

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

ENGL 102-O

BASIC ENGLISH

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

the collaboration of:

Juanita Munera, English Language Specialist

Frances Rodríguez, Dual Language Specialist

Joe Hernández, Instructional Design

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STUDY GUIDE

Course Title:	Basic English
Code:	ENGL 102-O
Time Length:	Eight weeks
Prerequisite:	None
Credits:	4 credits

This course is designed for low and basic level students (*Level 2 – Emerging*). The primary goal of this course is to teach communicative competence, which is the ability to communicate in English according to the situation, purpose, and students’ roles in the communication process at the professional level. Emphasis is placed on the development of aural (listening)/oral (speaking) comprehension skills. Basic reading and writing skills are also emphasized. In both cases, assignments and activities are in the context of topics from the degree programs the students represent. It systematically reviews basic structures and vocabulary with a substantial amount of listening, speaking, reading, and writing practice, which leads students to a more confident ownership of the language.

Reconstruction of relevant life and job activities will be used in a constructivist approach to learning. Students who score between **121-240 points** in the English placement test must enroll in this course in the first term of enrollment. **This course requires the use of the E-Lab and/or the Language Lab guided by the English language course facilitator.**

General Content Objectives

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

1. Function as an effective bilingual professional in today’s changing world.
2. Express ideas, feelings, and options in English.
3. Demonstrate success, a sense of security, and the power of achievement as he/she learns the English language.
4. Speak in English to stimulate natural conversations inside and outside of the classroom environment.
5. Communicate effectively in English as he/she faces real-life situations.

General Language Objectives

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

1. **Listen:** Understand oral discussions in English recognizing their different purposes and the communication settings in which they are produced; share, compare, and develop communicative competence in basic English in a collaborative manner; acquire significant knowledge supported by experiences and motivational topics; respond to auditory stimuli such as videos, audiovisual presentations and interactive activities.
2. **Speak:** Express him/herself in English correctly and coherently for a variety of purposes and in a variety of communication settings, adopting a personal style of expression; analyze, express opinions, and communicate orally different points of view and ideas; develop abilities and skills that will prepare him/her for school work, the workplace and daily life and function as an effective bilingual professional in today's changing world; use language to acquire new knowledge and communicative competence in basic English and utilize simple techniques of handling information through traditional media and computer technology.
3. **Read:** Investigate, analyze, summarize, paraphrase, and understand information obtained from a variety of media at a basic English level; develop critical attitudes towards communication media messages reflecting on the importance of this information; benefit independently from reading as a form of communication and as a source of cultural enrichment.
4. **Write:** Interpret and produce written works in English expressing a personal critical and creative point of view; use correct spelling, grammar, coherence, and an emphasis on the requirements for effective and clear communication; use writing as a means of communication and to provide information at a basic level of English.

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

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

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

Recommended Book(s):

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

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2014). *Ventures 1* (2nd Ed.). New York, NY: Cambridge University Press.
(ISBN: 978-1107692893)

Bitterlin, G., Johnson, D., Price, D., & Ramirez, S. (2014). *Ventures 1 workbook* (2nd Ed.). New York, NY: Cambridge University Press.
(ISBN: 978-1107628595)

Singleton, J. (2005). *Writers at work: The paragraph* (1st Ed.). New York, NY: Cambridge University Press. ISBN-10: 0521545226
(ISBN-10: 0521545226; ISBN-13: 978-0521545228)

Electronic Book

Strunk, Jr., W. (2012). *The elements of style, updated and annotated for present-day use.*

New York, NY: Springside Books.

ASIN: B006TH2CYU

Recommended Links

Graphic Organizers

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

Virtual Library

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

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

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

Description of the Evaluation:

Criteria	Workshops	Points	Percentage
Attendance and Participation; Language Lab and E-Lab	1 to 8	100	20%
Written Works (Self- reflections, Essays, Paragraphs, Research Paper and Others)	1 to 8	100	20%
Individual/Group Oral Demonstration, Role Plays, Speeches, Oral and Audiovisual (PowerPoint) Presentations	As Determined by the Facilitator	100	20%
Digital Portfolio	8	100	20%
Two Partial Tests or One Final Exam	As Determined by the Facilitator	100	20%
Totals		500 (maximum number of points)	100%

Scale:

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

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

Description of the Evaluation Process:

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

2. Our program is designed to develop and maximize the language skills of our students in order to optimize their abilities as future professionals. Therefore, all evaluations for written and oral skills will be based on 30% for language (listening, speaking, reading, and writing) and 70% for content knowledge and application. The facilitator must refer to Appendix A to identify each student's level of language skills (listen, speak, read, and write) based on the Can Do proficiency levels. Furthermore, it is the responsibility of the facilitator to differentiate his/her teaching in order to meet the language needs of each student and to ensure maximum learning and academic performance. In addition, the criteria found in Appendices B and E will be used to evaluate writing skills.

3. **Language Lab and E-Lab Requirements** (Tell Me More, NetTutor, Blackboard Collaborate tools, and Virtual Library):
 - The Language Lab and E-Lab are an integral part of the course evaluation and activities that the student must complete.
 - Specific information about the Language Lab/E-Lab resources is found in Appendix C. **It is the facilitator's responsibility to integrate the use of the Language Lab/E-Lab in the course assignments and activities.**

Practice hours in the Language Lab/E-Lab must be completed according to the facilitator's specifications.

- Each student must fill out the documentation form found in Appendix D and submit it to the facilitator as part of the evaluation criteria for this course.
- Practice in the Language Lab/E-Lab must be integrated in the activities section of the guide.

4. **Digital Portfolio:**

- Each student must prepare a digital portfolio.
- The digital portfolio is one of the tools used to assess students' linguistic and academic progress. For this reason, it is imperative that the facilitator documents students' progress as they achieve mastery of the course content, as well as language proficiency in English.
- It is the student's responsibility to make sure that the portfolio complies with the established standards and requirements found in the *Digital Performance Portfolio Assessment Handbook*. Students can access the handbook in Blackboard.
- During Workshop One, the facilitator will discuss in detail the process and expectations regarding the use of the digital portfolio to demonstrate linguistic and academic progress in order to achieve the goal of becoming a successful professional.
- By Workshop Four, the Student-Facilitator Feedback Form must be completed by the facilitator.
- The completed digital portfolio must be submitted to the facilitator in the last workshop.

5. **Final exam/partial tests:** This program requires that a final exam or two partial tests be included in the final evaluation. This exam or tests will be administered to measure content knowledge according to the course objectives, as well as linguistic proficiency in English.

6. **Attendance and Class Participation:** Attendance to every workshop is mandatory to pass the class, and absences will affect the final grade. The following criteria will also be evaluated:

- mastery of the material discussed in class,
- completion of assigned work,
- demonstration of adequate communication skills,
- effective participation in collaborative tasks, and
- submission of all work on time.

7. **Self-reflection Journal:**

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

Description of Course Policies

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

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

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

The student evaluation process requires the same integration. This means that 30% of the course grade will be based on language skills and 70% will be based on content knowledge and its application. The facilitator will use the rubric that appears in **Appendix E** to evaluate the writing of a paragraph and **Appendix B** to evaluate all other written work.

3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how

the student will make up the missing work, if 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/or make-up work.

4. 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 to substitute it with an equivalent activity for evaluation purposes. This activity must include the same content and language components as the oral presentation or special activity that was missed.
5. In cooperative learning activities, the group will be assessed for their final work. However, each member must collaborate to ensure an excellent product and the success of the group, since each will also receive an individual grade.
6. It is expected that all written work will be solely that of the student and should not be plagiarized. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. That is, the student must be the author of all work submitted based on research and citations of reliable sources. Wikipedia and other wiki pages (collaborative) are not reliable references. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. **In order to reduce/prevent plagiarism, facilitators will use SafeAssign™, a Blackboard plagiarism deterrent service used to verify students' ownership of written works.** 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 students in all course-related activities. This means that all papers submitted by students must be original work and that all

references used must be properly cited and mentioned in the bibliography.

Plagiarism will not be tolerated and, in case of detecting an incidence, the student risks receiving a zero in the assignment or activity and being referred to the Discipline Committee. All students must comply with all policies aimed at preventing plagiarism of documents, ideas and works, since this violates professional ethics.

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

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

Note: If for any reason the student cannot access the links presented in the module, he/she should notify the facilitator immediately but not limit him/herself to these. There are many other search engines and links that can be used to research information. Some examples are:

- www.google.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- <http://www.apastyle.org/>

Visit the following websites to access videos:

- ustream.tv
- sedueradio.com
- videoblocks.com
- youtube.com
- vimeo.com
- skype.com (upon request and prior coordination)

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

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

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

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

Research Law Compliance Requirement

If the facilitator or student is required or wants to conduct research, administer a questionnaire or interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board (IRB) Office and request 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_comites_irbnet.asp and select the forms needed. In

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

<http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>. These certifications include: IRB (Human Subject Research), HIPAA (Health Insurance Portability and Accountability Act), RCR (Responsible Conduct of Research), and others.

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

Evelyn Rivera Sobrado, IRB Compliance Director
Tel. (787) 751-0178 ext. 7196

Carmen C. Crespo Díaz, IRB Coordinator– UMET
Tel. (787) 751-0178 ext. 6366

Josefina Melgar Gómez, IRB Coordinator – UT
Tel. (787) 743-7979 ext. 4126

Natalia Torres Berríos, IRB Coordinator - UNE
Tel. (787) 257-7373 ext. 2279

Ramón L. Nieves, IRB Coordinator – SUAGM-EU
Tel. (407) 207-3363 Ext. 1889

Teaching Philosophy and Methodology

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

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

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

Constructivism Guiding Principles:

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

Instructional Approach

The curriculum integrates the *Sheltered Instruction Observation Protocol (SIOP) Model**. The student will be exposed to the eight interrelated SIOP learning components to facilitate comprehensible instruction. These components are:

1. lesson preparation,
2. background knowledge,
3. comprehensible input,
4. strategies,
5. interaction,
6. practice/application,
7. lesson delivery, and
8. review/assessment.

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

SIOP Components (Sheltered Instruction Observation Protocol)

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

<p>A. Lesson Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background Knowledge <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Incorporated Strategies 	<p>B. Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible Input 						
<p>CALLA Strategies (<i>Cognitive Academic Language Learning Approach</i>)</p> <p>The facilitator must specify the CALLA learning strategy/strategies that will be used in the lesson and explain each one to the students.</p>							
<p>Names of the Strategies:</p>							
<ul style="list-style-type: none"> <input type="checkbox"/> Cognitive <input type="checkbox"/> Metacognitive <input type="checkbox"/> Social/Affective 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">1) _____</td> <td style="width: 50%; text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> <tr> <td style="text-align: center;">1) _____</td> <td style="text-align: center;">2) _____</td> </tr> </table>	1) _____	2) _____	1) _____	2) _____	1) _____	2) _____
1) _____	2) _____						
1) _____	2) _____						
1) _____	2) _____						
<p>C. Grouping Options</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Work 	<p>D. Integration of Language Domains</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing 						
<p>E. Learning Application</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Meaningful/Relevant <input type="checkbox"/> Rigorous <input type="checkbox"/> Linked to Objectives <input type="checkbox"/> Promotes Engagement 							

WORKSHOP ONE

Specific Content Objectives

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

1. Approach his/her peers in a formal manner when making introductions.
2. Define and apply infinitives and gerunds for proper use in sentences and paragraphs.
3. Apply the proper use of imperatives and infinitives in sentences when giving commands or suggestions.
4. Differentiate between fact and opinion statements.
5. Apply prepositions of place and movement correctly in sentences.

Specific Language Objectives

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

1. **Listen:** Listen to a video that shows the step-by-step process on how to use an electronic device which is important in his/her daily life and degree program (e.g., computer, iPad, cell phone, camera, camcorder, etc.) and take proper notes.
2. **Speak:** Introduce the electronic device that's part of his/her daily life and degree program and explain its importance in a formal group discussion.
3. **Read:** Identify general information (use, brand names, price, reliability, warranty, etc.) of his/her selected item/equipment.
4. **Write:** Create a short manual with step-by-step instructions on how to use/operate his/her selected item/equipment. Use correct English and include sentences with infinitives, gerunds, imperatives, and prepositions.

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.learnenglish.de/PictureIt/prepositionsplace.htm>
- <http://www.mes-english.com/flashcards/prepositions.php>
- <http://www.learnenglish.de/grammar/prepositionmovement.htm>

Computer Manuals

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

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://wps.ablongman.com/long_mcwhorter_ars_2/77/19739/5053396.cw/index.html
- <http://dhp.com/~laflemm/RfT/Tut2.htm>

Important Instructions for the Students:

1. Carefully read the course module and the appendices in order to familiarize yourself with the content. Be sure you have access to the SUAGM accounts, including the E-Lab, e-mail, and Blackboard.
2. Prior to Workshop One, the facilitator will post messages on Blackboard regarding important dates and other relevant information. Furthermore, he/she will post reminders regarding assignments, projects, and the importance of completing the Language Lab/E-Lab exercises during the course. Read this information frequently during the duration of the course.
3. The facilitator will explain the *Digital Performance Portfolio Assessment Handbook* which can be found in Blackboard. This handbook includes detailed instructions for the effective completion of the digital portfolio.
4. Use NetTutor to revise your written work and receive feedback prior to submitting it to the facilitator. The facilitator will use SafeAssign™ to detect plagiarism. Limit the use of information copied directly from the Internet, use APA style, and cite references.
5. If you have questions regarding assignments, activities or content, clarify them with the facilitator using Voice E-mail.
6. Open a Tell Me More account. Take the Language Placement Test and begin working on the interactive exercises designed to develop/improve linguistic skills in English according to the level of English obtained. Refer to Appendix C for additional information. Complete the document found in Appendix D and indicate the amount of time spend working on the activities and exercises in the Language Lab/E-Lab. Submit this document to the facilitator on a weekly basis. It will be part of the final grade and must be included in the digital portfolio.

Assignments to Be Completed Prior to the Workshop:

1. Begin working on the glossary of the academic core vocabulary following the facilitator's instructions.
2. Record a two-minute self-introduction using Voice Board to share with classmates and the facilitator. Include information about your educational background, work (if applicable), program of study, professional goals, and any other personal information you would like to share. Respond to the introductions of at least three colleagues.
3. Select an electronic/digital/technological device that you feel is beneficial and important in your daily life and degree program. Some examples are computer, cell phone, iPad, camera, Blu-ray player, scanner, and printer. Use the Virtual Library, Internet, and or other academic resources to research information on your selected device. Take notes on it use, parts, and other relevant information. Create a graphic/advance organizer, such as a flow chart, that shows the step-by-step instructions on how to use the selected device.
4. Formulate a list of words and phrases pertaining to your selected device and classify them into different categories such as uses, benefits, components, etc.
5. View the video entitled "Perfect English: Gerund or Infinitive" posted on <http://www.youtube.com/watch?v=4cghK-Te6oA&feature=related>. Take notes on gerunds and infinitives that will be useful for completing group activities in class.
6. View the video entitled "Imperatives – How to Give Commands in English and More" posted on <http://www.youtube.com/watch?v=IDtaFNLov4Y>. Make a list of the different ways imperatives are used, and write an example for each in a complete sentence.
7. Review the difference between fact and opinion. Write three fact statements and three opinion statements about your selected device on separate index cards (one statement per card). Do not indicate which statements are the facts and which statements are the opinions.
8. View the video entitled "Prepositions of Place – At, On, In" posted on http://www.youtube.com/watch?v=jLX9UqIo_kw. Create a graphic organizer for each preposition explaining how it is used in sentences. Research other

videos or links (you may refer to the list of videos included in this workshop) which describe the use of three different prepositions, and create a graphic/advance organizer for each explaining its use and providing examples.

9. Begin working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
10. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. infinitive
2. gerund
3. imperative
4. preposition (facilitator will provide a list of prepositions of place and movement.)
5. fact
6. opinion
7. cognate

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Voice E-mail
6. YouTube video
7. index cards
8. variety of graphic/advance organizers (e.g. flow chart, Venn diagram, T-chart, etc.)
9. sentence strips
10. chart paper

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

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
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Integrated Activities of Content and Language to Achieve the Objectives of the Workshop:

1. The facilitator will conduct the following activities:
 - Introduce him/herself and use an ice breaker activity of his/her choice to create an environment of camaraderie and reduce the level of anxiety among the students. Students will discuss the introductions that were shared on Voice Board.
 - Provide his/her contact information, and students will select their student class representative.
 - Explain the course description and objectives, evaluation process, class expectations, appendices, assignments, and class policies.
 - Demonstrate the use of the Language Lab/E-Lab tools and how they will be incorporated in class for the students' benefit. The facilitator will use Discussion Board in Blackboard, to create a discussion forum on the topics of the workshops and will explain how to use this tool.
 - Explain the guidelines found in the *Digital Performance Portfolio Assessment Handbook* for the effective completion of the digital portfolio. Each student is responsible for completing all weekly assignments and comply with all the requirements and instructions found in the handbook and determined by the facilitator.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary as it applies to the workshop, and the facilitator will ensure comprehension of each term.
4. The facilitator will divide the class into small groups and assign each group the topic of infinitives, gerunds, or imperatives. Using the notes taken while viewing the videos seen prior to the class, each group will prepare a series of graphic/advance organizers explaining their topic, how and when it is used, and examples presented in complete sentences. Each group will explain their organizers to the class, and a whole group discussion will follow. Every

student must participate in the oral presentation to the class.

5. The facilitator will prepare beforehand sentence strips with sentences using infinitives, gerunds or imperatives and distribute them to the students. Three charts will be displayed, labeling one for each topic. Each student will then place his/her sentence strip under the corresponding category and explain its application to the class. A whole class discussion will follow, and doubts will be clarified.
6. The facilitator will prepare beforehand a series of index cards with a core vocabulary word or other relevant concept written on each one and distribute them among the students. They will play a simple version of Charades by drawing a picture or using gestures to explain the concept on their index card, and the other colleagues will try to guess its meaning. This activity will continue until each student has had the opportunity to “perform.”
7. The facilitator will divide the class into small groups and assign each group one or more prepositions. Students will refer to the graphic/advance organizers prepared prior to the workshop to collaborate and create a group organizer that explains in detail the assigned preposition(s) and provide sentences as examples. Each group will share their organizer(s) with the class, and a whole class discussion will follow.
8. Students will participate in a brainstorming session by sharing what they know about cognates. The facilitator will ensure that students understand this concept, including the distinction between false and true cognates. After the discussion, students will list as many cognates as they can think of in one minute. Students will share their cognates, and doubts will be clarified. Students will begin creating a cognate bank in Workshop One and continue adding to it during the duration of the entire course. They should also include cognates related to their area of study. Students will share their cognate banks in Workshop Eight.
9. The facilitator will distribute among the students the index cards with the fact and opinion statements they completed prior to the class. Each student will read aloud each of the sentences he/she was given, indicate if it is a fact or an opinion, and the student who wrote it will respond if the answer is correct or incorrect. The facilitator will clarify any doubts.

10. The facilitator will distribute a short story on technology or another topic of his/her choice. Students will underline facts with one line and opinions with two lines. Students will share and justify their answers.
11. The facilitator will conduct a whole class discussion on the specific device selected by each of the students. Each student will explain why he/she chose the device and share some of the vocabulary pertaining to that device. As the students share their words, they will indicate the category (uses, benefits, components, etc.) to which each word belongs.
12. Students will work with a partner to share their graphic organizer explaining the step-by-step instructions on how to use their selected device. After explaining their organizer to one another, each will explain his/her partner's organizer to the class. The class will create a list of the most commonly used words for providing "how to" instructions.
13. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY**LEVELS:**

1. **Individual:** Completion of the flow chart explaining the step-by-step instructions on how to use the selected device.
2. **Group:** Effective group collaboration in the preparation of the graphic organizers explaining their assigned topic (gerunds, infinitives, or imperatives).
3. **Written:** Accurate completion of the sentences showing facts and opinions.
4. **Oral:** Demonstration of effective speaking skill in the explanation of the partner's step-by-step instructions on how to use the selected device.

Lesson Wrap-Up:

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

WORKSHOP TWO

Specific Content Objectives

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

1. Describe holidays, festivals, customs, and special events accurately.
2. Differentiate between the relative and adverbial clauses of time, including when, after, and before.
3. Distinguish between skimming and scanning; demonstrate these skills in reading exercises.
4. Use auxiliaries correctly to express the future tense.
5. Identify and use the correct preposition that follows a verb.

Specific Language Objectives

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

1. **Listen:** Demonstrate effective listening skills during colleagues' description and explanation of their selected holidays, festivals, and/or special events by keeping eye contact with the speaker, asking questions to get more information, and not interrupting the speaker needlessly to make a point.
2. **Speak:** Demonstrate effective speaking skills in describing and explaining their selected holidays, festivals, and/or special events.
3. **Read:** Research and gather information on different festivities or holidays celebrated in his/her native country, the United States, and/or around the world. (See your appendix section.)
4. **Write:** Design a travel brochure on the destination of his/her choice applying knowledge acquired in the workshop and following all the guidelines determined by the facilitator.

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>

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://www.uhv.edu/ac/grammar/pdf/relativeclauses.pdf>
- <http://www.english-for-students.com/Adverb-Clause-of-Time.html>

Verbs with Prepositions

- <http://www.englishpage.com/prepositions/prepositions.html>
- <http://www.english-area.com/paginas/phrasalE1.pdf>
- http://www.englishclub.com/grammar/verbs-phrasal-verbs_1.htm

Skimming and Scanning

- <http://42explore.com/skim.htm>
- <http://www.aacc.edu/tutoring/file/skimming.pdf>
- http://wps.ablongman.com/long_mcwhorter_eifr_7/20/5239/1341349.cw/-/1341362/index.html
- http://www.uefap.com/reading/exercise/menu_eff.htm

Designing a Travel Brochure

- <http://www.printplace.com/printproducts/tips-for-an-attractive-travel-brochure.aspx>
- https://www.google.com/search?q=designing+a+travel+brochure&rlz=1C1KMZB_enUS595US595&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ei=0lXZU-SNENCmyASp8oCIBQ&ved=0CCcQsAQ&biw=1920&bih=947
- <http://www.wikihow.com/Make-a-Travel-Brochure>
- <http://office.microsoft.com/en-us/templates/tri-fold-travel-brochure-blue-green-design-TC103488179.aspx>

Vocabulary Graphic Organizers

- <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>
- https://www.google.com/search?q=kim+graphic+organizer&rlz=1C1KMZB_enUS595US595&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ei=5FbZU_cI420yASa0IKQDg&ved=0CCMQsAQ&biw=1256&bih=917

Assignments Due Prior to the Workshop:

1. Use Voice Board to engage in oral discussions to describe three important concepts you learned in the previous workshop which you find particularly helpful in your area of study. Be sure to follow the guidelines determined by the facilitator.
2. Use the Virtual Library, the Internet, and/or other reliable resources to research information on different festivities or holidays celebrated in your native country, the United States, and/or around the world. You may refer to the links found in this workshop. Select two which you find particularly interesting. Post a message summarizing these festivities on the Discussion Board, and respond to the comments of at least three colleagues. Be sure to use appropriate writing skills.
3. Create a word search puzzle using vocabulary from one of the festivities or holidays which you selected. Include from 15 to 20 words. Make sufficient copies of your puzzle to share with colleagues. Refer to the links below or to others which you may find for instructions on how to create a word search puzzle:
 - <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
 - <http://www.puzzle-maker.com/>
4. Bring a variety of travel guides and brochures, airline schedules, and other relevant travel information to share with colleagues.
5. Define the academic core vocabulary of the workshop by creating a KIM advance organizer for each term or phrase.
 - Use an index card for each term or phrase; divide the index card into three sections.
 - Label the first section **K – KEY WORD**. Write in this section the word or phrase to be defined.
 - Label the second section **I – INFORMATION**. Write in this section the definition using your own words and terminology which you understand.
 - Label the third section **M – MEMORY CUE**. Draw here a nonlinguistic clue which will help you remember the definition.
 - Be prepared to share your KIM cards with colleagues.

6. Review information on the techniques of skimming and scanning. Create a T-chart explaining each technique, and be prepared to discuss in class.
7. Continue adding to your cognate bank, ensuring that only true cognates are included.
8. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
9. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. adverb
2. clause
3. adverbial clause
4. independent clause
5. dependent/subordinate clause
6. relative clause
7. simple sentence
8. complex sentence
9. skim
10. scan

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. travel guides and brochures
6. graphic/advance organizers
7. index cards
8. calendar
9. sentence strips
10. markers, paper, and other materials needed to design a travel brochure

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

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
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<p>E. Learning Application</p> <p><input checked="" type="checkbox"/> Dynamic</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Linked to Objectives</p> <p><input checked="" type="checkbox"/> Promotes Engagement</p>										

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

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will work with a partner to share their KIM cards of the academic core vocabulary of the workshop. They will reach a consensus, select the five they found to be the most helpful, and share them with the class.
4. Students will work in small groups to peruse the travel guides, brochures, and other travel information brought to class. They will generate a list of commonly used travel related words and classify them according to their parts of speech. Groups will share their lists with the whole class, and a discussion will follow on the importance of knowing and understanding travel lingo.
5. The facilitator will post a calendar on the board. Each student will post on the calendar the holidays, festivities, and/or special events he/she had researched and give a brief oral presentation providing the name of the occasion, the reason for the celebration, and a brief summary of the festivity. A whole group discussion will follow on the importance of holidays in different cultures.
6. The facilitator will collect the word search puzzles created by all the students as an assignment prior to the class. He/she will distribute some of them among the students and allow a determined amount of time for their solution. The facilitator will continue distributing them during upcoming workshops until students have had the opportunity to work on all of them. The creator of each puzzle will provide the answers.
7. The facilitator will present a semantic feature analysis chart with verbs and the different prepositions these verbs can combine with. He/she will also explain the changes in meaning when a different preposition is attached to the same verb.
8. Each student will choose a determined number of verbs from the semantic feature analysis chart combined with different prepositions and write five sentences on sentence strips with enough content to clearly demonstrate

understanding of their meaning. A class discussion will follow to validate correctness and appropriateness of sentences.

9. The facilitator will create a Venn diagram on the board to compare and contrast the fluency reading techniques known as skimming and scanning. Students will refer to the T-charts created as an assignment to contribute information to the class discussion.
10. The facilitator will provide copies of reading excerpts. Students will have a determined amount of time to answer questions using skimming and scanning techniques.
11. The facilitator will conduct a brainstorming activity on relative and adverbial clauses to access students' prior knowledge. Based on what the students already know, the facilitator will explain this concept and provide concrete examples of relative and adverbial clauses. The facilitator will provide practice exercises to ensure comprehension.
12. The students will use the information they learned thus far, such as travel related vocabulary, tidbits on holidays and festivities, and application of relative and adverbial clauses, to design a two-page travel brochure to their selected destination. Appropriate and descriptive vocabulary, sentence formation, correct grammar, and creativity must be evident.
13. Each of the travel brochures will be displayed around the room along with a chart paper. Students will circulate around the room and provide feedback on their colleagues' work on the chart paper. After a determined amount of time, a whole class discussion will follow.
14. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY**LEVELS:**

1. **Individual:** Accurate completion of the KIM cards on the academic vocabulary of the workshop and the word search puzzle on their chosen festivity, holiday, or special event.
2. **Group:** Group collaboration in creating the list of commonly used travel related words and classifying them according to their parts of speech.
3. **Written:** Completion of the travel brochure on the destination of their choice following all the guidelines determined by the facilitator.
4. **Oral:** Demonstration of appropriate speaking skills in the description and explanation of the selected holiday, festivity, or special event.

Lesson Wrap-Up

1. **Individual:** Students will have one minute to draw/illustrate one of the most important things they learned in this workshop.
2. **Group:** Students will show their one-minute drawings to the class, and colleagues will guess what it represents. A whole group discussion will follow.

WORKSHOP THREE

Specific Content Objectives

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

1. Compare and contrast a story and an anecdote.
2. Differentiate between simple past and past continuous tenses.
3. Compare and contrast personal pronouns (subjective and objective), possessive adjectives, and reflexive pronouns.
4. Identify the features of a narrative paragraph.
5. Identify the main idea and supporting details in given texts.

Specific Language Objectives

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

1. **Listen:** Demonstrate effective listening skills by paying close attention to the anecdotes shared on Voice Board and providing specific and effective feedback.
2. **Speak:** Record on Voice Board a personal anecdote (may be true or made up) using correct Standard English, as well as appropriate intonation and expression to give life to his/her anecdote.
3. **Read:** Conduct research on the similarities and differences between anecdotes and stories in order to be able to create a Venn diagram that explains this information in detail.
4. **Write:** Compose a one-page narrative paragraph about the topic of your choice or the topic determined by the facilitator. (Refer to appendix section.)

Electronic Links (URLs):

Virtual Library

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

Stories and Anecdotes

- <http://www.englishbiz.co.uk/extras/writingskillsanecdotes.htm>
- <http://www.forbes.com/sites/nickmorgan/2010/10/13/whats-the-difference->

[between-an-anecdote-and-a-story/](#)

- <http://www.essayhell.com/2013/06/the-difference-between-a-story-and-an-anecdote.html>
- <http://thestorysolver.com/2008/12/02/stories-and-anecdotes/>
- <http://www.writers-block-help.com/writing-anecdotes.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> (practice exercise)

Personal Pronouns

- http://www.englisch-hilfen.de/en/exercises/pronouns/personal_pronouns.htm
(practice exercise)
- <http://grammar.ccc.commnet.edu/grammar/cases.htm>
- <http://www.englishclub.com/grammar/adjectives-determiners-possessive.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://grammar.about.com/od/developingparagraphs/Composition_Developing_EffectiveParagraphs.htm

Assignments Due Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Create a four-column chart and label each column with the following titles: subject pronoun, object pronoun, possessive adjective, and reflexive pronoun. In **each** column write the explanation for the corresponding term. Create a twenty-item quiz (four sentences for each term) in which the correct answer

must be chosen and the part of speech must be given. For example: Mario and Ellie finally admitted that _____ had to study very hard in order to do well on the test. (Answer: they, subject pronoun).

Make your “quiz” challenging! Make a copy to be distributed to one of your colleagues, be sure to leave the answers blank, and provide the answers on a separate sheet.

3. Using the Virtual Library, Internet, and/or other academic resources, research information on anecdotes and stories. Create a Venn diagram detailing the similarities and differences between them. Be prepared for a class discussion.
4. After fully understanding the characteristics of an anecdote, go to Voice Board and orally share a personal anecdote (may be true or made up) which is in some way related to your area of study or profession. Use correct Standard English, as well as appropriate intonation and expression to give life to your anecdote. Reply to the anecdotes of at least three colleagues providing specific feedback.
5. After researching the characteristics of narrative paragraphs, write a one-page narrative paragraph about the topic of your choice or the topic determined by the facilitator. Be sure to submit to NetTutor for feedback. Send the paragraph to the facilitator via e-mail.
6. Watch the YouTube video on simple past and past continuous tenses posted on: <http://www.youtube.com/watch?v=LtVkJpBWY54>. Go to the Discussion Board in Blackboard and answer the following questions:
 - a. What is the difference between simple past and past continuous tenses?
 - b. How do you form the simple past and past continuous tenses of verbs?
 - c. What are some of the clues, such as time phrases, that can help determine if a verb is in the simple past or past continuous tense?
7. Go to http://www.youtube.com/watch?v=P_SRx1GBJHw and respond to the exercises for practice.
8. Continue adding to your cognate bank, ensuring that only true cognates are included.
9. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator, as well as the exercise described below.
10. E-Lab Practice: Access Tell Me More, and follow these instructions:

- a. **Go:** E-Lab (left side of your Blackboard)
- b. **Go:** Home
- c. **Click:** Resources
- d. **Select:** Intermediate A2
- e. **Go to:** Access Workshops
- f. **Select:** Vacation Time
- g. **Click:** Start – begin to work. Complete between 30 to 60 minutes daily, or follow the facilitator’s recommendations. This will provide the opportunity to practice your English on a daily basis. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.

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

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. anecdote
2. narrative
3. subject pronoun
4. object pronoun
5. possessive adjective
6. reflexive pronoun

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Voice E-mail
6. YouTube videos
7. graphic/advance organizers

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

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

1. Students will take part in an activity known as Learning Cells to review the concepts covered in the previous workshop. Students will independently formulate five questions about any of the topics or concepts covered in Workshop Two. They will then work with a partner, alternating asking and answering each other's questions. The facilitator will select students at random to share their questions and have colleagues respond. Doubts will be clarified by the facilitator.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary as it applies to the workshop, and the facilitator will ensure comprehension of each term.
4. Students will refer to their four-column charts on subject pronouns, object pronouns, possessive adjectives, and reflexive pronouns to participate in a whole group discussion on their use. After ensuring that students comprehend these topics well, each student will work with a partner and trade the quizzes they formulated on these topics as an assignment. They will have a determined amount of time to answer the quiz, and then check answers with the partner. The facilitator will clarify any doubts.
5. Using the Venn diagrams prepared as an assignment, students will actively participate in a class discussion to compare and contrast anecdotes and stories. After comprehending these similarities and differences well, each student will use the personal anecdote they had shared on Voice Board and change it into a story. Before writing the story, students must create a graphic/advance organizer to organize their ideas. Volunteers will share their stories with the class, and all organizers and stories will be submitted to the facilitator for evaluation.
6. The facilitator will have selected five narrative paragraphs submitted by the students via e-mail. He/she will share them with the class, without revealing their author, so students may provide feedback, indicating areas that could be improved and how they could be improved, as well as areas that demonstrate outstanding writing skills.

7. Students will work in small groups and formulate a list of the five most important concepts they learned from the video on simple past and past continuous tenses. Each member of each group will orally explain one of these concepts to the whole class. The facilitator will clarify any doubts.
8. The facilitator will provide a story, anecdote, or other kind of text in which 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 placement of these tenses.
9. The facilitator will conduct a discussion to assess students' prior knowledge of main ideas and supporting details. After ensuring that students comprehend these concepts, the facilitator will distribute to small groups different texts related to the area of study of some of the students prompting them to identify the main ideas and supporting details in each. Students will rotate the texts to the next group until all groups have worked with each of the texts. One representative from each group will share the group's answers with the class, and the facilitator will clarify any doubts.
10. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS:

1. **Individual:** Completion of the four-column chart on subject pronouns, object pronouns, possessive adjectives, and reflexive pronouns and the “quiz” on these topics.
2. **Group:** Group collaboration and active participation in identifying the main idea and supporting details of given texts.
3. **Written:** Completion of the graphic/advance organizer and story based on the personal anecdote shared on Voice Board.
4. **Oral:** Demonstration of effective speaking skills including correct Standard English, intonation and expression in sharing the personal anecdote on Voice Board.

Lesson Wrap-Up

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

WORKSHOP FOUR

Specific Content Objectives

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

1. Identify and describe personality traits and skills that are important to career success, particularly in his/her area of study.
2. Use appropriate words and phrases to express agreement or disagreement.
3. Analyze the use of the word “because” as a subordinate conjunction to express a cause or reason.
4. Analyze written and spoken information to make valid inferences.
5. Determine the essential components of an effective cover letter.

Specific Language Objectives

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

1. **Listen:** Listen attentively to the video on inferences in order to be able to complete the required activities accurately and contribute to the class discussion on this topic.
2. **Speak:** Demonstrate effective speaking skills, including appropriate vocabulary (phrases/words to express agreement and disagreement) and intonation during the debate on the selected controversial issue.
3. **Read:** Scan the job/employment section of a newspaper to find ads which relate to his/her area of study and be able to answer the assigned questions and post the responses on the Discussion Board in Blackboard.
4. **Write:** Write a cover letter and address it to the person or company to whom they would send their résumé, following the guidelines for writing an effective cover letter, as well as using correct grammar and sentence structure.

Electronic Links (URLs):

Virtual library

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

Personality Traits

- http://psychology.wikia.com/wiki/List_of_personality_traits
- <http://ideonomy.mit.edu/essays/traits.html>
- <http://www.englishclub.com/vocabulary/adjectives-personality-positive.htm>
- <http://blog.timesunion.com/careers/the-10-most-important-personality-traits-for-career-success/633/>

Expressions of Agreement and Disagreement

- <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

Using “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>

Tips for Writing a Cover Letter

- <http://jobsearch.about.com/od/coverletters/a/aa030401a.htm>
- <http://www.forbes.com/sites/susanadams/2011/03/24/how-to-write-a-cover-letter/>
- <http://www.businessinsider.com/7-steps-to-writing-a-cover-letter-that-will-actually-get-you-an-interview-2012-2>

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://highered.mcgraw-hill.com/sites/0072491329/student_view0/chapter_2-999/chapter_objectives.html (online practice exercises)

Assignments Due Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Peruse the employment section of a newspaper or different online sources. Select five ads which relate to your area of study, and bring them to class. Go to the Discussion Board in Blackboard and answer the following questions:
 - Where did you find your employment/job ads? Be specific in your answers.
 - What kinds of employment were primarily available?
 - List five personality traits or skills which you found were required in several of the ads?
 - What educational background or work experience was required in most of the ads you read?
3. Use the links listed in this workshop and others of your choice to find ten words that describe traits which are considered very important for career success. Expand your vocabulary and choose words that are perhaps new to you, as well as challenging. Prepare a KIM graphic organizer for each of the words on index cards. Be prepared to share them in class.
4. Go to Voice Board and orally discuss the one trait which you consider to be the most important for attaining professional success in your area of study. Explain your rationale.
5. Use the links listed in this workshop and others of your choice to find information on writing an effective cover letter. Write an outline that includes tips to follow for writing a cover letter that catches the eye of the employer and complies with all the essential information.
6. Use the links listed in this workshop and others of your choice to find information on writing words or phrases that express agreement and disagreement. Create a T-chart to distinguish them.
7. Bring to class two articles from a magazine, newspaper, online resource, etc. on a topic which you consider to be controversial.

8. Using the same articles listed above, scan for the word “because” and write three sentences in which this word appears on sentence strips.
9. View the video entitled “SAT & ACT Reading: Making Inferences” posted on: <http://www.youtube.com/watch?v=SUN9PHWDAxc> and complete the following activities:
 - Create an illustration or graphic/advance organizer of your choice that defines and explains the term “inference.”
 - List some words or phrases which help you recognize inferences.
 - List some techniques that can help you make valid inferences.
 - Explain the analogy, “Inferencing is like reading between the lines.”
10. Continue adding to your cognates bank, ensuring that only true cognates are included.
11. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator, as well as the exercise described below.
12. E-Lab Practice: Access Tell Me More, and follow these instructions:
 - a. **Go:** E-Lab (left side of your Blackboard)
 - b. **Go:** Home
 - c. **Click:** Resources
 - d. **Select:** Intermediate A2
 - e. Go to: Access Workshops
 - f. Select: All the Shore
 - g. **Click:** Start – begin to work. Complete between 30 to 60 minutes daily, or follow the facilitator’s recommendations. This will provide the opportunity to practice your English on a daily basis. At the end of the week and before each workshop, take with you a copy of your progress in Tell Me More. The facilitator will collect the copy. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
13. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
14. Prepare for the midterm which will be administered in Workshop Four.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. inference

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Voice E-mail
6. YouTube videos
7. graphic/advance organizers
8. employment ads in newspapers, periodicals, online, etc.
9. newspaper, magazine, and online job-related articles
10. sentence strips
11. response board, such as a laminated file folder, white board, or paper and pencil

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

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
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Integrated Activities of Content and Language to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension and clarify any doubts in preparation for the midterm which will be administered in this workshop.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary as it applies to the workshop, and the facilitator will ensure comprehension of each term.
4. Working in small groups, students will share and discuss the KIM organizers they created prior to the workshop on the traits they consider to be essential for career success in their area of study. They will reach a consensus and select the ten traits they consider to be the most important. Each student from each small group will then explain one or more of the KIM organizers the group selected. Every student must participate in the oral explanations. Students should take notes in order to increase their bank of vocabulary words.
5. The facilitator will conduct a whole group discussion on tips for writing an effective cover letter and the essential information it must include. Students will refer to the outlines they wrote prior to the workshop to contribute information to the discussion.
6. Students will work in small groups to share the employment ads they brought which relate to their area of study. They will identify five specific high-demand jobs which include their own career interests and professions, based on the degree they are seeking. Each group will create one or more graphic/advance organizers of their choice indicating the five employment positions, the most common abilities and skills required for these positions, and the steps the person seeking the position must follow. Each group member will participate in the presentation and explanation of the organizers.
7. The students will continue working in their small groups to create two original want ads for two completely different positions. Students must use

- some of the new vocabulary which they have learned and must include all the essential information needed for an effective want ad. They will write the information on index cards and place them on chart paper under predetermined categories (similar to newspaper ads). A member from each group will read their employment ads aloud to the class, and colleagues will provide feedback.
8. After receiving feedback, each group will edit their employment ads and display them in the classroom. Students will read all the ads and select one for which they would like to apply. The facilitator will ensure that no more than two to three students respond to the same ad.
 9. Each student will have a determined amount of time to write a cover letter and address it to the person or company to whom they would send their résumé if they were applying for the job they had chosen in activity #8. Students must be sure to follow the guidelines for writing an effective cover letter, as well as use correct grammar and sentence structure.
 10. Students will share the controversial topics from the articles they brought to class, as the facilitator lists the topics on the board. Each student will then refer to the T-charts on expressions of agreement and disagreement which they created prior to the workshop, write a five-sentence paragraph expressing agreement with one of the topics, and write another five-sentence paragraph expressing disagreement with another one of the topics.
 11. The facilitator will group the students according to the topics selected and they will engage in a debate by sharing their paragraphs with the class, using intonation and vocabulary appropriate for a debate. Colleagues will provide feedback.
 12. The facilitator will explain the use of the word “because” in subordinate clauses to express cause or reason. After students have a clear understanding of this concept, they will share the sentence strips prepared prior to the class. Students will take turns explaining how “because” is used to express cause or reason and then create another sentence of their own. Students will formulate the grammatical rule used in building sentences with “because” as a subordinate conjunction.
 13. Students will participate in an active discussion on the activities regarding the video entitled “SAT & ACT Reading: Making Inferences.” They will share their graphic/advance organizers, identify some key words and phrases that help one

- recognize inferences, list some techniques that help one make valid inferences, and explain the analogy, “Inferencing is like reading between the lines.”
14. The facilitator will read aloud short passages. Students will identify the inferences and explain the techniques they used for making the inferences. The students will then read passages, identify the inference, and explain the technique used.
 15. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.
 16. Students will take the midterm following the instructions determined by the facilitator.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS:

1. **Individual:** Accurate completion of the KIM organizers created prior to the workshop on the traits he/she considers to be essential for career success in his/her area of study; accurate completion of the midterm.
2. **Group:** Group collaboration and active participation in the writing and editing of original employment ads, including new vocabulary acquired in the workshop and all the essential information required for an effective want ad.
3. **Written:** A well-written cover letter which includes all the essential information and reflects correct grammar and sentence structure.
4. **Oral:** Demonstration of effective debating skills and use of appropriate vocabulary, intonation, and words/phrases to express agreement and disagreement.

Lesson Wrap-Up

1. **Individual:** Students will participate in an activity known as “Sign In, Please.” The facilitator will make statements regarding topics covered in the workshop, and students will respond with hand signals to indicate if the statement is true or false. The facilitator will call on different students to explain their rationale for their answer.

This activity allows the facilitator to identify students who have doubts and need further clarification.

2. **Group:** Students will take part in an activity known as “Response Boards.”
Each small group of students will be given a response board, such as a laminated file folder, white board, or paper and pencil. The facilitator will pose a problem or question for the students to answer. After conferencing with one another, a designated student writes the answer on the board and holds it up for the facilitator to see. Without identifying groups who have the incorrect answer, the facilitator can review the concept which is not clear.

WORKSHOP FIVE

Specific Content Objectives

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

1. Differentiate between landmarks and monuments.
2. Distinguish between active voice and passive voice.
3. Distinguish the nuances in the meanings of modals such as might, may, could, and must.
4. Classify modals to indicate expressions of permission, obligation, and prohibition.
5. Recognize adverbs and use them correctly in sentences for different purposes.

Specific Language Objectives

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

1. **Listen:** Listen attentively to the YouTube videos on modals in order to be able to create one or more graphic/advance organizers that define modals, explain their use, and show specific examples of their application in sentences.
2. **Speak:** Collaboratively discuss the graphic/advance organizers on active and passive voices, select the top three, and explain them to the class, demonstrating engagement and active participation.
3. **Read:** Conduct research on active and passive voices in order to be able to create graphic/advance organizers that effectively compare and contrast these concepts.
4. **Write:** Write a two-page descriptive essay on your selected landmark and monument using APA style and demonstrating effective writing skills.

Electronic Links (URLs):

Virtual Library

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

Landmarks and Monuments

- http://www.nationsonline.org/oneworld/most_famous_landmarks2.htm
- http://www.nationsonline.org/oneworld/most_famous_landmarks.htm
- <http://www.infoplease.com/ipa/A0873872.html>

- <https://www.google.com/search?q=landmarks+and+monuments&tbm=isch&tbo=u&source=univ&sa=X&ei=U92MUUsu7B8nj2wXOhoHYAw&ved=0CHoQsAQ&biw=1280&bih=822>

Active Voice and 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> (practice exercise)
- http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm (practice exercise)

Modals and the Future Tense

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

Modals

- <http://www.englishpage.com/modals/modalintro.html> (modal verb tutorial)
- <http://grammar.ccc.commnet.edu/grammar/auxiliary.htm>
- <http://www.englishpage.com/modals/may.html>
- <http://www.englishpage.com/modals/might.html>
- <http://www.englishpage.com/modals/could.html>
- <http://www.englishpage.com/modals/must.html>

Adverbs

- http://mylanguages.org/english_adverbs.php
- <http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs> (practice exercises)

Descriptive Writing

- <http://owl.english.purdue.edu/owl/resource/685/03/> (clues)
- http://www.montanalife.com/writing/descriptive_writing_techniques.html
- <http://www.irsc.edu/uploadedFiles/Students/AcademicSupportCenter/WritingLab/E7-Descriptive-Essay-Guidelines.pdf>
- <http://www.time4writing.com/writing-resources/descriptive-essay/>

Narrative Writing

- <http://www.barrettsbookshelf.com/files/week14.pdf>
- <http://owl.english.purdue.edu/owl/resource/685/04/>
- <http://www.dpi.state.nc.us/docs/curriculum/languagearts/elementary/narrative.pdf>

Assignments Due Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Using the Virtual Library, Internet, and/or other academic resources, research information on the active and passive voice. Create a graphic/advance organizer of your choice to compare and contrast them. Provide specific explanations and examples of how each voice is used. Be prepared to share in class.
3. Use the links on active and passive voice listed in this workshop to obtain additional information on these topics and complete the practice exercises found in these links. Take notes of any doubts you have so they may be clarified in class.
4. View the videos on modals posted on:
 - <http://www.youtube.com/watch?v=CEEMU3CDzBg> and
 - <http://www.youtube.com/watch?v=Yq5tW8Bj9IQ&feature=related>
 Create one or more graphic/advance organizers that define modals, explain their use, and show specific examples of their application in sentences. Be prepared to discuss in class.
5. Create a three-column chart and classify a variety of modals under the

categories of permission, obligation, and prohibition.

6. Using the links on adverbs listed in this workshop, or others of your choice, create a list of at least twenty adverbs. Create a table and categorize them according to the question each one answers (How? Where? When? Etc.). Use each adverb in a sentence.
7. Research information on the differences between landmarks and monuments. Go to the Discussion Board in Blackboard and write one paragraph explaining what landmarks are and provide specific examples; write another paragraph explaining what monuments are and provide specific examples. Be sure to use appropriate paragraph writing techniques, vocabulary, grammar and spelling.
8. Choose one landmark and one monument which you would like to visit or which you have already visited and, after reviewing and taking notes on the links on descriptive writing and descriptive essays indicated in this workshop, write a two-page descriptive essay on your selected landmark and monument using APA style. Be sure to include the references and submit to NetTutor for feedback. The facilitator will send written works to SafeAssign™ to check for plagiarism. In addition, bring pictures of a variety of landmarks and monuments to class.
9. Refer to the links on narrative writing listed in this workshop or to others of your choice. Take notes on tips for writing an effective narrative essay.
10. View the following videos on cities/countries around the world:
 - http://www.youtube.com/watch?v=SMK7s_w-yqM (Bangkok)
 - <http://www.youtube.com/watch?v=3ByPmz1rmM0> (Buenos Aires)
 - <http://www.youtube.com/watch?v=V2VcEkPaeF4> (Rome)
 - <http://www.youtube.com/watch?v=29bv4lKhlPI> (Moscow)

Go to Voice Board and orally complete the following sentence stems:

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

Reply to the comments of three colleagues expressing agreement or disagreement

with their opinions. Be sure to use respectful and effective speaking skills at all times.

11. Continue adding to your cognate bank, ensuring that only true cognates are included.
12. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator, in addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
12. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. landmarks
2. monuments
3. modals
4. active voice
5. passive voice

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Voice E-mail
6. YouTube videos
7. pictures of landmarks and monuments

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

<p>A. Lesson Preparation</p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Incorporated Strategies</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>									
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Integrated Activities of Content and Language to Achieve the Objectives of the Workshop:

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary as it applies to the workshop, and the facilitator will ensure comprehension of each term.
4. Students will work in small groups to share and explain their organizers on active and passive voices. They will reach a consensus and select the three organizers that explain these concepts in the most comprehensible manner. Each group member will take turns presenting and explaining these organizers to the whole class. The facilitator will clarify doubts, including those the students may have had when completing the practice assignments.
5. The facilitator will have prepared beforehand index cards with a sentence written on each in either active or passive voice. The facilitator will distribute them at random to the students. Each student will read the sentence on the card aloud, identify the voice in which it is written, and change it to the other voice, if applicable. Colleagues will indicate if the answers are correct or incorrect and provide constructive feedback. The facilitator will ensure that students have a clear understanding of these concepts.
6. The facilitator will conduct a class discussion on modals. Students will share their organizers on this topic, as well as the three-column chart classifying a variety of modals under the categories of permission, obligation, and prohibition. The facilitator will ensure that students clearly understand how modals are used, including the formation of the future tense. The facilitator will provide practice exercises.
7. Students will engage in a discussion on adverbs. After determining the different questions that adverbs answer, a chart paper will be prepared for each one of these questions. Each student will contribute a determined number of adverbs to the

- discussion by writing it on the chart paper that corresponds to the question the adverb answers and by reading the sentence in which the adverb is used. Colleagues will indicate if the information is correct and provide effective feedback.
8. Students will review the tips for writing an effective descriptive and narrative essay referring to their notes taken prior to the workshop.
 9. Students will work with a partner to share the pictures of landmarks and monuments they brought to class. After a brief conversation on these topics, each will select one of his/her partner's picture of a landmark or monument they either visited or would like to visit. It cannot be the same one he/she wrote about previously. Students will then have a determined amount of time to work independently and write a one-page descriptive essay of the landmark or monument based on the picture or personal experience and a one-page narrative essay on an actual or imaginary visit to that place. Students should revise their work carefully to ensure there are no errors in spelling, grammar, or syntax, the writing flows smoothly from one idea to the next, and the vocabulary is challenging.
 10. The facilitator will provide some passages on important monuments and landmarks in different countries. Students will use skimming and scanning techniques to answer comprehension questions. A whole class discussion of the answers will follow.
 11. Students will discuss some of the comments they posted on the Discussion Board regarding the countries viewed on the YouTube videos and use these comments as a springboard for expanding the discussion to include other countries or cities. Students must pay special attention to the appropriate use of modals, adverbs, and descriptive vocabulary.
 12. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
 13. Continue working on the electronic portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY**LEVELS:**

1. **Individual:** Effective completion of a list of at least twenty adverbs, a table categorizing them according to the question each one answers (How? Where? When? Etc.), and its correct use in a sentence.
2. **Group:** Group collaboration in the discussion, selection, and presentation of the graphic/advance organizers on modals and their uses.
3. **Written:** Two-page descriptive essay on your selected landmark and monument using APA style, correct grammar, vocabulary, syntax, and spelling.
4. **Oral:** Demonstration of effective speaking skills during the discussion of some of the comments they posted on Voice Board, their replies, and additional comments regarding other countries or cities.

Lesson Wrap-Up

1. **Individual:** Ten fingers activity: The facilitator will ask each student to recall ten key points about the information they learned in this or previous workshops (relating an idea to a specific finger will help with recall at a later time).
2. **Group:** Students will volunteer or be called on at random to share their ten fingers recall with the group.

WORKSHOP SIX

Specific Content Objectives

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

1. Identify and use the simple present, past, and future tenses in sentences.
2. Identify and use the present perfect, past perfect, and future perfect tenses in sentences.
3. Recognize and apply the rules for the formation of different tenses.
4. Recognize and apply the rules for creating conditional sentences, including the combination of tenses.
5. Analyze the “if” clause and the result clause in conditional sentences.
6. Recognize the different relationships between ideas that transitional words create (e.g. contrast, space, result, time, and emphasis) and the transitional words that correspond to each.

Specific Language Objectives

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

1. **Listen:** Demonstrate a discerning approach to listening by gathering complete and accurate information from the video on simple, compound, and complex sentences in order to be able to complete follow-up activities successfully and accurately.
2. **Speak:** Exhibit good speaking skills by demonstrating liveliness in sharing knowledge, instilling a sense of enthusiasm, behaving professionally, and appearing prepared and in control of the presentation on the assigned verb tense.
3. **Read:** Conduct in-depth research on transitional words in order to be able to create a series of graphic/advance organizers explaining the different categories of relationships between ideas (e.g. result, details, examples, and summary) that are formed by transitional words and from five to eight transitional words for each category.
4. **Write:** Demonstrate effective writing skills in English in the two-page essay summarizing his/her findings on the positive/negative effects of the recession on the housing market.

Electronic Links (URLs):

Virtual Library

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

Types of Verbs

- <http://www.englishpage.com/verbpage/types.html>

Sequence of Tenses

- <http://owl.english.purdue.edu/owl/resource/601/01/>

Simple Present, Past, and Future Tenses

- <http://www.englishpage.com/verbpage/simplepast.html>
- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm>
- <http://www.englishpage.com/verbpage/simplepresent.html>
- <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pres.htm>
- <http://www.englishpage.com/verbpage/simplefuture.html>
- <http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/futwil.htm>

Simple Present, Present Perfect, and Past Perfect Tenses

- <http://www.englishpage.com/verbpage/presentperfect.html>
- <http://www.englishpage.com/verbpage/pastperfect.html>
- <http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/ppvpast1.htm>
- <http://www.englishpage.com/verbpage/verbs12.htm>

Conditional Sentences (“If” Clauses)

- <http://grammar.ccc.commnet.edu/grammar/conditional.htm>
- http://wps.ablongman.com/long_faigley_penguinhb_2/30/7853/2010419.cw/index.html
- <http://www.grammar-quizzes.com/condition2b.html>
- <http://www.ego4u.com/en/cram-up/grammar/conditional-sentences>

- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/1cond.htm>
- <http://www.englishpage.com/conditional/futureconditional.html>
- http://www.englisch-hilfen.de/en/grammar/if_type1.htm

Simple, Compound, and Complex Sentences

- <http://www.eslbee.com/sentences.htm>
- <http://www2.ivcc.edu/rambo/eng1001/sentences.htm>
- http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/sentence_types_quiz.htm
(quiz)

Transitional Words

- <http://writing2.richmond.edu/writing/wweb/trans1.html>
- <http://www.studygs.net/wrtstr6.htm>
- <http://www.virtualsalt.com/transits.htm>

Assignments Due Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Use the Virtual Library, Internet, and/or other academic resources to research information on transitional words. Create a series of graphic/advance organizers to explain the different categories of relationships between ideas (e.g. result, details, examples, and summary) that are formed by transitional words and from three to five transitional words for each category. Write sentences related to your area of study on a sentence strip using each transitional word. For example: "My lifelong dream has always been to be a teacher. For this reason, I am pursuing a degree in Education." Be prepared to share your organizers and sentences with your colleagues.
3. Go to Voice Board and orally discuss an experience or adventure you will never forget. Be sure to use tenses correctly. Reply to the comments of three colleagues comparing their experiences to yours.

4. Access the links listed in this workshop and prepare one or more graphic/advance organizers, such as a comparative chart, explaining the rules for the formation and use of the simple present, past, and future tenses. Be sure to emphasize the “s” used for third person singular in the present tense, the rule for forming the past of regular verbs, and the modals used to express the future tense. Be prepared to share the organizers in class.
5. Access the links listed in this workshop and prepare an outline explaining the rules for the formation and use of the present perfect, past perfect, and future perfect tenses. Be prepared to share the outlines in class.
6. View the video entitled “Simple, Compound, and Complex Sentences” posted on <http://www.youtube.com/watch?v=Hby4NBOWf7E> and complete the following activities:
 - a. Create a three-column chart **explaining** the components of simple, compound, and complex sentences. Be very detailed in your explanation.
 - b. Prepare a total of nine index cards (three cards for each kind of sentence) with an example of a kind of sentence on each card. Write your name on the card, but do not indicate the kind of sentence it is.
7. Access the links listed in this workshop, or others of your choice, on conditional sentences. Take notes on the rules for creating conditional sentences, including the combination of tenses. Analyze the “if” clause and the result clause in these kind of sentences. Be prepared to explain these rules to your colleagues.
8. Conduct research to obtain information on how the recession has affected the housing market, including both positive and negative results. Refer to different kinds of dwellings, such as condominiums, apartment complexes, one-family homes, trailers, luxury homes and others. Write a two-page essay summarizing your findings using APA style. Be sure to include the references and submit to NetTutor for feedback. The facilitator will send written works to SafeAssign™ to check for plagiarism.
9. Go to the Discussion Board in Blackboard and answer the following question:
Of all the topics covered thus far, which one do you think will be the most valuable in helping you obtain success in your career? Explain your answer.

10. Continue adding to your cognate bank, ensuring that only true cognates are included.
11. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
12. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. transitional words
2. simple sentence
3. compound sentence
4. complex sentence
5. “if” clause
6. result clause
7. conditional clause/sentence

List of Supplementary Materials for the Workshop:

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Voice E-mail
6. graphic/advance organizers
7. sentence strips
8. YouTube video
9. index cards
10. PowerPoint

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

A. Lesson Preparation

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

B. Scaffolding

- Modeling
 Guided Practice
 Independent Practice
 Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

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

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

C. Grouping Options

- Whole Group
 Small Group
 Partners
 Independent Work

D. Integration of Language Domains

- Listening
 Speaking
 Reading
 Writing

E. Learning Application

- Dynamic
 Meaningful/Relevant
 Rigorous
 Linked to Objectives
 Promotes Engagement

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

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary as it applies to the workshop, and the facilitator will ensure comprehension of each term.
4. Students will work in small groups and share their organizers on transitional words. The facilitator will assign each group one or more categories of relationships between ideas (e.g. result, details, examples, and summary) that are formed by transitional words. Each group must prepare a presentation explaining their assigned category or categories. In addition, they will provide the transitional words that correspond to each category, as well as sentences showing their application. Each group member must contribute to the preparation and presentation of the assigned topic.
5. Students will post their sentence strips showing transitions. Each student will read a sentence and identify the transitional word and the category to which it belongs. A whole group discussion will follow, and the facilitator will add any essential information which may have been left out.
6. The facilitator will divide the class into six groups and assign each group one of the following topics: simple present tense, simple past tense, simple future tense, present perfect tense, past perfect tense, and future perfect tense. Students will share and discuss their individual organizers or outlines on the assigned topic. Each group will be responsible for preparing a detailed explanation of their assigned tense using organizers, illustrations, PowerPoint presentation, or other visual means. Example sentences must be provided. Each student must participate in the explanation to the class. After all the presentations have been made, the facilitator will provide practice exercises.

7. The facilitator will conduct a whole class discussion on simple, compound, and complex sentences. He/she will start the discussion, and each student, referring to the three-column chart prepared prior to the workshop, must contribute one piece of information to the discussion. The discussion will continue until all the essential information has been shared and students have a clear understanding of this topic.
8. The facilitator will collect and distribute among the students the index cards they prepared prior to the workshop showing simple, compound, and complex sentences. Each student will read the sentence on the card aloud, identify it as simple, compound or complex, and explain the reasoning he/she used to obtain that answer. The student who wrote the sentence will indicate if his/her colleague's answer is correct or incorrect. This will continue until all of the index cards have been read.
9. Students will discuss their notes on the rules for creating conditional sentences, including the combination of tenses. The facilitator will provide several example sentences, and the students will analyze the "if" clause, the result clause, and the combination of tenses in these sentences. Students will also distinguish between hypothetical and factual conditionals. Additional practice will follow.
10. Students will have a determined amount of time to write a narrative essay about their career plans for the future. They must use a variety of sentences (simple, compound, and complex) and pay special attention to the correct application of transitions, conditional sentences, and tenses.
11. Students will work with a partner to share their essays on their findings regarding both negative and positive effects of the recession on the housing market. They will combine and summarize their findings in outline form, indicating information they shared and information that was new to one or the other. The whole class will engage in a discussion on this topic, paying close attention to the application of appropriate speaking skills and providing effective feedback.
12. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the

Language Lab/E-Lab.

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

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY

LEVELS:

1. **Individual:** Completion of the index cards showing well-written simple, compound, and complex sentences and the sentence strips showing sentences using transitional words correctly.
2. **Group:** Group collaboration in the preparation of the presentation explaining one or more of the categories of relationships between ideas (e.g. result, details, examples, and summary) that are formed by transitional words, as well as the transitional words that correspond to each category and sentences showing their application.
3. **Written:** Narrative essay about their career plans for the future using a variety of sentences (simple, compound, and complex) and paying special attention to the correct application of transitions, conditional sentences, and tenses.
4. **Oral:** Demonstration of appropriate speaking skills in the discussion of their findings regarding both the negative and positive effects of the recession on the housing market.

Lesson Wrap-Up:

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

WORKSHOP SEVEN

Specific Content Objectives

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

1. Differentiate between regular and irregular verbs.
2. Distinguish between the present and past participle of regular and irregular verbs.
3. Recognize that sentences having participle clauses are complex sentences.
4. Recognize participles and their functions as multipart verbs, adjectives, and nouns (gerunds).
5. Recognize the functions of present participle, past participle, and perfect participle phrases.
6. Understand the relationship between a subject and the present and past participles in a relative clause.
7. Identify the relationship between the two actions in a sentence using participles as either cause and effect relationship or before and after sequential relationship.
8. Distinguish between direct (quoted) speech and indirect (reported) speech.
9. Identify the basic components of an argument.
10. Distinguish between weak and strong argument claims.
11. Recognize a well-written movie review.

Specific Language Objectives

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

1. **Listen:** Demonstrate a discerning approach to listening by gathering complete and accurate information from the class discussions and facilitator's explanations of complex sentences, how they are formed, and the use of past participles as main verbs, adjectives, and relative clauses in complex sentences in order to be able to then work with a partner to elaborate a determined number of sentences demonstrating the correct application of these concepts.
2. **Speak:** Demonstrate effective speaking skills by logically explaining and simplifying his/her notes on the movie critic review he/she saw on TV or the

movie review found on the Internet to effectively contribute to the preparation of the required graphic/advance organizers.

3. **Read:** Research information on the functions of participles as multipart verbs, adjectives, and nouns (gerunds) to create one or more graphic/advance organizers of his/her choice explaining these functions.
4. **Write:** Create a flow chart explaining the steps to follow for writing an effective framed paragraph and write a one-page paragraph, following these steps, explaining how a movie review influenced their decision regarding viewing a particular movie.

Electronic Links (URLs):

Virtual Library

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

Past Participle of Verbs

- <http://www.chompchomp.com/terms/participle.htm>
- <http://owl.english.purdue.edu/owl/resource/605/01/>
- http://www.csun.edu/~bashforth/305_PDF/305_PDF_Grammar/ParticiplePhrasesAsReducedARelatives.pdf

Direct Speech and Reported Speech

- http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resource_s/Grammar_Handouts/reported_speech.pdf
- <http://www.ego4u.com/en/cram-up/grammar/reported-speech>
- <http://valenciaenglish.netfirms.com/reported.htm>
- http://www.englisch-hilfen.de/en/exercises_list/reported.htm (practice exercises)

Framed Paragraphs

- http://www.readingrockets.org/strategies/framed_paragraphs/

Argumentative Speaking and Writing

- <http://writing.colostate.edu/guides/index.cfm?categoryid=4&title=1>
- <http://owl.english.purdue.edu/owl/resource/659/01/>
- https://depaul.digication.com/henriksons_word_1_o_4/2_Basic_Components_of_an_Argument

Assignments Due Prior to the Workshop:

1. Follow the facilitator’s instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Use the Virtual Library, Internet, and/or other academic resources, including the suggested links, to research information on the functions of participles as multipart verbs, adjectives, and nouns (gerunds). Create one or more graphic/advance organizers of your choice explaining these functions. Provide three example sentences for each function.
3. Go to Voice Board and orally discuss a movie which you have recently seen. Give a brief summary of the plot and indicate why you liked or did not like the movie. Reply to the comments of three colleagues comparing their movies to yours.
4. Watch the video entitled “Academic Writing Tips: How to Write a Movie Review” posted on <http://www.youtube.com/watch?v=dU-J91tIlgGA>. Then go to the Discussion Board in Blackboard and answer the following question:
 - a. What is a movie review?
 - b. What are the components of an effective movie review?
 - c. What are some tips to follow for writing an effective movie review?
 - d. What should NOT be included in a movie review?
5. Watch the video entitled “Lesson 7 – Reported Speech (Intro) – English Grammar” posted on: <http://www.youtube.com/watch?v=5HBEw6cY17g&feature=fvst>.
6. Create a Venn diagram or other comparative graphic/advance organizer to compare and contrast quoted speech and reported speech. Write three sentences showing quoted speech and three sentences showing reported speech, one

- sentence per index card. Write elaborate sentences demonstrating application of concepts learned thus far in this course.
7. Watch a movie critic review on TV or research a movie review on the Internet, newspaper, or magazine. Take notes on the review, and be prepared to share in class.
 8. Using the link on framed paragraphs provided in this workshop, create a flow map explaining the steps to follow for writing an effective framed paragraph.
 9. Access the links recommended in this workshop or others of your choice on argumentative speaking and writing, and prepare an outline with this information. Be prepared to share in class.
 10. Continue adding to your cognate bank, ensuring that only true cognates are included.
 11. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
 12. Continue working on the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. regular and irregular verbs
2. present participle
3. past participle
4. multipart verb
5. relative clause
6. quoted/direct speech
7. reported/indirect speech
8. argument
9. plot
10. movie review
11. persuasive writing

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Virtual Library
6. graphic/advance organizers
7. YouTube videos
8. post-it notes

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

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

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. Students will participate in a whole class discussion on the academic core vocabulary of the workshop, and the facilitator will ensure comprehension of each term.
4. The facilitator will divide the class into three groups and assign each one the function of participles as multipart verbs, adjectives, or nouns (gerunds). Students will share their graphic/advance organizers prepared prior to the workshop and select the two that best explain their assigned topic. Then the students who prepared the organizers selected by the group will share and explain them to the whole class.
5. The facilitator will review complex sentences and how they are formed. He/she will then explain the use of past participles as main verbs, adjectives, and relative clauses in complex sentences. Students will then work with a partner to elaborate a determined number of sentences demonstrating the correct application of these concepts and then share and analyze them with the class.
6. The facilitator will explain in detail the following:
 - functions of present participle, past participle, and perfect participle phrases,
 - the relationship between a subject and the present and past participles in a relative clause, and
 - the relationship between the two actions in a sentence using participles as either cause and effect relationship or before and after sequential relationship.

7. The facilitator will provide exercises to practice the above. Students will also elaborate sentences demonstrating the correct application of these concepts and then share and analyze them with the class.
8. Students will work in small groups to share and discuss their notes on the movie critic review they saw on TV or the movie review found on the Internet, newspaper, or magazine. They will prepare a graphic/advance organizer detailing the kind of information found in all of the reviews and the kind of information found in some of the reviews. All group members will participate in the explanation of their organizer.
9. After discussing the flow maps completed prior to the workshop explaining the steps to follow for writing an effective framed paragraph, students will have a determined amount of time to write a one-page paragraph explaining how a movie review influenced their decision regarding viewing a particular movie. They must be specific in explaining the factors that influenced their decision.
10. Prior to this activity, the facilitator will ask the students to name at least five movies with which they are familiar. The titles will be written on chart paper and placed on the board or on the wall. Each student will write at least two facts or details about these films on post-it notes and place them under each title of a popular film. A whole class discussion will follow, emphasizing the information that should be included in an effective movie review.
11. Each student will write a movie review on the latest movie he/she has seen, ensuring that all the essential components of an effective review are included and following all other guidelines determined by the facilitator. In addition, students must apply the concepts learned thus far, including transitional words, participles, modals, active and passive voice, and others as applicable. The facilitator will select some reviews at random to share with the class.
12. The facilitator will divide the class in small groups and assign each group either the topic of direct (quoted) speech or of indirect (reported) speech. Students will share the organizers completed prior to the workshop and select the two that best explain the assigned topic, including the correct use of apostrophe marks and

other punctuation. The creators of the selected organizers will explain them to the class. The facilitator will clarify any doubts students may still have.

13. The facilitator will collect the index cards with the sentences written by students prior to the workshop showing direct and indirect speech and distribute them among the students at random. On the other side of the index cards they receive, students will convert that same sentence to either direct or indirect speech. In other words, if the sentence they received shows direct speech, they will convert that sentence to indirect speech; if the sentence they received shows indirect speech, they will convert it to direct speech. The facilitator will call on students to read their sentences, including the placement of punctuation marks. Students will provide feedback to one another, indicating if answers are correct or incorrect.
14. The facilitator will conduct a discussion on the components of a basic argument. Students will refer to the detailed outlines written prior to the workshop to contribute to the class discussion.
15. The facilitator will present examples of weak argument claims, and students will work with a partner to change them into strong argument claims. A whole class discussion will follow.
16. Use Tell Me More to work on the exercises designed to develop/improve linguistic skills in English, as determined by the facilitator. In addition, be sure to fill out the documentation in Appendix D indicating your progress in the Language Lab/E-Lab.
17. The facilitator will discuss and clarify doubts regarding the assignments due prior to the next workshop.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY

LEVELS:

1. **Individual:** Graphic/advance organizer(s) explaining the functions of participles as multipart verbs, adjectives, and nouns (gerunds) and the sentences showing direct and indirect speech accurately.

2. **Group:** Active and effective collaboration in the small group discussions on the notes regarding the movie critic review they saw on TV or the movie review found on the Internet, newspaper, or magazine and the preparation of the graphic/advance organizer detailing the kind of information found in all of the reviews and the kind of information found in some of the reviews.
3. **Written:** Demonstration of effective writing skills in the movie review of a recent movie each student has seen, ensuring that all the essential components of an effective review are included and following all other guidelines determined by the facilitator.
4. **Oral:** Demonstration of effective speaking skills in the explanation of the organizers detailing the information found and not found in the movie reviews the students saw or researched.

Lesson Wrap-Up

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

Students will also have the opportunity to ask questions regarding any topic covered thus far in preparation for the final exam.

WORKSHOP EIGHT

Specific Content Objectives:

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

1. Describe and discuss the characteristics and purposes of formal (business) and informal (personal) letters.
2. Compare and contrast formal and informal letters.
3. Recognize rhetorical awareness in workplace writing.
4. Explore user-centered design in formal writing.

Specific Language Objectives:

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

1. **Listen:** Demonstrate effective listening skills by paying close attention to their colleagues' presentations on their assigned topic on formal and/or informal letters, asking thought-provoking questions, and offering helpful feedback.
2. **Speak:** Collaboratively discuss in small groups the organizers on formal and informal letters, demonstrating engagement and active participation in the preparation of the group presentation.
3. **Read:** Examine in depth resources on kinds of letters, their characteristics, and their purposes.
4. **Write:** Write a two-page essay about his/her personal experiences in the course, addressing the topics provided by the facilitator.

Electronic Links (URLs):

Virtual Library

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

Types of Letters

- <http://www.bestsampleresume.com/letters/how-to-write-letter.html>
- <http://www.bestsampleresume.com/letters/business-letter-format.html>

Rhetorical Awareness and Professional Writing

- <http://owl.english.purdue.edu/owl/resource/653/01/>
- <https://owl.english.purdue.edu/owl/resource/624/01/>
- <https://owl.english.purdue.edu/owl/resource/653/1/>

Assignments Due Prior to the Workshop:

1. Follow the facilitator's instructions to work on your glossary on the vocabulary detailed in the Academic Core Vocabulary section.
2. Access the YouTube video on <http://www.youtube.com/watch?v=PgwmAUJx248> and take notes on the major differences between formal and informal letters.
3. Using the Virtual Library, Internet, and/or other academic resources, research information on business (formal) and personal (informal) letters. Take notes on specific kinds of both business and personal letters. Create one or more graphic/advance organizers comparing and contrasting these two kinds of letters. Include, among other things, the parts of the letters, purposes of the letters, grammatical rules, and other information that distinguishes them.
4. Go to Voice Board and orally discuss in your own words why workplace writing is persuasive. Give three specific examples, and respond to the comments of three colleagues.
5. Write a two-page essay about your personal experience in this course including, among other information you may wish to include, the following:
 - Detail the specific topics which you feel have been of the greatest value to you.
 - Explain how you will use the knowledge acquired in this course in your field of study and professional life. Be specific in your explanations.
 - Reflect on the greatest challenges you faced during this course and what steps you took to overcome them.
 - Explain what you still want to learn more about and why.
 - Explain how you grew, improved, and expanded yourself academically, professionally, and personally during these eight weeks.

- Demonstrate application of the concepts learned in this course. Use APA style, include references, if applicable, and submit the essay to NetTutor for feedback. The facilitator will send written works to SafeAssign™ to check for plagiarism.
6. Go to the Discussion Board in Blackboard and, after accessing the recommended or other links on rhetorical awareness and user-centered design, answer the following questions:
 - What are the four factors of rhetorical awareness which workplace writing must consider?
 - What does the concept user-centered design mean in this context?
 7. Be prepared to take the final exam which will be administered in Workshop Eight.
 8. Finalize the list of words in your cognate bank. Be sure that they are all true cognates.
 9. Complete the organization and completion of the digital portfolio following the guidelines stipulated in the *Digital Performance Portfolio Assessment Handbook*.
 10. Go to Tell Me More and complete the interactive exercises designed to develop/improve linguistic skills in English. Be prepared to submit the document found in Appendix D indicating the amount of time spent working on the Language Lab/E-Lab activities and exercises using the means indicated by the facilitator.

Academic Core Vocabulary (facilitator may provide additional vocabulary):

1. business letter
2. personal letter

List of Supplementary Materials for the Workshop

1. Blackboard
2. Tell Me More
3. NetTutor
4. Voice Board
5. Virtual Library
6. YouTube videos
7. drawing materials
8. graphic/advance organizers
9. chart paper or oak tag
10. post-it notes or index cards

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

A. Lesson Preparation

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

B. Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

CALLA Strategies (Cognitive Academic Language Learning Approach)

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

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

C. Grouping Options

- Whole Group
- Small Group
- Partners
- Independent Work

D. Integration of Language Domains

- Listening
- Speaking
- Reading
- Writing

E. Learning Application

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

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

1. The facilitator will conduct a review of the topics covered in the previous workshop to ensure students' comprehension and address all questions and concerns in preparation for the final exam which will be administered in this workshop.
2. The facilitator will prepare a constructivist activity to review the assignments completed prior to the workshop and check for student comprehension. Doubts will be clarified.
3. The facilitator will divide the class into small groups and students will share, discuss, and explain the organizers they prepared prior to the workshop comparing and contrasting formal and informal letters. The facilitator will then assign each group a specific topic or topics related to formal and/or informal letters. Some examples of topics are: kinds of informal or formal letters, parts of the formal letter, differences in specific grammatical rules, etc. Each group will prepare an illustration, drawing, PowerPoint, organizer, or other visual presentation explaining the assigned topic and following the guidelines determined by the facilitator. Each group member must participate actively and effectively in the explanation of their presentation, and colleagues will provide helpful feedback.
4. Students will participate in a whole class discussion on rhetorical awareness and user-centered design and their application in formal letters.
5. The facilitator will have prepared beforehand post-it notes or index cards with a kind of formal or informal letter written on each (e.g. application, claim, collection, complaint, thank you, apology, birthday, condolence, and others) and distribute them at random to the students. Each student will work with a partner to write the assigned kind of letter within a determined amount of time and following all of the facilitator's guidelines.
6. Students will work in small groups to share their lists of cognates, those related to the course content, as well as those related to their area of study. They will revise one another's lists to ensure that all the words are true cognates. Students will then combine their lists to create one list that includes all of their words. A representative from each group will share the group list with the class. A whole group discussion will follow on the importance of recognizing cognates and how this knowledge contributes to the expansion of one's vocabulary.
7. Students will write a one-page paragraph explaining how the Language Lab/E-Lab activities contributed and benefitted the acquisition or improvement of language skills in English.
8. Students will submit their digital portfolios, as previously determined by the facilitator, insuring that they have complied with all the guidelines specified in the *Digital Performance Portfolio Assessment Manual*.

9. Students will complete the course evaluation.
10. Students will take the final exam.

Assessment – DIFFERENTIATED BY SECOND LANGUAGE PROFICIENCY LEVELS:

1. **Individual:** Completion of the final exam.
2. **Group:** Group collaboration and active participation in the preparation of the visuals explaining the assigned topic regarding formal and/or informal letters.
3. **Written:** Two-page essay on one's personal experience in this course and accurate completion of the assigned kind of letter.
4. **Oral:** Demonstration of effective speaking skills in the group presentation and explanation of the organizers, PowerPoint, illustrations, or drawing on the assigned topic regarding formal and/or informal letters

Lesson Wrap-Up

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

APPENDICES

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

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

“Can Do” Listening Rubric

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

“Can Do” Speaking Rubric

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

“Can Do” Reading Rubric

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

“Can Do” Writing Rubric

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

APPENDIX B

THE WRITING PROCESS

SIX-TRAIT ANALYTIC WRITING RUBRIC

Source: Arizona Department of Education

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

APPENDIX B

Six-Trait Analytic Writing Rubric

Student's Name: _____ Date: _____
 Facilitator: _____ Course: _____
 Assignment: _____

Instructions: This rubric will be used to evaluate all written work done by the student. 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 (B) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

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

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

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

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

Trait #2: Organization

Criteria per Level

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

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

Trait #3: Voice

Criteria per Level

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

Trait #4: Word Choice**Criteria per Level**

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

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

Trait #5: Sentence Fluency

Criteria per Level

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

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

Trait #6: Conventions

Criteria per Level

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

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

APPENDIX C
LANGUAGE LAB AND E-LAB INFORMATION

Language Lab and E-Lab Information

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

The Language Lab also offers a package of 140 carefully selected English for Speakers of Other Languages (ESOL) Web sites, as well as other Spanish Web pages designed to meet the students' needs. Additionally, the Language Lab and E-Lab provide other software, such as Tell Me More, NetTutor, and Blackboard Collaborate, that promote language and academic content learning.

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

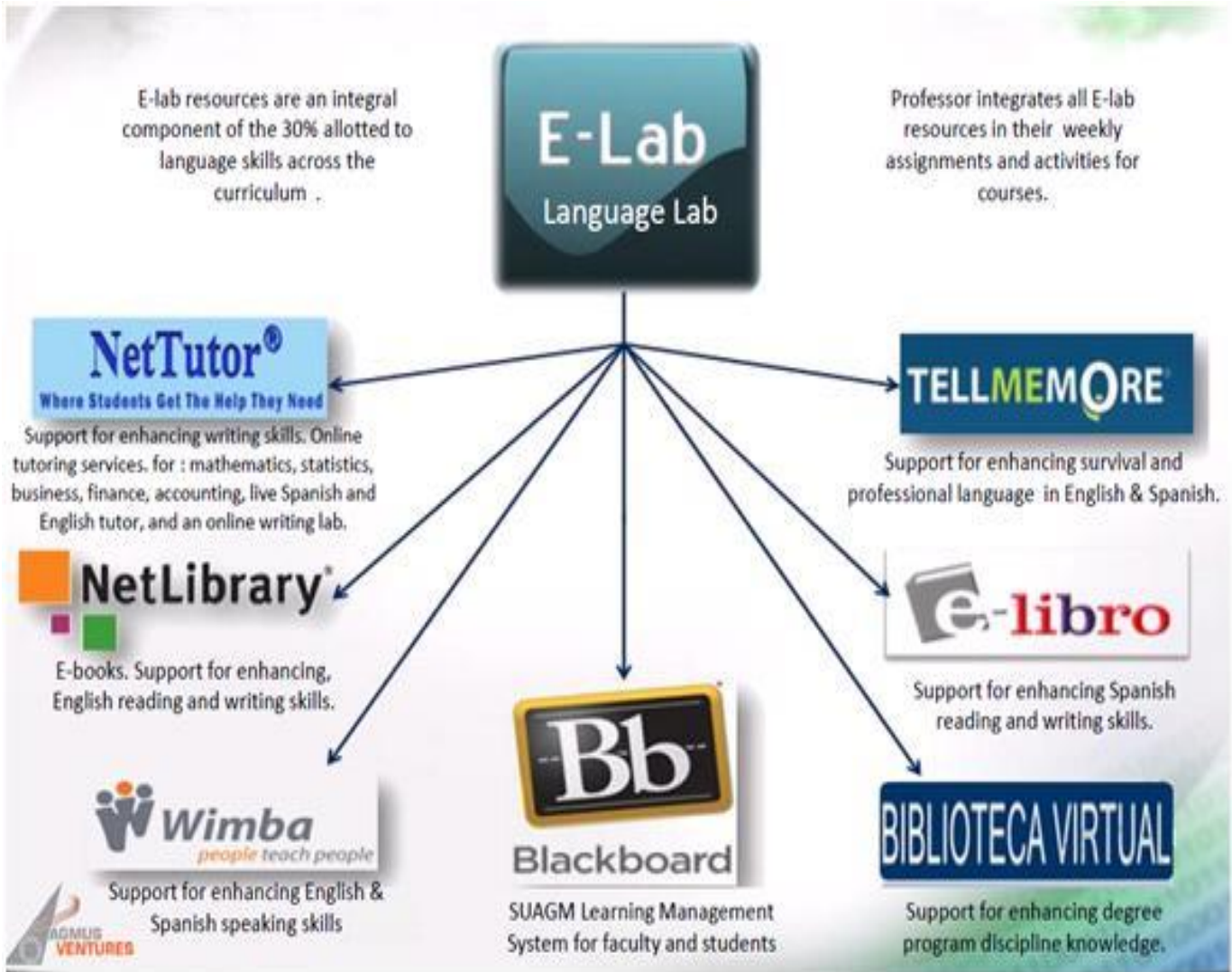
The system will initially assess students' knowledge and create a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students will be able to improve pronunciation, grammar and listening skills from beginner to advanced levels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

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

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

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

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



APPENDIX D
LANGUAGE LAB/E-LAB DOCUMENTATION

APPENDIX D

LANGUAGE LAB/E-LAB DOCUMENTATION

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

Ana G. Méndez University System

Language Lab/E-Lab

Attendance Log

Student's Name: _____

Student's ID Number: _____

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

Facilitator's Name: _____

Semester: _____ **PT:** _____

Language Lab/E-Lab Documentation

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

AREAS OF IMPROVEMENT AND/OR SUGGESTED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NetTutor		
		Blackboard Collaborate Tools		
		Internet-Based Research (Virtual Library)		
		English and/or Spanish Websites Activities		

Total number of hours: _____

APPENDIX E: PARAGRAPH CONSTRUCTION RUBRIC

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

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

GRADE BASED ON SCORES:

A: All Green **B:** 20 Points (Green/Yellow) **C:** All Yellow Scores **D:** 13 Points (Yellow/Red) **F:** All Red Scores

Revised July, 2014

APPENDIX F

Template for Analyzing a Written Sample or Essay

http://www.erraticimpact.com/cyberedit/lth_outline.html

I. Introduction

II. Body

A. Paragraph 1:

1. Supporting Point #1

2. Evidence for Supporting Point #1: Analysis of example to show how it supports the topic sentence and thesis.

B. Paragraph 2:

1. Supporting Point #2

2. Evidence for Supporting Point #2

C. Paragraph 3:

1. Supporting Point #3

2. Evidence for Supporting Point #3

III. Conclusion

APPENDIX G

K-W-H-L Chart

Use this chart to help you gather information, solve a problem, or think through a research topic. Fill in this chart with **NOTES, CALCULATIONS, and IDEAS**, rather than complete sentences. Use this sheet to help you think through your problem.

1. What is your topic or problem?

2. What do you hope to prove or discover about it? What is your goal?

3. What is your central research question or problem?

(NOTE: Make sure that everything you write below will help you answer each question.)

<p style="text-align: center;">K</p> <p style="text-align: center;">What I <u>K</u>now</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What I <u>W</u>ant to Know or What I Want to Solve</p>	<p style="text-align: center;">H</p> <p style="text-align: center;">How will I find information? (Which resources, web pages, texts, formulas, methods, etc.)</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What I <u>L</u>earned</p>

APPENDIX H RUBRIC TO EVALUATE CLASS PARTICIPATION

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

Student's name: _____ Date: _____

Topic _____ Workshop Number: _____

Instructions:

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

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (Optional)
Criteria	Content					
1. Participation in Class or Online with Tools/Resources Participates actively in all class activities, including the Blackboard Collaborate Tools and the Discussion Board.						
2. Initiative and Creativity Demonstrates initiative and creativity in class activities.						
3. Discussions and Oral/Written Comments Demonstrates interest in class discussions by posting relevant written and oral comments in a timely manner.						
4. Uploads and Feedback Uploads required work in a timely manner, allowing for sufficient time for feedback.						
5. Additional Information Contributes to class with additional material and information.						
6. Attention and Empathy Demonstrates attention and empathy towards classmates' opinions and contributions.						
7. Respectful and Non-judgmental Shows respect towards classmates' questions and expositions.						

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

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

Scoring Scale: (0-50)

- Outstanding:** 45-50 points = A
- Very Good:** 40-44 points = B
- Satisfactory:** 35-39 points = C
- Fair:** 30-34 points = D
- Poor:** 0-29 points = F

Facilitator's Signature: _____ **Date:** _____

APPENDIX I RUBRIC TO EVALUATE INDIVIDUAL/GROUP ORAL AND/OR AUDIOVISUAL PRESENTATION

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

Student's Name: _____ **Date:** _____
Topic: _____ **Workshop Number** _____

Instructions:

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

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (Optional)
Criteria	Content					
1. Objectives, Ideas, and Principles Presents an effective introduction to the theme identifying the objectives, ideas, and principles that are included in the oral/audiovisual presentation.						
2. Coherence and Clarity Presentation is organized and coherent and can be easily followed; presentation projects the concepts in a comprehensible manner and reflects a clear and consistent focus.						
3. Content Mastery Demonstrates mastery of the theme or subject of discussion and properly explains the content without incurring in errors.						
4. Resources Support Presentation Ideas and arguments of the oral/audiovisual presentation are well-supported by the resources presented or discussed in class.						
5. Captivated Audience Captures the attention and interest of the audience and promotes their participation, if applicable.						
6. High Level of Comprehension Demonstrates a clear understanding of significant ideas and projects at a high level of comprehension.						
7. Text Format and Visual Design Text and visual design effectively fulfill their purpose and are appropriate for the audience.						

Language						
8. Oral and Written Proficiency Demonstrates excellent oral and written linguistic skills in English, including syntax and flow of ideas.						
9. Academic/Technical Vocabulary Applies academic/technical vocabulary effectively and correctly to convey the message.						
10. Conventions Uses proper and correct grammar; text is free of errors.						
Subtotals (70% for Content and 30% for Language)						Total Points

<i>Content Criteria (70%)</i>	Subtotals per Criteria
Objectives, Ideas, and Principles	
Coherence and Clarity	
Content Mastery	
Resources Support Presentation	
Captivated Audience	
High Level of Comprehension	
Text Format and Visual Design	
<i>Language Criteria (30%)</i>	
Oral and Written Proficiency	
Academic Vocabulary	
Conventions	
TOTAL (Add all the subtotals to obtain the final score and grade.)	Final Score: ___/50 Grade =

Grading Scale: (0-50)

- Outstanding:** 45-50 points = A
- Very Good:** 40-44 points = B
- Satisfactory:** 35-39 points = C
- Fair:** 30-34 points = D
- Poor:** 0-29 points = F

Facilitator's Signature: _____ **Date:** _____

APPENDIX J RUBRIC TO EVALUATE PRESENTATIONS AND ROLE PLAYING

Student/Group's Name: _____ Date: _____

Topic: _____ Workshop Number _____

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

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

Scale: 5 = Highest 1 = Lowest	5	4	3	2	1	Comments (Optional)
Criteria	Content					
1. Objectives and Concepts Introduces the objectives effectively through a presentation, modeling, or role playing that clearly demonstrates the concepts in a comprehensible manner.						
2. Captivated Audience Captures the attention and interest of the English Language Learner (ELL) at the introduction of the lesson and maintains it throughout the duration of the lesson.						
3. Coherence and Clarity Presents the lesson in an organized, logical, and coherent manner that can be easily understood by the ELL.						
4. Mastery of Content and Performance Demonstrates mastery of the theme or subject of discussion by effectively demonstrating knowledge of content without incurring in errors; appears relaxed, well-prepared, self-confident, and does not refer to notes.						
5. Interaction and Evidence of Educational Activities ELLs are the center of the lesson; interaction among the students and between students is meaningful and effective at all times during the lesson; communicative activities demonstrated in the lesson are authentic, relevant, and effective.						

<p>6. Strategies, Procedures, Projection, and Techniques Implements meaningful, grade and age-appropriate strategies and task-based assessment procedures; demonstrates effective personal projection, corporal posture, and effective classroom presentation/management techniques that keep the students on task at all times, if applicable.</p>						
<p>7. Audiovisual Aids and Technology Uses audiovisual aids and technology properly and effectively during the demonstration.</p>						
Language						
<p>8. Linguistic Skills Demonstrates linguistic skills in the language of the workshop, including vocabulary, syntax, and flow of ideas. Applies academic vocabulary effectively to convey the message.</p>						
<p>9. Voice Uses correct pronunciation and intonation and projects his/her voice clearly and precisely.</p>						
<p>10. Conventions Uses proper and correct grammar.</p>						

<i>Writing Criteria (70%)</i>	Subtotals per Criteria
Objectives and Concepts	
Captivated Audience	
Coherence and Clarity	
Mastery of Content and Performance	
Interaction and Evidence of Educational Activities	
Strategies, Procedures, Projection, and Techniques	
Audiovisual Aids and Technology	
<i>Language Criteria (30%)</i>	
Linguistic Skills	
Voice	
Conventions	
TOTAL (Add all the totals to obtain the final score and grade.)	Final Score: <u> /50 </u> Grade =

Grading Scale: (0-50)

- Outstanding:** 45-50 points = A
- Very Good:** 40-44 points = B
- Satisfactory:** 35-39 points = C
- Fair:** 30-34 points = D
- Poor:** 0-29 points = F

Facilitator's Signature: _____