their posters brought to class. They will rotate as they visit each poster while the host illustrates the highlights of the event, holiday, or festivity.
5. Students will come dressed in different costumes pertaining to the Brazilian carnival. They will then explain the theme of their costume, the time spent on its elaboration, and the price.
6. The facilitator will build a Venn diagram on the board for the students to compare and contrast the fluency reading techniques known as *skimming* and *scanning*.
7. The facilitator will lead a timed activity in which students will have the opportunity to skim and scan the travel guides and brochures as a practice.
8. The facilitator will provide reading excerpts. A timed activity will follow where students will skim and scan the excerpts to answer questions. The facilitator will collect answers from students for future evaluation.

9. The facilitator will lead a KWL activity on relative and adverbial clauses. A discussion will follow as to what students know and want to know.
10. Using a PowerPoint presentation, the facilitator will introduce relative and adverbial clauses and their importance in writing travel guides and brochures.
11. In pairs, students will go to the e-lab to practice exercises on identifying relative and adverbial clauses of time.
12. In pairs, students will design sentences for their brochures using relative and adverbial clauses of time.
13. The facilitator will lead an activity known as the *Editor's Chair*. Students will make a circle around the classroom and volunteers will read their brochure or travel guide to their peers for feedback. The facilitator will be the moderator of the discussion.
14. Students will continue using the lab language for a total of 20 hours during this course.

**Assessment:**

1. Individual: Students will explain the meaning of their posters.
2. Group: Students will design sentences for their brochures or travel guides.
3. Written: Students will put together a narrative on how a specific holiday or special event is celebrated in their country of origin.
4. Oral: Students will read their brochure or travel guide to their peers for feedback.

**Lesson Wrap-Up**

1. Individual: Every student will turn to the classmate on their left and share what they learned in this workshop.

2. Group: Students will participate in an activity known as *Simultaneous Round Table*. In small groups, each student is given a paper and a pencil. The papers are labeled with a team number (rather than students' own names) because the paper will be passed around the group. The teacher will read aloud a topic covered in this workshop. Students are given two minutes to respond to the teacher's prompt and then they pass the papers to each group member four or five times. Each time the paper is passed to a student, he or she must read what is already on the list and then add additional ideas.

## **WORKSHOP FOUR**

### **Specific Content Objectives:**

At the end of Workshop Four, students will:

1. Establish the difference between a story and an anecdote.
2. Differentiate between simple past and past continuous tenses.
3. Use simple past and past continuous tenses in telling anecdotes.
4. Compare and contrast personal pronouns: subject, possessive adjective, object, and reflexive.
5. Plan a narrative paragraph using a graphic organizer.

### **Specific Language Objectives:**

At the end of Workshop Four, students will:

1. Listening: Be attentive for anecdotes and funny stories in an informal presentation.
2. Speaking: Tell anecdotes about things that went wrong and/or accidents in an informal discussion.
3. Reading: Identify main ideas and details on personal stories accurately.
4. Writing: Compose a personal anecdotal by means of a narrative writing graphic organizer.

### **Electronic Links (URLs):**

Virtual library

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

Story or anecdote?

<http://www.englishbiz.co.uk/extras/writingskillsanecdotes.htm>

<http://www.you-can-teach-writing.com/anecdote-example.html>

<http://www.writers-block-help.com/writing-anecdotes.html>

<http://www.cliffsnotes.com/Section/What-is-a-definition-of-short-story-.id-305403.articleId-7941.html>

Simple past and past continuous tenses

<http://www.englishpage.com/verbpage/simplepast.html>

<http://www.englishpage.com/verbpage/pastcontinuous.html>

<http://www.ego4u.com/en/cram-up/grammar/simpas-paspro>

<http://www.englishpage.com/verbpage/verbs3.htm>

Personal pronouns

<http://www.athabascau.ca/courses/engl/155/support/pronouns.htm>

[http://www.englisch-hilfen.de/en/exercises/pronouns/personal\\_pronouns.htm](http://www.englisch-hilfen.de/en/exercises/pronouns/personal_pronouns.htm)

<http://grammar.ccc.commnet.edu/grammar/cases.htm>

Narrative paragraph writing

<http://www.barrettsbookshelf.com/files/week14.pdf>

[http://teachers.henrico.k12.va.us/short\\_pump/douthit\\_c/Site/NarParDiag.html](http://teachers.henrico.k12.va.us/short_pump/douthit_c/Site/NarParDiag.html)

[http://grammar.about.com/od/developingparagraphs/Composition\\_Developing\\_Effective\\_Paragraphs.htm](http://grammar.about.com/od/developingparagraphs/Composition_Developing_Effective_Paragraphs.htm)

<http://www.union.k12.sc.us/ems/Teachers--ELA--Writing%20Transition%20Words.htm>

**Assignments before the Workshop:**

1. Students will search for information on the definition of a story and an anecdote on the virtual library, the Internet, and other electronic resources. Then, students

- will complete a Venn diagram to establish the similarities and differences between a story and an anecdote for further discussion in class. (E-lab).
2. Bring at least three interesting/funny anecdotes of something that happened to you in the past three years.
  3. Students will watch the video entitled *English Grammar – Simple Past vs. Past Continuous* posted at <http://www.youtube.com/watch?v=p6zS9AhCmyc> and answer the following questions:
    - a. What is the difference between Simple Past and Past Continuous Tenses?
    - b. How do you make sentences in Past Continuous Tense?
    - c. What are some of the time phrases that indicate if a sentence is in Simple Past or Past Continuous Tense?
  4. Students will make a timeline illustrating where the Simple Past and Past Continuous are found.
  5. Students will summarize an anecdote using a narrative graphic organizer.

**Key Vocabulary:**

1. Anecdote
2. Narrative
3. Reflexive pronouns
4. Past continuous
5. Graphic organizer

**List of Supplementary Materials for the Workshop**

1. Venn diagram
2. YouTube video
3. Timeline
4. Graphic organizer

5. Discussion board

6. Review sheet

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><u>X</u> Adaptation of Content</p> <p><u>X</u> Links to Background Knowledge</p> <p><u>X</u> Links to Past Learning</p> <p><u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u>X</u> Cognitive</p> <p><u>X</u> Meta-cognitive</p> <p><u>X</u> Social/Affective</p>	<p><b>B. Scaffolding</b></p> <p><u>X</u> Modeling</p> <p><u>X</u> Guided Practice</p> <p><u>X</u> Independent Practice</p> <p><u>X</u> Comprehensible Input</p>
<p><b>C. Grouping Options</b></p> <p><u>X</u> Whole Class</p> <p><u>X</u> Small Groups</p> <p><u>X</u> Partners</p> <p><u>X</u> Independent Work</p>	<p><b>D. Integration of Processes</b></p> <p><u>X</u> Listening</p> <p><u>X</u> Speaking</p> <p><u>X</u> Reading</p> <p><u>X</u> Writing</p>
<p><b>E. Application</b></p> <p><u>X</u> Hands-on</p> <p><u>X</u> Meaningful/Relevant</p> <p><u>X</u> Rigorous</p> <p><u>X</u> Link to Objectives</p> <p><u>X</u> Promote Engagement</p>	

### Activities

1. Students will take part in an activity know as *Learning Cells* to review the previous workshop. Students will individually develop questions about any of the objectives covered in Workshop Two or other learning activity and then work with a partner, alternating asking and answering each other's questions.

2. Students will bring their definitions for a story or an anecdote. In pairs, they will discuss those definitions and agree on the definitions for each. Divided in groups of four, students will fill out a group Venn diagram on similarities and differences between a story and an anecdote.
3. Students will read passages to then later identify which ones are stories and which ones are anecdotes. Students will validate their answers.
4. Students will share at least one interesting or funny anecdote of something that happened to them during the last three years. After all the students have had the chance to share their anecdotes, they will generate a list of features of an anecdote and a group discussion will follow.
5. The facilitator will lead a group discussion on the video entitled *English Grammar* students watched on YouTube. A question and answer session will follow.
6. Students will go over the timeline where Simple Past and Past Continuous Tenses are located.
7. The facilitator will provide a story or an anecdote where students will fill in the blanks with either the Simple Past or Past Continuous Tense. The facilitator will post the answers on the board and review the location of these tenses.
8. Students will share their narrative graphic organizers of their anecdotes. Then, students will write their anecdotes planned by means of the graphic organizer and hand it in to the facilitator for future evaluation.
9. The facilitator will post a URL of a video showing different kinds of personal pronouns such as: subject, possessive, object, and reflexive. The facilitator will

- then set up the Discussion Board on BlackBoard with prompts for analysis and practical use of the pronouns above.
10. Students will send sample sentences using the pronouns analyzed on the Discussion Board to the facilitator via e-mail.
  11. The facilitator will post stories of famous people on the Discussion Board on BlackBoard prompting students to identify main ideas and details from the stories. Students will then share their answers and comments on the identification of main ideas and details of the stories posted on the Discussion Board. Student will send their final answers to the facilitator via e-mail.
  12. Students will continue using the lab language for a total of 20 hours during this course.

**Assessment:**

1. Individual: Students will identify main ideas and details from personal stories.
2. Group: Students will engage in a question and answer session on the YouTube video entitled *English Grammar/Simple Past and Past Continuous*.
3. Written: Students will compose a narrative paragraph of an anecdote.
4. Oral: Students will share one funny anecdote of something that happened to them in the past three years.

**Lesson Wrap-Up**

1. Individual: Students will complete a self-assessment checklist on the content of the workshop and discuss answers with their peers.
2. Group: Students will participate in an activity known as *Find Someone Who*. Students will be given a review sheet and circulate around the room to find help

in answering the questions on the sheet. They will approach each other and ask a question; if a student knows the answer, he will tell it and other student will write it on his/her review sheet. Each student may give information to no more than one question on another student's paper. After a given time, students will share their peers' answers with the class and check if they are correct.

## WORKSHOP FIVE

### Specific Content Objectives:

At the end of Workshop Five, students will:

1. Compare and contrast the five different types of pronouns as a review of workshops one through four.
2. Distinguish the simple past, past continuous, and future tenses.
3. Discuss gerunds, relative and adverbial clauses.
4. Discern between fact and opinion, skimming and scanning, and between passive and active voice.

### Specific Language Objectives:

At the end of Workshop Five, students will:

1. Listening: Discriminate sentences in different grammatical tenses in formal conversations.
2. Speaking: Describe the changes in technology in the 21<sup>st</sup> century.
3. Reading: Design a book or magazine cover for either a holiday, or a festival, or a landmark, or a monument.
4. Writing: Create a skit for different personal anecdotes using different verb tenses and clauses.

### Electronic Links (URLs):

Virtual library

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

Story or anecdote?

<http://www.englishbiz.co.uk/extras/writingskillsanecdotes.htm>

<http://www.you-can-teach-writing.com/anecdote-example.html>

<http://www.writers-block-help.com/writing-anecdotes.html>

<http://www.cliffsnotes.com/Section/What-is-a-definition-of-short-story-.id-305403.articleId-7941.html>

Simple past and past continuous tenses

<http://www.englishpage.com/verbpage/simplepast.html>

<http://www.englishpage.com/verbpage/pastcontinuous.html>

<http://www.ego4u.com/en/cram-up/grammar/simpas-paspro>

<http://www.englishpage.com/verbpage/verbs3.htm>

Personal pronouns

<http://www.athabascau.ca/courses/engl/155/support/pronouns.htm>

[http://www.englisch-hilfen.de/en/exercises/pronouns/personal\\_pronouns.htm](http://www.englisch-hilfen.de/en/exercises/pronouns/personal_pronouns.htm)

<http://grammar.ccc.commnet.edu/grammar/cases.htm>

Gerunds, relative and adverbial clauses

<http://www.chompchomp.com/terms/gerund.htm>

<http://owl.english.purdue.edu/owl/resource/627/01/>

<http://www.towson.edu/ows/advadjnomclause.htm>

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

Fact vs. opinion

<http://mrsdell.org/gr2/factopinion.html>

<http://www.quia.com/jq/24723.html>

[http://www.st.cr.k12.ia.us/reading/fact\\_and\\_opinion.htm](http://www.st.cr.k12.ia.us/reading/fact_and_opinion.htm)

<http://www.englishexercises.org/makeagame/viewgame.asp?id=2508>

Skimming and scanning

<http://www.aacc.edu/tutoring/file/skimming.pdf>

[http://www.uefap.com/reading/exercise/menu\\_eff.htm](http://www.uefap.com/reading/exercise/menu_eff.htm)

Passive and active voice

<http://owl.english.purdue.edu/owl/resource/539/1/>

<http://www.towson.edu/ows/activepass.htm>

<http://grammar.ccc.commnet.edu/grammar/passive.htm>

**Assignments before the Workshop:**

1. Watch a YouTube video on fact/opinion. As a review, write examples of a fact/opinion on sentence strips.
2. Complete the exercise on infinitives and gerunds posted by the facilitator on BlackBoard.
3. Read and bring to class a newspaper article. Underline each fact and opinion statements found in the article.
4. Watch a YouTube video as a review on cause and reason statement. Write at least two sentences with examples of each.
5. Complete a Venn diagram on passive and active voice.
6. Read a story posted on BlackBoard. Complete a five-column chart with the different verbs used in the story.

**Key Vocabulary:**

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. Subject pronouns              | 4. Reflexive pronouns           |
| 2. Possessive adjective pronouns | 5. Emphatic possessive pronouns |
| 3. Object pronouns               | 6. Gerund                       |

- |                     |             |
|---------------------|-------------|
| 7. Relative clause  | 10. Scan    |
| 8. Adverbial clause | 11. Fact    |
| 9. Skim             | 12. Opinion |

**List of Supplementary Materials for the Workshop**

1. YouTube video
2. E-lab
3. Venn diagram
4. 5-column chart
5. Newspaper article

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><u>X</u> Adaptation of Content</p> <p><u>X</u> Links to Background Knowledge</p> <p><u>X</u> Links to Past Learning</p> <p><u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u>X</u> Cognitive</p> <p><u>X</u> Meta-cognitive</p> <p><u>X</u> Social/Affective</p> <p><b>C. Grouping Options</b></p> <p><u>X</u> Whole Class</p> <p><u>X</u> Small Groups</p> <p><u>X</u> Partners</p> <p><u>X</u> Independent Work</p>	<p><b>B. Scaffolding</b></p> <p><u>X</u> Modeling</p> <p><u>X</u> Guided Practice</p> <p><u>X</u> Independent Practice</p> <p><u>X</u> Comprehensible Input</p> <p><b>D. Integration of Processes</b></p> <p><u>X</u> Listening</p> <p><u>X</u> Speaking</p> <p><u>X</u> Reading</p> <p><u>X</u> Writing</p> <p><b>E. Application</b></p> <p><u>X</u> Hands-on</p> <p><u>X</u> Meaningful/Relevant</p> <p><u>X</u> Rigorous</p> <p><u>X</u> Link to Objectives</p> <p><u>X</u> Promote Engagement</p>
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**Activities**

1. The facilitator will have a YouTube on fact and opinion as a review. A group discussion will follow.
2. Students will go to the board and post sentence strips with examples on facts and opinions. A group discussion will follow as each student validates their responses.
3. Students will show their examples from the newspaper article. A group discussion will follow as the differences between fact and opinion are mentioned.

4. The facilitator will provide the students with different newspaper article clippings. Each student will label the sentences accordingly as they explain their answers.
5. Students will select at random a topic provided by the facilitator. They will write a paragraph supporting the main idea with facts and opinions.
6. Students in pairs will share their answers of an exercise on infinitives posted on BlackBoard in assignments prior. Students will post questions to their partners to make sure they have understood the use of infinitives.
7. Students will complete sentence stems provided by the facilitator using infinitives and a group discussion will follow.
8. The facilitator will lead a discussion circle on gerunds. Students will clarify any doubts they may have on gerunds as questions and answers are addressed across from the circle.
9. Students will create sentences using gerunds. Answers will be checked and validated in small groups.
10. The facilitator will leave a group discussion on a video on cause and effect. The facilitator will pose situations and ask students the causes or effects of each situation.
11. Students will post on the board their sentences on cause and reason. Then, a group discussion will follow.
12. Students will discuss in small groups their Venn diagrams on passive and active voice.

13. Students will complete a T-chart on active and passive verbs. The facilitator will read sentences and students are to write each sentence under the appropriate heading of the chart. Students will take turns validating their responses.
14. Students will bring to class their five-column charts on the different types of pronouns and complete exercises provided by the facilitator.
15. Students will show mastery of the information facilitated in class by answering a mid-term test.

**Assessment:**

1. Individual: Students will answer a mid-term test on Workshops 1 – 4. .
2. Group: In small groups, students will share their interpretation of cause or reason as they interpreted it from YouTube.
3. Written: Students will compose a Venn diagram on passive and active voice verbs on the board.
4. Oral: Students will participate in a discussion on cause and reason statements.

**Lesson Wrap-Up**

1. Individual: Students will pop-up from their seats to answer questions asked by the facilitator to review the content of workshops 1 – 5.
2. Group: The facilitator will develop the list of topics students in workshops 1 -5. Students will be divided in small groups. They will master the information given to their groups. They will decide how they are going to teach their topics to the class. A group discussion will follow.

## WORKSHOP SIX

### Specific Content Objectives:

At the end of Workshop Six, students will:

1. Describe personality traits, job preferences, and skills.
2. Use gerunds in appropriate contexts.
3. Use short forms of agreement or disagreement appropriately.
4. Introduce a cause or reason with *because* as a subordinate conjunction.
5. Make educated guesses or inferences on an employment ad online.

### Specific Language Objectives:

At the end of Workshop Six, students will:

1. Listening: Monitor information on different jobs offered on the market at a job fair.
2. Speaking: Discuss the abilities and skills needed for the perfect job in an interview.
3. Reading: Scan the job/employment section of a newspaper to find the perfect job.
4. Writing: Formulate a cover letter for a job application.

### Electronic Links (URLs):

Personality traits

<http://bogglesworldesl.com/adultesl3.htm> (Personality, Personality Flaws)

<http://bogglesworldesl.com/adultesl1.htm> (For and Against)

Virtual library

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

Gerunds in appropriate contexts

<http://www.grammar-quizzes.com/gerundart.html>

<http://www.chompchomp.com/terms/gerundphrase.htm>

<http://www.myenglishgrammar.com/english/lesson-15-gerunds-and-present-participles.html>

Agreement/disagreement expressions

<http://www.tolearnenglish.com/cgi2/myexam/liaison.php?liaison=both-neither>

<http://www.allenglish.org/Activities/activities-agreedisagreeidentify.html>

[http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-agreement-disagreement.php](http://www.myenglishpages.com/site_php_files/communication-lesson-agreement-disagreement.php)

*Because* as a subordinate conjunction

<http://grammar.ccc.commnet.edu/grammar/conjunctions.htm>

<http://englishplus.com/grammar/00000189.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/subcon.htm>

Inferences

<http://valenciacollege.edu/wp/cssc/documents/MakingInferences.pdf>

<http://academic.cuesta.edu/acasupp/as/309.HTM>

[http://wps.ablongman.com/long\\_mcwhorter\\_rad\\_3/55/14223/3641269.cw/index.html](http://wps.ablongman.com/long_mcwhorter_rad_3/55/14223/3641269.cw/index.html)

[http://highered.mcgraw-hill.com/sites/0072491329/student\\_view0/chapter\\_2-999/chapter\\_objectives.html](http://highered.mcgraw-hill.com/sites/0072491329/student_view0/chapter_2-999/chapter_objectives.html)

<http://highered.mcgraw->

[hill.com/sites/0072982772/student\\_view0/part7/making\\_inferences\\_quiz.html](http://highered.mcgraw-hill.com/sites/0072982772/student_view0/part7/making_inferences_quiz.html)

**Assignments before the Workshop:**

1. Students will cut out and bring to workshop six job wanted ads from a newspaper.
2. Students will underline the vocabulary related to abilities and skills required for employment from job wanted ads.
3. Students will bring controversial topics written on sentence strips for agreement or disagreement class.
4. Students will gather examples of sentences using the conjunction “because” from newspaper articles.
5. Students will watch and analyze the video entitled *SAT & ACT Reading: Making Inferences* posted at: <http://www.youtube.com/watch?v=SUN9PHWDAxc> and complete the following activities:
  - a. Make a concept map for the word *Inference*
  - b. What techniques have you learned from this video?
  - c. How can you apply these techniques in real-life reading?
6. Students will search for online job wanted ads and prepare a brief report of the kinds of employment found and the required skills/abilities to fill the positions.  
Students will share their findings with peers using Wimba voice. (E-lab).

**Key Vocabulary:**

- |            |                  |
|------------|------------------|
| 1. E-lab   | 6. Cover letter  |
| 2. Trait   | 7. Employability |
| 3. Skills  | 8. Market        |
| 4. Ability | 9. Inferences    |
| 5. Profile |                  |

**List of Supplementary Materials for the Workshop**

1. Job wanted ads
2. Newspaper articles
3. Sentence strips

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></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"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p><b>B. Scaffolding</b></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><b>D. Integration of Processes</b></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><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>
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**Activities**

1. The facilitator will lead a preview/review activity of Workshop Five.

2. Students will underline vocabulary related to abilities and skills in the five job wanted ads they brought to class.
3. Students will elaborate a T-chart with abilities and skills necessary to apply for and succeed in the real-world jobs. A discussion of the identified abilities and skills will follow.
4. Students will create their own job wanted ads utilizing some of the vocabulary words or expressions on abilities and skills. After that, students will read aloud their job wanted ads that they have composed for positive critique.
5. After receiving positive feedback, students will edit their job wanted ads and set up a display of the ads in the classroom. Students will visit the bulletin board and choose one of the job wanted ads that matches their abilities. Then, they will share the job wanted ads with the class.
6. Using a PowerPoint presentation, the facilitator will introduce expressions of agreement and disagreement.
7. Students will provide a detailed explanation of the controversial topics written on sentence strips they brought to class for agreement or disagreement.
8. Students will agree or disagree on these topics based on factual information and experience. The facilitator or another student will serve as the expert on the controversial topics.
9. In pairs, students will place examples of sentences using the *conjunction* because from newspaper articles on the board. Student will take turns identifying the reason and consequence of every example posted. Then, students will generate the

- grammatical formula used in building sentences with *because* as a subordinate conjunction.
10. Students will create original sentences using the subordinate conjunction *because*. After that, the facilitator will serve as the moderator in a group discussion of the sentences.
  11. Students will participate in an active discussion of their answers to the video entitled *Inferences* on the Discussion Board on BlackBoard.
  12. Students will share their concept maps on the word *inference* with the class. This activity will generate a group definition for inferences.
  13. Students will make a list of techniques on how to make inferences observed in the video. A discussion will follow.
  14. The facilitator will present scenarios from which students will make educated guesses or inferences.
  15. Students will return to the bulletin board and take notes of the kinds of jobs available. Then, they will compose a paragraph in which they will write their inferences on what jobs have more demand at present.
  16. Students will continue using the language lab for a total of 20 hours during this course.

**Assessment:**

1. Individual: Students will create their own job wanted ads.
2. Group: In pairs, students will identify reason and consequence of examples posted on the board with the subordinate conjunction *because*.

3. Written: Students will compose a paragraph in which they will write their inferences on what jobs have more demand at present.
4. Oral: Students will share their concept maps on the word *inference*.

### **Lesson Wrap-Up**

1. Individual: Students will participate in an activity known as *Sign In, Please*.  
When the facilitator makes a statement and asks if it is true or false. Students will respond with hand signs for true or false. When the facilitator sees students with the incorrect response, he/she can explain why the statement is true or false, or as students to explain their rationale.
2. Group: Students will take part in an activity known as *Response Boards*. Each small group of students will be given a response board (e.g., laminated file folders, white boards, or paper and pencil. The facilitator will pose a problem or question for the students to answer. While students are working in small groups, a designated student writes and displays the response board after conferencing with the others. The facilitator can see if the class is ready to progress to the next workshop or they still need some reinforcement of the workshop contents.

## WORKSHOP SEVEN

### Specific Content Objectives:

At the end of Workshop Seven, students will:

1. Differentiate between landmarks and monuments in the city.
2. Establish the differences between active voice and passive voice.
3. Use passive voice with *by* in the simple past and passive voice without *by* in the simple present.
4. Use future with *will*, *may*, and *might* in planning of a visit to a museum.

### Specific Language Objectives:

At the end of Workshop Seven, students will:

1. Listening: Hear descriptions of city monuments from peers' presentations.
2. Speaking: Describe landmarks and monuments in an informal presentation.
3. Reading: Summarize information on landmarks and monuments of the city.
4. Writing: Elaborate an introduction to a guidebook of an unusual/interesting museum.

### Electronic Links (URLs):

Virtual library

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

Landmarks and monuments in Florida

<http://www.traveltidingsflorida.com/florida-fl-historical-landmarks.html>

<http://attractions.uptake.com/landmarks/florida.html>

[http://www.orlando.world-guides.com/orlando\\_landmarks.html](http://www.orlando.world-guides.com/orlando_landmarks.html)

[http://www.kissimmee.world-guides.com/kissimmee\\_landmarks.html](http://www.kissimmee.world-guides.com/kissimmee_landmarks.html)

<http://www.treasuresites.com/Members/cf.htm>

Active voice vs. passive voice

<http://owl.english.purdue.edu/owl/resource/539/01/>

<http://grammar.ccc.commnet.edu/grammar/passive.htm>

<http://www.englishclub.com/grammar/verbs-voice.htm>

<http://www.towson.edu/ows/activepass.htm>

<http://www.englishpage.com/verbpage/activepassive.html>

<http://www.esc.edu/htmlpages/writerold/pandg/exg13.shtml>

[http://grammar.ccc.commnet.edu/grammar/quizzes/passive\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm)

Future with *will*, *may*, and *might*

<http://www.englishpage.com/modals/will.html>

<http://www.englishpage.com/modals/may.html>

<http://www.englishpage.com/modals/might.html>

**Assignments before the Workshop:**

1. Students will search for information on active and passive voice on the virtual library, the Internet, and other resources. Then, they will elaborate a chart to compare and contrast both voices.
2. Students will bring travel guides and pictures of cities and countries around the world.
3. Students will search the web for famous museums around the world. Then, they will download some and prepare a PowerPoint of a museum with minimum writing, but abundance in pictures.

4. Students will bring a collage of landmarks and monuments of a chosen city or town.
5. Students will watch the following videos on cities/countries around the world?
  - a. [http://www.youtube.com/watch?v=SMK7s\\_w-yqM](http://www.youtube.com/watch?v=SMK7s_w-yqM) (Bangkok)
  - b. <http://www.youtube.com/watch?v=EXq9tO0hScY> (Amsterdam)
  - c. <http://www.youtube.com/watch?v=QEQ8X8reJwo> (Puerto Rico)
  - d. <http://www.youtube.com/watch?v=ITgzqNZkxJg&feature=related>  
(Colombia)
  - e. <http://www.youtube.com/watch?v=utHmidM81jw> (Dominican Republic)

and students will complete the following sentence stems:

- After watching this video, I will definitely visit .... because...
- After watching this video, I may/might go to ... because...
- After watching this video, I will not visit ... because...
- After watching this video, I may not/might not go to...because...

**Key Vocabulary:**

- |                 |                                  |
|-----------------|----------------------------------|
| 1. Landmarks    | 5. Passive Voice                 |
| 2. Monuments    | 6. Modals: Will, May, and Might. |
| 3. Statues      | 7. Museums                       |
| 4. Active Voice | 8. Layout                        |

**List of Supplementary Materials for the Workshop**

1. E-lab
2. YouTube video
3. Travel guides
4. Pictures
5. Collage

**SIOP Components** - Place a checkmark on the (\_\_\_) for ALL strategies that will be used in the workshop.

<p><b>A. Preparation</b></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"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p><b>B. Scaffolding</b></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><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p><b>D. Integration of Processes</b></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><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

## Activities

1. Students will share and explain their collages of landmarks and monuments of a chosen city or town. After all students have presented their collages, a discussion will follow where they are going to explain the differences between landmarks and monuments.
2. Students will create a T-chart on active and passive voice features.
3. Using a PowerPoint presentation, the facilitator will introduce the concept of active and passive voice.
4. The facilitator will provide sample sentences in active voice and have students change them into passive voice. A discussion will follow.
5. Using a PowerPoint presentation, the facilitator will explain the use of the preposition *by* in passive voice sentences in the simple past tense and without *by* in the simple present tense.
6. Students will engage in conversations where they will talk about the cities watched in the videos from the assignments before the workshop. Then, they will bring this information to a class discussion.
7. Students will share the completed sentence stems from the assignments before the workshop.
8. Using a PowerPoint presentation, the facilitator will introduce the concept of modal verbs such as: *will*, *may*, and *might*.
9. The facilitator will provide handouts with multiple exercises of modal verbs that students must complete.

10. Students will share their PowerPoint presentations with the class. A conversation on different museums will follow.
11. Students will plan a future visit to a museum. In groups, they will converse on this visit using the modals *will*, *may*, and *might*.
12. The facilitator will provide a short reading about important monuments and landmarks in the United States. Then, students in pairs will read and answer comprehension questions. A discussion of the answers will follow.
13. Students will write a paragraph summarizing the information read in class and hand it in to the facilitator.
14. Students will finish working on their 20 hours of language lab use.

**Assessment:**

1. Individual: Students will complete multiple exercises of modal verbs: *will*, *may*, and *might*.
2. Group: Students will share and explain their collages of landmarks and monuments of a chosen city or town.
3. Written: Students will write a paragraph summarizing the information read on important monuments and landmarks in the United States.
4. Oral: Students will share their PowerPoint presentations with the class.

**Lesson Wrap-Up**

1. Individual: The facilitator will post sentence starters on the board or a PowerPoint slide, such as:
  - a. I wonder...
  - b. I discovered...

- c. I still want to know...
  - d. I learned...
  - e. I still don't understand...
  - f. I still have a question about...
  - g. I will ask a friend about...
2. Group: In small groups, students will participate in a *Think-Pair-Share* activity. Students will stop and reflect about what they learned before speaking. Then, they will compare and contrast their understandings with those of their peers, and thus, rehearse their response first in a low-risk situation before going public with the whole class. Finally, pairs will share their answers with the entire class.

## WORKSHOP EIGHT

### Specific Content Objectives:

At the end of Workshop Eight, students will:

1. Compare and contrast as a review the use of cause or reason with “because” as a subjunctive conjunction.
2. Discern the use of short forms of agreement and disagreement.
3. Recognize the features of a landmark and/or a monument.
4. Identify the future with will, may, and might in planning a visit to a museum as a review.
5. Use passive with/without “by” in the simple present and simple past tenses.

### Specific Language Objectives:

At the end of Workshop Eight, students will:

1. Listening: Discriminate the use of passive with “by” and the simple present in active voice in well-known articles featuring art, sculpture, and architecture.
2. Speaking: Describe the unique features of a landmark or monument.
3. Reading: Draw conclusions on the use of the future tense with will, may, and might.
4. Writing: Design a guide to an unusual place.

### Electronic Links (URLs):

Virtual library

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

Agreement and disagreement

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

<http://www.tolearnenglish.com/cgi2/myexam/liaison.php?liaison= both-neither>

<http://www.paulnoll.com/Books/Clear-English/debate-suggestions.html>

Future tense

<http://www.englishpage.com/verbpage/simplefuture.html>

<http://www.englishpage.com/conditional/futureconditional.html>

Active and passive voice

<http://english-zone.com/verbs/pssvchrt.html>

<http://www.englishpage.com/modals/may.html>

<http://www.englishpage.com/modals/might.html>

<http://www.englishpage.com/modals/can.html>

**Assignments before the Workshop:**

1. Watch a YouTube video on unusual places/museums and take notes.
2. Read on the unique features of a landmark or museum. Make a T-chart on these features and bring to class.
3. Read an article placed on BlackBoard on the use of future tense. Take notes on index cards.
4. Watch a YouTube video on the use of the active/passive voice.
5. Read and take notes of the cause or reason with “because” as a subjunctive conjunction.
6. Fill out a KWL chart on short forms of agreement and disagreement.

**Key Vocabulary:**

1. Feature
2. Disagreement



## Activities

1. Students will retell the video they watched on landmarks and museums.
2. Students will organize their notes on the unusual places they saw on YouTube in an outline.
3. In pairs, students will share their notes on the landmarks and museums. They will list the criteria that identify why these places are landmarks or museums.
4. Students with the help of the facilitator will complete a chart on the distinctive features of a museum or landmark.
5. Students, in small groups, will categorize their index cards on the uses of the future tense.
6. Each group will choose a leader to report their findings to the rest of the class.
7. Students will complete a T-chart on the uses of active and passive verbs with and without “by.”
8. The facilitator will provide several topics to be used as subjects in sentences. Students, in small groups, will practice creating sentences using either active or passive voice.
9. Students will explain the criteria as to why sentences are either active or passive.
10. Students will use their notes on cause or reason with “because” as a subjunctive conjunction to create a class chart on this topic. A group discussion will follow.
11. The facilitator will lead students on a group KWL chart on the short forms of agreement or disagreement.
12. Students will first complete the third column of the KWL chart on what they learned about agreement or disagreement.

13. In small groups, students will practice in sentences forms of agreement and disagreement. A group discussion will follow.
14. Students will send their self-reflection process sheet (see appendix section) to the facilitator via e-mail.
15. Students will complete their digital portfolios for final grade.
16. Students will complete at least 20 hours of e-lab required in this course.

**Assessment:**

1. Individual: Students will take the final test.
2. Group: Students will read sentences and use short forms of agreement and disagreement.
3. Written: Students will compose their self-reflection in their journals.
4. Oral: Students will review the objectives to be covered in the final test.

**Lesson Wrap-Up**

1. Individual: Students will complete the third column of the KWL chart informing what they reviewed in Workshop Eight.
2. Group: In pairs, students will answer questions with short forms of agreement and disagreement.

Appendixes

**APPENDIX A**

**NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION**

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

**“Can Do” Listening Rubric**

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

**“Can Do” Speaking Rubric**

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

**“Can Do” Reading Rubric**

<b>National Proficiency Levels</b>	<b>Criteria</b>
Starting	<ul style="list-style-type: none"> <li>• Lacks comprehension of a wide array of written material (not developed)</li> <li>• Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed)</li> <li>• Struggles with use of pre-reading and reading skills (not developed)</li> <li>• Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed)</li> <li>• 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)</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks</li> <li>• 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)</li> <li>• 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</li> <li>• 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)</li> <li>• Applying successful reading skills (as listed above) are still emerging</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Comprehends a wide array of written material (as listed above)</li> <li>• Interprets basic graphs, charts, tables and forms</li> <li>• Applies correctly pre-reading and reading skills (as listed above)</li> <li>• Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging.</li> <li>• Understands the relationship between ideas (as listed above)-evidence of emerging..</li> <li>• Uses strategic reading skills (as listed above) that are evident.</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>• Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy</li> <li>• Interprets increasingly complex graphs, charts, tables, and forms accurately</li> <li>• Applies pre-reading and reading skills (as listed above) very strongly</li> <li>• Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident</li> <li>• Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly</li> <li>• Understands the relationship between ideas (as listed above)-strongly evident.</li> <li>• Uses strategic reading skills (as listed above) with mature accuracy</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>• Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed</li> <li>• Interprets complex graphs, charts, tables, and forms accurately</li> <li>• Applies pre-reading and reading skills (as listed above)-fully developed</li> <li>• Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy</li> <li>• Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect)</li> <li>• Demonstrates fully developed strategic reading skills (as listed above)</li> </ul>

**“Can Do” Writing Rubric**

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> <li>● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported.</li> <li>● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper.</li> <li>● 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.</li> <li>● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style.</li> <li>● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing.</li> <li>● 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.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details.</li> <li>● 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.</li> <li>● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style.</li> <li>● 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.</li> <li>● Demonstrates emerging strategic writing skills.</li> </ul>
Developing	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Selects and uses words appropriately; however, they are not higher level and need more vigor.</li> <li>● Formulates well-written sentences; however, style and structure of sentences are repetitious.</li> <li>● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions.</li> <li>● Utilizes strategic writing skills properly (now evident).</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas.</li> <li>● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved.</li> <li>● Writes with a definite style, and sentence structure is “catchy” with few mistakes.</li> <li>● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing.</li> <li>● Applies mature strategic writing skills.</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Writing has a clear introduction that hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull.</li> <li>● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing.</li> <li>● 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.</li> <li>● Excellent control of spelling, punctuation capitalization and other writing conventions.</li> <li>● Strategic writing skills are fully developed.</li> </ul>

**APPENDIX B**  
**THE WRITING PROCESS**  
**6-TRAITS WRITING RUBRIC**

## Six-Traits of Writing Rubric

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Course: \_\_\_\_\_

Assignment: \_\_\_\_\_

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

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

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

**Final Score:** \_\_\_\_\_

**Scoring Scale: (36-0)**

**Outstanding:** 33-36 points = A

**Very Good:** 29-32 points = B

**Satisfactory:** 24-28 points = C

**Fair:** 19-23 points = D

**Poor:** 0-18 points = F

## Six Traits for Analytic Writing Rubrics

### Trait #1: Idea and Content

#### Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

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"> <li>• clarity, focus, and control.</li> <li>• main idea(s) that stand out.</li> <li>• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support</li> <li>• a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights.</li> <li>• content and selected details that are well suited to audience and purpose.</li> </ul>
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"> <li>• clarity, focus, and control.</li> <li>• main idea(s) that stand out.</li> <li>• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.</li> <li>• a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.</li> <li>• content and selected details that are well-suited to audience and purpose.</li> </ul>
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"> <li>• an easily identifiable purpose.</li> <li>• clear main idea(s)</li> <li>• supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.</li> <li>• 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.</li> <li>• content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.</li> </ul>
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"> <li>• an easily identifiable purpose and main idea(s).</li> <li>• predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.</li> <li>• support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.</li> <li>• details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.</li> <li>• difficulties when moving from general observations to specifics.</li> </ul>
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"> <li>• a purpose and main idea(s) that may require extensive inferences by the reader.</li> <li>• minimal development; insufficient details.</li> <li>• irrelevant details that clutter the text.</li> <li>• extensive repetition of detail.</li> </ul>
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• ideas that are extremely limited or simply unclear.</li> <li>• attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**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"> <li>• effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.</li> <li>• a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.</li> <li>• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).</li> <li>• details that fit where placed</li> </ul>
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"> <li>• effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.</li> <li>• an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.</li> <li>• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).</li> <li>• details that fit where placed. .</li> </ul>
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"> <li>• clear sequencing.</li> <li>• an organization that may be predictable.</li> <li>• a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.</li> <li>• a body that is easy to follow with details that fit where placed.</li> <li>• transitions that may be stilted or formulaic.</li> <li>• organization which helps the reader, despite some weaknesses.</li> </ul>
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"> <li>• attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.</li> <li>• 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...")</li> <li>• transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.</li> <li>• a structure that is skeletal or too rigid.</li> <li>• placement of details that may not always be effective.</li> <li>• organization which lapses in some places, but helps the reader in others.</li> </ul>
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"> <li>• some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.</li> <li>• a missing or extremely undeveloped beginning, body, and/or ending.</li> <li>• a lack of transitions, or when present, ineffective or overused.</li> <li>• a lack of an effective organizational structure.</li> <li>• details that seem to be randomly placed, leaving the reader frequently confused.</li> </ul>
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"> <li>• a lack of effective sequencing.</li> <li>• a failure to provide an identifiable beginning, body and/or ending.</li> <li>• a lack of transitions.</li> <li>• pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.</li> <li>• a lack of organization which ultimately obscures or distorts the main point.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**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"> <li>• 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.)</li> <li>• 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.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul>
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"> <li>• 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.)</li> <li>• 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.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul>
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"> <li>• a questionable or inconsistent level of closeness to or distance from the audience.</li> <li>• 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.</li> <li>• liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.</li> </ul>
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"> <li>• a limited sense of audience; the writer's awareness of the reader is unclear.</li> <li>• 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.</li> <li>• a limited ability to shift to a more objective voice when necessary.</li> </ul>
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"> <li>• little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.</li> <li>• a voice that is likely to be overly informal and personal.</li> <li>• a lack of audience awareness; there is little sense of "writing to be read."</li> <li>• little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.</li> </ul>
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"> <li>• no engagement of the writer; the writing is flat and lifeless.</li> <li>• a lack of audience awareness; there is no sense of "writing to be read."</li> <li>• 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.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**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"> <li>• accurate, strong, specific words; powerful words energize the writing.</li> <li>• fresh, original expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that is striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke strong images; figurative language may be used.</li> </ul>
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"> <li>• accurate, specific words; word choices energize the writing.</li> <li>• fresh, vivid expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that may be striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke clear images; figurative language may be used</li> </ul>
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"> <li>• words that work but do not particularly energize the writing.</li> <li>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</li> <li>• attempts at colorful language that may occasionally seem overdone.</li> <li>• occasional overuse of technical language or jargon.</li> <li>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</li> </ul>
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"> <li>• words that work, but that rarely capture the reader’s interest.</li> <li>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</li> <li>• attempts at colorful language that seem overdone or forced.</li> <li>• words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.</li> <li>• reliance on clichés and overused expressions.</li> </ul>
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"> <li>• words that are colorless, flat or imprecise.</li> <li>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.</li> <li>• images that are fuzzy or absent altogether.</li> </ul>
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"> <li>• general, vague words that fail to communicate.</li> <li>• an extremely limited range of words.</li> <li>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**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"> <li>• a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.</li> <li>• extensive variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.</li> <li>• varied sentence patterns that create an effective combination of power and grace.</li> <li>• strong control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used, sounds natural.</li> </ul>
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"> <li>• a natural, fluent sound; it glides along with one sentence flowing into the next.</li> <li>• variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning.</li> <li>• control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used sounds natural.</li> </ul>
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"> <li>• a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.</li> <li>• some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.</li> <li>• strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.</li> <li>• occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.</li> </ul>
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"> <li>• some passages that invite fluid oral reading; however, others do not.</li> <li>• some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.</li> <li>• good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.</li> <li>• sentences which, although functional, lack energy.</li> <li>• lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.</li> </ul>
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"> <li>• significant portions of the text that are difficult to follow or read aloud.</li> <li>• sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).</li> <li>• a significant number of awkward, choppy, or rambling constructions.</li> </ul>
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"> <li>• text that does not invite—and may not even permit—smooth oral reading.</li> <li>• confusing word order that is often jarring and irregular.</li> <li>• sentence structure that frequently obscures meaning.</li> <li>• sentences that are disjointed, confusing, or rambling.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**Trait #6: Conventions****Criteria per Level**

<b>6</b>	<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"> <li>• strong control of conventions; manipulation of conventions may occur for stylistic effect.</li> <li>• strong, effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little or no need for editing.</li> </ul>
<b>5</b>	<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"> <li>• strong control of conventions.</li> <li>• effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little need for editing.</li> </ul>
<b>4</b>	<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"> <li>• control over conventions used, although a wide range is not demonstrated.</li> <li>• correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.</li> <li>• spelling that is usually correct, especially on common words.</li> <li>• basically sound paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.</li> <li>• moderate need for editing.</li> </ul>
<b>3</b>	<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"> <li>• some control over basic conventions; the text may be too simple to reveal mastery.</li> <li>• end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.</li> <li>• spelling errors that distract the reader; misspelling of common words occurs.</li> <li>• paragraphs that sometimes run together or begin at ineffective places.</li> <li>• capitalization errors.</li> <li>• errors in grammar and usage that do not block meaning but do distract the reader.</li> <li>• significant need for editing.</li> </ul>
<b>2</b>	<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"> <li>• little control over basic conventions.</li> <li>• many end-of-sentence punctuation errors; internal punctuation contains frequent errors.</li> <li>• spelling errors that frequently distract the reader; misspelling of common words often occurs.</li> <li>• paragraphs that often run together or begin in ineffective places.</li> <li>• capitalization that is inconsistent or often incorrect.</li> <li>• errors in grammar and usage that interfere with readability and meaning.</li> <li>• substantial need for editing.</li> </ul>
<b>1</b>	<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"> <li>• very limited skill in using conventions.</li> <li>• basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.</li> <li>• frequent spelling errors that significantly impair readability.</li> <li>• paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.</li> <li>• capitalization that appears to be random.</li> <li>• a need for extensive editing.</li> </ul>

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