

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

**ENGL 103**

**INTERMEDIATE ENGLISH I**

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

**Course Title:** Intermediate English I

**Code:** ENGL 103

**Credits:** Three

**Time Length:** Five weeks

**Prerequisite:** None

### Description:

This course is designed for intermediate level students of English as a Second Language who scored from 181-214 points (Level 4 – Expanding) on the English section of the Accuplacer Placement Test. Emphasis is placed on the study of grammar and the strengthening of the basic reading comprehension and composition skills. This course requires the use of the language lab. Pre-Requisite: None

### General Content Objectives:

By the end of the course, the student will:

1. Communicate effectively in spoken English in a variety of situations ranging in formality from improvisation to prepared oral presentations.
2. Be able to write at least four (4) short compositions based on the Narrative, Descriptive, Expository, and Argumentative/Persuasive composition styles.

### General Language Objectives:

1. **Listening:** Listen attentively to daily life conversations.
2. **Speaking:** Communicate clearly in conversations, discussions, or debates on daily life topics.
3. **Reading:** Read and understand intermediate-level readings.

4. **Writing:** Write daily life notes using proper grammar, spelling, and style.

**Evaluation:**

4 essays or paragraphs	40%
Writer's journal	20%
Class Participation/Attendance	20%
Portfolio	10%
Final Exam	10%
<b>TOTAL</b>	<b>100%</b>

The facilitator may discuss alternative evaluation guidelines with students. The appendices offer various evaluation rubrics that may be used to evaluate the diverse assignments.

**Description of Evaluation Process**

1. Attendance and Class Participation:
  - a) Attendance to every workshop is required to pass the class. The student will receive 10 points per class. Absences will affect the final grade. The following criteria will also be evaluated:
    - b) Mastery of coursework discussed in class.
    - c) Completion of assigned work.
    - d) Turn in work on time.
2. E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice E-Mail.)
 

Language Lab Minimum Requirement: Students must demonstrate that they have complied with 10 hours of language lab usage for each language (English and

Spanish) per course. This equates to the use of the language lab for two hours weekly for each language per course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in either or both languages.

3. Essays or paragraphs (Workshops One through Four: Appendix B)

Students will write the following paragraphs or essays:

- a. Descriptive paragraph/essay (Workshop One)
- b. Narrative paragraph/essay (Workshop Two)
- c. Expository paragraph/essay (Workshop Three)
- d. Persuasive paragraph/essay (Workshop Four)

4. Portfolio (Workshop Five)

All self-assessment and reflection written assignments, together with the selection of work done during the course, will be assembled in a portfolio according to the specifications in appendices. The portfolio is due at the beginning of workshop five and it is worth 50 points.

5. Final exam (Workshop Five)

Students will take a final writing exam in Workshop Five. The writing prompts will be provided by the course facilitator.

### **Grading Scale**

100 – 90%      A

89 – 80%      B

79 – 70%      C

69 – 60%      D

59 – 00% F

## Description of Course Policies

1. This course follows the *Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model®* designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in either English or Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified for the workshop. The language used in each workshop needs to be alternated to insure that 50% of the course is conducted in English and 50% in Spanish. To maintain this balance, the course module will indicate that both languages **must** be used during the fifth workshop, dividing the workshop activities between the two languages. **The first two hours will be in Spanish and the last two hours in English.** 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. 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 and in Spanish, the student must strive to take advantage of all language resources in the university and in their community since becoming a dual language professional is a complex and challenging task. Each workshop requires an average of ten hours of preparation, but could require more.
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. **If a student is absent to more than one workshop, the facilitator will have the following options:**
  - b. **If a student misses two workshops, the facilitator may lower one grade level based on the student's existing grade.**
  - c. **If the student misses three workshops, the facilitator may lower two grade levels based on the student's existing grade.**
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative learning activities, the group will be assessed for their final work as a group. However, each member will have to collaborate to assure the success of the group. Students will also receive an individual grade for their work.

7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own. **SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments.** It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.  
  
Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work, and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.
8. In order for the Facilitator to make changes to activities and the study guide, the Faculty and Curriculum Director must approve such changes before the first day of class. The Facilitator must discuss the approved changes with students in the first class workshop. A written copy of the changes must also be provided to students at the beginning of the first workshop.

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

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

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

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

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

- <http://www.alibris.com/> (buy)

The facilitator may make changes or add additional challenging, research-based, and professional educational Web Resources, if deemed necessary to reflect current trends in the course topics.

**RESEARCH LAW COMPLIANCE REQUIREMENT:**

**If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link:**

**[http://www.suagm.edu/ac\\_aa\\_re\\_ofi\\_formularios.asp](http://www.suagm.edu/ac_aa_re_ofi_formularios.asp) and select the forms needed.**

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

If you have any questions, please contact the following institutional coordinators:

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

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

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

Tel. (787) 257-7373 Ext. 3936

### **Teaching Philosophy and Methodology**

The activities for the course reflect 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.

One of the main goals facilitators have is assisting students in making connections between their prior knowledge of facts, and fostering new understanding that is relevant to real live experiences. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret, and predict information.

### **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. 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, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world, and the assumptions they make to support those models.

4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning.

Since education is inherently interdisciplinary, the only valuable way to measure learning is to make **assessment** 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. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## Workshop One

### Specific Content Objectives:

At the end of Workshop One, students will:

1. Apply the writing process properly.
2. Identify the six traits of writing clearly.
3. Develop appropriate topic sentences.
4. Identify and use different information collection techniques.
5. Apply the basic structure of paragraphs in writing.
6. Use adjectives and adverbs to show vs. tell effectively.
7. Write a descriptive paragraph.

### Specific Language Objectives:

1. **Listen:** Listen attentively to daily life conversations.
2. **Speak:** Communicate clearly in conversations, discussions, or debates on daily life topics.
3. **Read:** Read and understand intermediate-level readings.
4. **Write:** Write daily life notes using proper grammar, spelling, and style.

### Electronic Links (URLs):

Writing Process

<http://www.angelfire.com/wi/writingprocess/>

<http://www.dailywritingtips.com/the-writing-process/>

<http://owl.english.purdue.edu/owl/resource/587/01/>

<http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk11-1.htm>

<http://www.fgcu.edu/cas/english/writingcenter/writingprocess.html>

Six Traits of Writing

<http://www.scribd.com/doc/6869281/The-6-trait-assignment-and-rubric>

<http://www.rubrics4teachers.com/sixtraits.php>

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://senior.billings.k12.mt.us/6traits/>

<http://educationnorthwest.org/resource/503>

Topic Sentences

<http://www.arts.uottawa.ca/writcent/hypergrammar/parttopic.html>

<http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>

[http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques\\_topic.html](http://www.ccc.commnet.edu/sensen/part3/sixteen/techniques_topic.html)

<http://owl.english.purdue.edu/owl/resource/606/01/>

<http://lrs.ed.uiuc.edu/students/fwalters/para.html>

Collection techniques

<http://libguides.longwood.edu/content.php?pid=19939&sid=209222>

<http://www.ipl.org/div/aplus/step4.htm>

[http://www.esc.edu/esconline/across\\_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/4714816b996a6004852569c3006b2430?OpenDocument](http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/4714816b996a6004852569c3006b2430?OpenDocument)

[http://cad.nl.edu/resources\\_writing\\_process.htm](http://cad.nl.edu/resources_writing_process.htm)

Basic Paragraph Structure

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

<http://www.indiana.edu/~wts/pamphlets/paragraphs.pdf>

<http://www.merritt.edu/apps/pub.asp?Q=56>

<http://owl.english.purdue.edu/owl/resource/606/01/>

<http://www.hamilton.edu/writing/writing-resources/paragraph-structure>

Adjectives and Adverbs

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

<http://owl.english.purdue.edu/owl/resource/536/01/>

<http://www.better-english.com/grammar/adjadv.htm>

<http://languagearts.pppst.com/adjectives-adverbs.html>

<http://www.english-zone.com/vocab/adj-adv.html>

Show vs. Tell

[www.coloradospringsfictionwritersgroup.org/.../2003-10\\_article-creative\\_writing\\_101-show\\_versus\\_tell.pdf –](http://www.coloradospringsfictionwritersgroup.org/.../2003-10_article-creative_writing_101-show_versus_tell.pdf)

<http://keepmeinsuspense.blogspot.com/2007/05/show-vs-tell.html>

<http://www.zumayapublications.com/blog/2005/02/once-upon-time-show-vs-tell.html>

<http://storyflip.blogspot.com/2010/05/real-life-diagnostics-show-vs-tell.html>

<http://storysensei.blogspot.com/2009/06/show-versus-tell-examples.html>

<http://www.jonathandanz.com/tag/show-versus-tell/>

Descriptive Paragraphs

<http://members.accessus.net/~bradley/DescriptiveParagraphs.html>

<http://english120.pbworks.com/w/page/19006860/descriptive-paragraphs>

<http://www.examples-help.org.uk/english-grammar/descriptive-paragraphs.htm>

<http://web.clark.edu/martpe/descriptive%20paragr.htm>

**Assignments Prior to the Workshop:**

1. Search for information about the Writing Process on the Internet, virtual library, or other electronic resources. Prepare a concept map and share your findings with your peers using Wimba Voice. Bring the final flowchart to class. (E-lab).

2. Visit the Web sites and bring written summaries about the information you found on the Writing Process.
3. Define the key vocabulary of the workshop using index cards. Be prepared for an activity in class.
4. Prepare a classification chart of adjectives into the five human senses: sight, smell, hear, taste, and touch.
5. Write your first entry in your writer's journal. Reflect and Write: Most people do not act on impulse but rather plan and then carry out daily activities and even major events in their lives. Explain if there's any resemblance between this assumption and that of writing a paragraph/essay.

**Academic Core Vocabulary:**

- |                        |                            |
|------------------------|----------------------------|
| 1. Adjectives          | 5. Modifiers               |
| 2. Adverbs             | 6. Show vs. Tell sentences |
| 3. Descriptive writing | 7. Six-trait of writing    |
| 4. Details             | 8. Topic sentence          |

**List of Supplementary Materials for the Workshop:**

1. Sentence strips
2. Outlines
3. Graphic organizers
4. Hands-on

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

<b>A. Preparation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adaptation of Content</li> <li><input checked="" type="checkbox"/> Links to Background Knowledge</li> <li><input checked="" type="checkbox"/> Links to Past Learning</li> <li><input type="checkbox"/> Strategies Incorporated</li> </ul>	<b>B. Scaffolding</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input checked="" type="checkbox"/> Guided Practice</li> <li><input checked="" type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Comprehensible Input</li> </ul>
<p><b>CALLA Strategies</b>            (Cognitive Academic Language Learning Approach)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Cognitive</li> <li><input type="checkbox"/> Meta-cognitive</li> <li><input type="checkbox"/> Social/Affective</li> </ul>	
<b>C. Grouping Options</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole Class</li> <li><input checked="" type="checkbox"/> Small Groups</li> <li><input checked="" type="checkbox"/> Partners</li> <li><input type="checkbox"/> Independent Work</li> </ul>	<b>D. Integration of Processes</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Listening</li> <li><input checked="" type="checkbox"/> Speaking</li> <li><input checked="" type="checkbox"/> Reading</li> <li><input checked="" type="checkbox"/> Writing</li> </ul>
<b>E. Application</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Hands-on</li> <li><input checked="" type="checkbox"/> Meaningful/Relevant</li> <li><input checked="" type="checkbox"/> Rigorous</li> <li><input checked="" type="checkbox"/> Link to Objectives</li> <li><input checked="" type="checkbox"/> Promote Engagement</li> </ul>	

### Activities:

1. The facilitator will model an ice-breaking activity.
2. The facilitator will review the assignments prior to the workshop in a group activity.
3. Students will participate in a glossary activity using their concepts maps. The class will make a circle in the midst of the classroom and the facilitator will randomly say a glossary word aloud and have students use their concepts maps to explain the definition

of the word and its implications in writing. The facilitator will guide the discussion and clarify any confusing points.

4. Using a PowerPoint presentation, the facilitator will introduce the concept of the writing process.
5. Students will get in small groups to discuss the component of the writing process assigned by the facilitator. Each group will elaborate a concept map of the component assigned. Every three minutes, one member of every group will go into the next group to bring new information into discussion. Finally, groups will show and explain their concept maps to the class (E-lab). The facilitator will clarify any arising doubts or questions.
6. The facilitator will write the six traits of writing on the board. Students in pairs will receive a sentence strip, an index card with one of the traits, and a marker. Pairs will brainstorm ideas about the assigned trait. Then, pairs will share their findings and discuss the six traits of writing as a whole group.
7. Student will get in pairs to share their adjective classification charts. Students will make any necessary additions to their charts.
8. Following with the PowerPoint presentation, the facilitator will project weak descriptive sentences, and have students improve the quality of the sentences. For this activity, students will work in pairs for five minutes. At the end of the assigned time, students will post their sentences on the board and explain how their revision improved the sentences.
9. The facilitator will provide short excerpts where the students will construct a topic sentence.
10. Given a topic, students will brainstorm or cluster for ideas to write a paragraph.

11. By means of a PowerPoint presentation, the facilitator will explain the basic structure of a paragraph.
12. Using the six traits of writing rubric, the facilitator will introduce the topic.
13. The facilitator will distribute copies of a descriptive paragraph and have students improve the quality of the written piece using the criteria established in the six traits of writing rubric.
14. Students will begin working on their English language skills using the e-lab for at least 20 hours during the course. It will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection on the content of the workshop.
2. Students in pairs will improve the quality of weak descriptive sentences.
3. Students will write the first draft of their descriptive paragraph.
4. Students will discuss the six traits of writing.

**Lesson Wrap-Up:**

1. Turn to the student next to you and share with him/her one of the most important topics of the lesson.
2. The students will complete a cloze summary activity.

## Workshop Two

### Specific Content Objectives:

At the end of Workshop Two, students will

1. Use simple past, present perfect and past perfect tenses in narrative statements.
2. Identify and apply the concepts of audience, tone and mood in writing.
3. Identify and use figurative speech in narrative contexts.
4. Use outlines as pre-writing activities for a narrative paragraph or a three-paragraph essay.
5. Compose a three-paragraph narrative essay.
6. Apply the principles of the writer's workshop to edit papers.

### General Language Objectives:

1. **Listen:** Listen attentively to daily life conversations.
2. **Speak:** Communicate clearly in conversations, discussions, or debates on daily life topics.
3. **Read:** Read and understand intermediate-level readings.
4. **Write:** Write daily life notes using proper grammar, spelling, and style.

### Electronic Links (URLs):

Simple Present, Present Perfect, Past Perfect

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

[http://www.englishclub.com/grammar/verb-tenses\\_present.htm](http://www.englishclub.com/grammar/verb-tenses_present.htm) <http://www.ego4u.com/en/cram-up/grammar/simple-present>

[http://grammar.ccc.commnet.edu/grammar/tenses/present\\_perfect.htm](http://grammar.ccc.commnet.edu/grammar/tenses/present_perfect.htm)

[http://www.eslgold.com/grammar/present\\_perfect.html](http://www.eslgold.com/grammar/present_perfect.html)

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/pastpf.htm>

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

[http://www.eslgold.com/grammar/past\\_perfect.html](http://www.eslgold.com/grammar/past_perfect.html)

Audience

<http://writing.colostate.edu/guides/processes/audmod/>

<http://facstaff.gpc.edu/~shale/humanities/composition/handouts/audience.html>

<http://128.210.82.236/owl/resource/651/01/>

<http://www.studygs.net/writing/audience.htm>

[http://www.websitesource.com/blog/index.php/2007/06/12/webhosting\\_targetaudience](http://www.websitesource.com/blog/index.php/2007/06/12/webhosting_targetaudience)

Tone

[http://www.tnellen.com/cybereng/lit\\_terms/tone.html](http://www.tnellen.com/cybereng/lit_terms/tone.html)

<http://www.cliffsnotes.com/Section/What-is-tone-exactly-and-how-do-you-find-it-in-stories-.id-305408.articleId-8021.html>

<http://owl.english.purdue.edu/owl/resource/652/1/>

[http://www.ehow.com/how\\_2103674\\_use-tone-writing.html](http://www.ehow.com/how_2103674_use-tone-writing.html)

Mood

<http://www.his.com/~pshapiro/mood.in.writing.html>

[http://www.ehow.com/how\\_4867754\\_teach-mood-creative-writing.html](http://www.ehow.com/how_4867754_teach-mood-creative-writing.html)

[http://www.orangeusd.k12.ca.us/yorba/literary\\_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)

Figurative Speech

<http://grammar.about.com/od/rhetoricstyle/a/20figures.htm>

<http://www.englishclub.com/vocabulary/figures.htm>

[http://www.ehow.com/about\\_5372289\\_figurative-speech.html](http://www.ehow.com/about_5372289_figurative-speech.html)

[http://www.orangeusd.k12.ca.us/yorba/figurative\\_language.htm](http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm)

<http://languagearts.mrdonn.org/figurative.html>

#### Outlines

<http://www.essaywritinghelp.com/outline.htm>

<http://www.gc.maricopa.edu/English/essay/>

[http://itech.pjc.edu/cpwriting/para\\_writing/outline.htm](http://itech.pjc.edu/cpwriting/para_writing/outline.htm)

[www.tcl.edu/.../HowtoWriteaWellDevelopedParagraph\\_000.pdf](http://www.tcl.edu/.../HowtoWriteaWellDevelopedParagraph_000.pdf) -

<http://www.indiana.edu/~wts/pamphlets/outlines.shtml>

#### Narrative Essays

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

<http://owl.english.purdue.edu/owl/resource/685/04/>

<http://www.yourdictionary.com/grammar/examples/narrative-essay-examples.html>

<http://www.suite101.com/content/example-of-a-narrative-paragraph-a106737>

<http://www.thewritingsite.org/resources/genre/narrative>

#### Writer's Workshop

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

<http://www.thewritingsite.org/resources/managing/workshop/default.asp>

<http://teacher.scholastic.com/activities/writing/tguide/index.asp>

<https://sites.google.com/site/embracingtech4change/5-steps-to-digitizing-your-writing-workshop>

#### **Assignments Prior to the Workshop:**

1. Search for information about figurative speech on the Internet, virtual library, or other electronic resources. Analyze the concept of figurative speech with your peers using Wimba Voice, prepare index cards with the definition and illustration of each figure of speech, and be ready to discuss figurative speech in class. (E-lab).

2. Students will prepare index cards with the definitions of the key vocabulary words.
3. Students will prepare a comparative chart between Simple Past, Perfect, and Present Perfect Tenses.
4. Students will bring articles from different sources.

**Key Core Vocabulary:**

- |                      |                      |
|----------------------|----------------------|
| 1. Audience          | 5. Outline           |
| 2. Figures of speech | 6. Tone              |
| 3. Mood              | 7. Writer's workshop |
| 4. Narrative writing |                      |

**List of Supplementary Materials for the Workshop**

- |                    |                       |
|--------------------|-----------------------|
| 1. Outline         | 4. Realia             |
| 2. Multimedia      | 5. Related literature |
| 3. Sentence strips |                       |

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

in the workshop.

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

### Activities:

1. The facilitator will divide the class in two groups to define the key vocabulary words of the workshop. Both groups will make two lines facing each other. Each group will throw a die and the group that gets the higher number will ask a key vocabulary word to the other group. The group getting the highest number of correct answers will be the winner of the game.

2. Students will get in groups and discuss their comparative charts of the simple past, past perfect, and present perfect tenses. Each group will analyze the use of the tenses in narrative statements. The groups will write at least two narrative statements combining tenses. Then, groups will share their sentences with the whole class.
3. Using a PowerPoint presentation, the facilitator will explain the implications of audience, tone, and mood in a written piece.
4. Students will analyze the possible audience, tone, and mood in articles brought to class. Then, students will share the articles with their analysis with the class. Further discussion and analysis will follow if needed.
5. The facilitator will post written statements and pictures on the board, and have students match the written statement with the corresponding picture. Then, the facilitator will present a list of the most common figures of speech used in writing. Next, students will match the written statement, the pictures, and the corresponding figure of speech. The facilitator will clarify any arising questions or doubts about figurative speech (E-lab).
6. The facilitator will present two different uses of an outline in writing narrative pieces: a) Brainstorming outline, and b) Organizational outline. The facilitator will model how to complete an outline of each kind. Then, students in pairs will complete an outline for one of the articles brought to the class. Finally, the facilitator will provide a comprehensive list of narrative topics from which students must choose one, develop both brainstorming and organizational outlines for their essays.

7. Students will compose the first draft of their narrative essays and send it to the facilitator via e-mail/Blackboard for feedback. The essay will be handed in to the facilitator at the beginning of the next workshop.
8. The facilitator will explain the procedures of the writer's workshop by means of a PowerPoint presentation.
9. Students will make a circle in the middle of the classroom to participate in the writer's workshop to discuss the first draft of their descriptive paragraph. All students will provide effective and positive feedback in agreement with the writer's workshop's principles.
10. Students will continue working on their English language skills using the e-lab for at least 20 hours during the course. This will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection on the content of the workshop.
2. Students in pairs will use figures of speech in narrative statements.
3. Students will write the first draft of their three-paragraph narrative essay.
4. Students will actively participate in the writer's workshop to provide and receive feedback on the first draft of their descriptive paragraph.

**Lesson Wrap-Up:**

1. Turn to the student next to you and share with him/her one of the most important topics of the lesson.
2. The students will complete a cloze summary activity.

### Workshop Three

#### Specific Content Objectives:

At the end of Workshop Three, students will:

1. Differentiate between supporting details and examples in writing.
2. Use parallel points accurately.
3. Use passive voice appropriately in expository statements.
4. Use signals and transition words for introductions, reasons, and points of view.
5. Do a brief literature review of an expository topic.
6. Plan a four-paragraph expository essay.

#### Specific Language Objectives:

1. **Listen:** Listen to a brief lecture on how to elaborate a brief literature review.
2. **Speak:** Discuss different expository topics for a possible expository essay.
3. **Read:** Analyze expository statements in active and passive voice.
4. **Write:** Compose a four-paragraph expository essay.

#### Electronic Links (URLs):

Supporting Details and examples

<http://academic.cuesta.edu/acasupp/as/308.HTM>

[http://highered.mcgraw-hill.com/sites/0073123587/student\\_view0/chapter9/supporting\\_details\\_exercise\\_1](http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter9/supporting_details_exercise_1)

<http://www.pc.maricopa.edu/rdg/tutorials/paraless/paragraph1.htm>

[http://www2.actden.com/writ\\_den/tips/paragrap/support.htm](http://www2.actden.com/writ_den/tips/paragrap/support.htm)

<http://www.quia.com/quiz/1169917.html>

<http://www.directhit.com/ansres/Examples-of-Supporting-Details.html>

[http://essayinfo.com/essays/persuasive\\_essay.php](http://essayinfo.com/essays/persuasive_essay.php)

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

Parallel Points

<http://www.tutorfi.com/LanguageArts/howtoimproveessaywriting>

<http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>

<http://www.articleclick.com/Article/Impressive-Essays-parallel-structure-is-a-mark-of-a-good-essay./1056378>

<http://128.210.82.236/owl/resource/623/01/>

<http://www.myenglishteacher.net/parallelism.html>

Passive Voice

<http://www.unc.edu/depts/wcweb/handouts/passivevoice.html>

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

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

<http://www.google.com/#hl=en&expIds=17259,17291,27615,27744&sugexp=ldymls&xhr=t&q=parallel+structure+in+writing>

<http://www.write.armstrong.edu/handouts/PassiveVoiceExercises.pdf>

[http://www.nonstopenglish.com/alllexercises/grammar/grammar-passive\\_voice.asp](http://www.nonstopenglish.com/alllexercises/grammar/grammar-passive_voice.asp)

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

Signals and Transition Words

<http://www.sdc.uwo.ca/writing/handouts/Transition%20Signals.pdf>

<http://www.lc.unsw.edu.au/onlib/trans1.html>

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

<http://more.headroyce.org/research/writing/techniques/transsignals11.html>

<http://www.eslflow.com/transitionalconnectingandlinkingwords.html>

<http://www.io.com/~tcm/structure/guides/transitions1.html>

## Expository Essays

[http://homeworktips.about.com/od/essaywriting/a/expository.hhttp://essayinfo.com/essays/expository\\_essay.phptm](http://homeworktips.about.com/od/essaywriting/a/expository.hhttp://essayinfo.com/essays/expository_essay.phptm)

<http://www.essaywritinghelp.com/expository.htm>

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

### Assignments Prior to the Workshop:

1. Search for information about expository writing on the Internet, virtual library, or other electronic resources. Discuss the features of expository writing with your peers using Wimba Voice. Make index cards with such features and be ready for discussion in class. (E-lab).
2. Look up the key vocabulary words and write them on the front of the index cards. Write the definition of the word on the back of the card with an example for each word.
3. Read on parallel sentences and create their own definition.
4. Look for an electronic link for signal and transition words.
5. Look for examples of expository paragraphs.

### Key Vocabulary:

- |                               |                      |
|-------------------------------|----------------------|
| 1. Supporting details         | 8. Contrast          |
| 2. Examples                   | 9. Compare           |
| 6. Parallel points            | 10. Cause and effect |
| 7. Signal or transition words | 11. Summation        |
| 8. Time sequence              | 12. Enumeration      |

- |             |                  |
|-------------|------------------|
| 9. Example  | 13. Continuation |
| 10. Passive | 14. Expository   |

### **List of Supplementary Materials for the Workshop**

1. Multimedia
2. Index cards
3. Organizational chart

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

in the workshop.

<b>A. Preparation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adaptation of Content</li> <li><input checked="" type="checkbox"/> Links to Background Knowledge</li> <li><input checked="" type="checkbox"/> Links to Past Learning</li> <li><input checked="" type="checkbox"/> Strategies Incorporated</li> </ul> <p><b>CALLA Strategies</b> (Cognitive Academic Language Learning Approach)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Cognitive</li> <li><input type="checkbox"/> Meta-cognitive</li> <li><input checked="" type="checkbox"/> Social/Affective</li> </ul>	<b>B. Scaffolding</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Modeling</li> <li><input checked="" type="checkbox"/> Guided Practice</li> <li><input checked="" type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Comprehensible Input</li> </ul>
<b>C. Grouping Options</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole Class</li> <li><input checked="" type="checkbox"/> Small Groups</li> <li><input checked="" type="checkbox"/> Partners</li> <li><input checked="" type="checkbox"/> Independent Work</li> </ul>	<b>D. Integration of Processes</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Listening</li> <li><input checked="" type="checkbox"/> Speaking</li> <li><input checked="" type="checkbox"/> Reading</li> <li><input checked="" type="checkbox"/> Writing</li> </ul>
<b>E. Application</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Meaningful/Relevant</li> <li><input checked="" type="checkbox"/> Rigorous</li> <li><input checked="" type="checkbox"/> Link to Objectives</li> <li><input checked="" type="checkbox"/> Promote Engagement</li> </ul>	

**Activities:**

1. The facilitator will lead a session of Review/Preview of Workshop Two.
2. Students in pairs will create an organizational chart using the index cards. They will then brainstorm transition words that would go under each signal word.
3. The facilitator will use a KWL Chart to activate prior knowledge with regards to transition words.
4. By means of a power point, students will identify the transition words in a series of paragraphs. The facilitator will lead a group discussion to classify those transition words.
5. In groups of three's or four's, students with a theme in mind will create sentences using transition words. Then, all members of the group will contribute to construct a paragraph.
6. Students will copy their paragraphs on chart paper and then proceed to edit their work.
7. The facilitator will lead a brainstorming activity to elicit students' prior knowledge on parallel sentences.
8. The facilitator will use a power point to illustrate parallel sentences. Students will then create a graphic representation of parallel sentences.
9. In pairs, students will construct sentences using parallel points.
10. Clustering for ideas, students will write on post it notes their definition of passive voice.
11. The facilitator will lead a discussion on passive voice. Students will differentiate between sentences, which are or aren't passive voice.

12. The facilitator will promote a discussion on the features of expository writing.

Students will use the index cards for further discussion and analysis on expository writing. (E-lab).

13. Students will write a draft for their introductory paragraph of their expository essay.

14. Students will continue working on their English language skills using the e-lab for at least 20 hours during the course. This will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection on the content of the workshop.
2. Students in pairs will use transitional words in expository statements.
3. Students will write the first draft of their three-paragraph expository essay.
4. Students will actively participate in the writer's workshop to provide and receive feedback on the first draft of their expository paragraph.

**Lesson Wrap-Up:**

1. Ten fingers: ask each student to see if they can remember 10 points about the information they have just learned (relating an idea to a specific finger will help with recall at a later time).
2. The next class: have the students write a letter to themselves about what they want to focus on in the next class/week/course, etc. The facilitator should then collect and distribute the letters at the appropriate time.

## Workshop Four

### Specific Content Objectives:

At the end of Workshop Four, students will:

1. Use coordinating and subordinating conjunctions correctly.
2. Identify and avoid comma splices and dangling modifiers in writing.
3. Use the basic traits of an argument effectively.
4. Differentiate between a fact and an opinion.
5. Plan a five-paragraph persuasive/argumentative essay.

### Specific Language Objectives:

1. **Listen:** Listen for details of fact and opinion statements.
2. **Speak:** Argue on controversial topics for a possible persuasive/argumentative essay.
3. **Read:** Read information on varied thought-provoking topics.
4. **Write:** Compose a five-paragraph persuasive/argumentative essay.

### Electronic Links (URLs):

Coordination

<http://www.ucl.ac.uk/internet-grammar/exlist/list.htm>

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

<http://grammar.about.com/od/basicssentencegrammar/a/SBcoordex01.htm>

[http://wps.ablongman.com/long\\_fowler\\_lbh\\_10/45/11769/3012971.cw/index.htm](http://wps.ablongman.com/long_fowler_lbh_10/45/11769/3012971.cw/index.htm)  
[http://www.srjcwritingcenter.com/clearsentcs/coor\\_subor/coor\\_sub\\_sources.html](http://www.srjcwritingcenter.com/clearsentcs/coor_subor/coor_sub_sources.html)

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

### Subordination

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

[http://wps.ablongman.com/long\\_fowler\\_lbh\\_10/45/11769/3012971.cw/index.html](http://wps.ablongman.com/long_fowler_lbh_10/45/11769/3012971.cw/index.html)

[http://www.srjcwritingcenter.com/clearsentcs/coor\\_subor/coor\\_sub\\_sources.html](http://www.srjcwritingcenter.com/clearsentcs/coor_subor/coor_sub_sources.html)

<http://grammar.about.com/od/correctingerrors/a/CorrectingRunonsII.htm>

<http://depts.washington.edu/wbt401/Grammar/coordsubord.htm>

### Comma Splices

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

<http://owl.english.purdue.edu/owl/resource/598/02/>

<http://www.writefix.com/argument/fragments.htm>

<http://www.penandpage.com/EngMenu/gramrnon.htm>

[http://www.stlcc.edu/Student\\_Resources/Academic\\_Resources/Writing\\_Resources/Grammar\\_Handouts/comma\\_splice\\_runon.pdf](http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resources/Grammar_Handouts/comma_splice_runon.pdf)

### Dangling Modifiers

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

<http://aliscot.com/bigdog/dangling.htm>

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

<http://www.sabri.org/Dangling-Modifiers.htm>

### Basic Traits of Argumentation

<http://www.speaking.pitt.edu/student/argument/argumentbasics.html>

<http://www.willamette.edu/cla/rhetoric/courses/argumentation/brockriede.pdf>

<http://www.unc.edu/depts/wcweb/handouts/argument.html>

<http://owl.english.purdue.edu/owl/resource/659/01/>

### Fact and Opinion

<http://languagearts.pppst.com/fact-opinion.>

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

<http://cuijp.uchicago.edu/www4teach/97/jlyman/default/quiz/factopquiz.html>

[http://www.scholastic.com/staysmart/pdf/ccr\\_a\\_seq\\_factopinion.pdf](http://www.scholastic.com/staysmart/pdf/ccr_a_seq_factopinion.pdf)

Persuasive/Argumentative Essays

[http://www.orangeusd.k12.ca.us/yorba/persuasive\\_writing.htm](http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm)

[http://www.ksdeaf.org/Academics/Bilingual/bilingual\\_rubrics/Expository%20Essay%20Personal%20Eval%20Outline.pdf](http://www.ksdeaf.org/Academics/Bilingual/bilingual_rubrics/Expository%20Essay%20Personal%20Eval%20Outline.pdf)

[http://www.powayusd.com/teachers/dsykes/persuasive\\_essay\\_format.htm](http://www.powayusd.com/teachers/dsykes/persuasive_essay_format.htm)

[http://www.ehow.com/how\\_4593531\\_write-persuasive-essay-outline.html](http://www.ehow.com/how_4593531_write-persuasive-essay-outline.html)

Expository

<http://www.sbcc.edu/clrc/files/wl/downloads/StructureofaGeneralExpositoryEssay.pdf>

<http://mysite.pratt.edu/~wtc/basic.html>

<http://www.grossmont.edu/marilyn.ivanovici/WritingGuides/0-ELEMENTS.nolines.PDF>

### **Assignments Prior to the Workshop:**

1. Search for information about the features of persuasive/argumentative writing.

Share your findings with your peers using Wimba Voice, elaborate a flowchart on persuasive/argumentative writing, and bring it to class for further discussion and analysis. (E-lab).

2. Students are to practice subordination and coordination by visiting the website below and answering the four quizzes under the subtitles “Combining Sentences.”

[http://www.wadsworth.com/devenglish\\_d/special\\_features/grammarquizzes.html](http://www.wadsworth.com/devenglish_d/special_features/grammarquizzes.html)

3. Read on “Comma Splices” and take notes.

<http://grammartips.homestead.com/splice.html>

4. Answer the question: What is a dangling modifier?

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

5. Read on “Traits of argument: thinking critically, reasoning, making choices, and weighing evidence.”
6. Write your own definition on “fact & opinion.”

**Key Vocabulary:**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. Coordinate         | 5. Traits of Argument         |
| 2. Subordinate        | 6. Fact & Opinion             |
| 3. Comma Splices      | 7. Persuasive / Argumentative |
| 4. Dangling Modifiers |                               |

**List of Supplementary Materials for the Workshop**

1. Two Column Chart
2. Selected articles
3. Multimedia

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

<b>A. Preparation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adaptation of Content</li> <li><input checked="" type="checkbox"/> Links to Background Knowledge</li> <li><input checked="" type="checkbox"/> Links to Past Learning</li> <li><input checked="" type="checkbox"/> Strategies Incorporated</li> </ul>	<b>B. Scaffolding</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Modeling</li> <li><input checked="" type="checkbox"/> Guided Practice</li> <li><input checked="" type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Comprehensible Input</li> </ul>
<p><b>CALLA Strategies</b> (Cognitive Academic Language Learning Approach)</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Cognitive</li> <li><input checked="" type="checkbox"/> Meta-cognitive</li> <li><input checked="" type="checkbox"/> Social/Affective</li> </ul>	
<b>C. Grouping Options</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole Class</li> <li><input checked="" type="checkbox"/> Small Groups</li> <li><input checked="" type="checkbox"/> Partners</li> <li><input checked="" type="checkbox"/> Independent Work</li> </ul>	<b>D. Integration of Processes</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Listening</li> <li><input checked="" type="checkbox"/> Speaking</li> <li><input checked="" type="checkbox"/> Reading</li> <li><input checked="" type="checkbox"/> Writing</li> </ul>
<b>E. Application</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Hands-on</li> <li><input checked="" type="checkbox"/> Meaningful/Relevant</li> <li><input checked="" type="checkbox"/> Rigorous</li> <li><input checked="" type="checkbox"/> Link to Objectives</li> <li><input checked="" type="checkbox"/> Promote Engagement</li> </ul>	

### Activities:

1. The facilitator will lead a session of Review/ Preview of Workshop Three.
2. Students will group otherwise short sentences into compound sentences. In small groups they will discuss the overall activity and the importance of combining sentences.

3. Students are to interact in small groups to share and to extend their understanding of the concept “Comma Splices.” After the discussion, students are to note what they have learned about comma splices.
4. Students are now ready to practice an exercise provided by the facilitator. Students will explain where the comma splice has taken place and how to improve or correct the sentences.
5. Students are to share their definitions of “Dangling Modifiers.” Students will construct their own definition.
6. Students will then answer an exercise on “Dangling Modifiers.” A session of question and answer will follow.
7. Looking at the four traits of argument, students will be divided in four groups. Each group will draw a representation of the trait and explain to the class. In addition each group must provide examples to explain to the class.
8. Students will participate in a formal academic discussion about the features of expository writing using the flowcharts prepared at home in advance. (E-lab).
9. Students will complete a two-column chart for fact and opinion. Students will complete the charts by providing the definition and examples.
10. Once the students have completed the chart, they will practice creating sentences of fact and opinion.
11. Students will complete a quiz on labeling fact and opinion.
12. Students will read selected articles where they are to agree if selected arguments are fact or opinion.

13. Students will work on their introductory paragraphs for their persuasive or argumentative paragraph.
14. Students will continue working on their English language skills using the e-lab for at least 20 hours during the course. This will be part of the final grade.

**Assessment:**

1. Students will complete the self-reflection on the content of the workshop.
2. Students in pairs will improve the quality of weak descriptive sentences.
3. Students will write the first draft of their persuasive paragraph.
4. Students will actively participate in the writer's workshop to provide and receive feedback on the first draft of their persuasive paragraph.

**Lesson Wrap-Up:**

1. The 1 minute picture/sentence. Put one minute on the timer and ask students to write (or draw) the most important thing they learned, and the biggest question they still have.
2. Shape shifting: ask students to draw a shape on a piece of paper (any shape of their choosing). The students should then try to fill the shape with as much information as they can about the new topic.

## Workshop Five

### Specific Content Objectives:

At the end of Workshop Five, students will:

1. Review the features of the following literary genres: descriptive, narrative, expository and persuasive writing.
2. Use prepositional phrases, gerunds, and noun clauses appropriately in writing.
3. Use capitalization and punctuation rules correctly.
4. Plan an essay using one of the literary genres studied in the course.

### Specific Language Objectives:

1. **Listen:** Listen for distinctive features of descriptive, narrative, expository and persuasive writing.
2. **Speak:** Discuss the distinctive features of descriptive, narrative, expository and persuasive writing.
3. **Read:** Read information related to descriptive, narrative, expository and persuasive writing topics.
4. **Write:** Compose an essay using one of the literary genres studied in the course.

### Electronic Links (URLs):

Descriptive

<http://www.examples-help.org.uk/english-grammar/descriptive-paragraphs.htm>

[http://www.ehow.com/about\\_4740909\\_descriptive-paragraphs.html](http://www.ehow.com/about_4740909_descriptive-paragraphs.html)

<http://www.roanestate.edu/owl/Describe.html>

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

Narrative

[http://essayinfo.com/essays/narrative\\_essay.php](http://essayinfo.com/essays/narrative_essay.php)

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

Expository

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.html](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.html)

[http://college.cengage.com/devenglish/wong/paragraph\\_essentials/1e/students/ace/index.htmlluasive](http://college.cengage.com/devenglish/wong/paragraph_essentials/1e/students/ace/index.htmlluasive)

Prepositional Phrases

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

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

[http://aliscot.com/bigdog/prep\\_exercise.htm](http://aliscot.com/bigdog/prep_exercise.htm)

[http://esl.about.com/library/quiz/bl\\_prepphrase1.htm](http://esl.about.com/library/quiz/bl_prepphrase1.htm)

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

Gerunds

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

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

<http://owl.english.purdue.edu/owl/resource/627/1/>

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

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

Noun Clauses

[http://www.eslgold.com/grammar/noun\\_clauses.html](http://www.eslgold.com/grammar/noun_clauses.html)

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

<http://www.dailywritingtips.com/noun-clauses/>

[http://www.englishpage.com/grammar/Noun\\_Clauses/](http://www.englishpage.com/grammar/Noun_Clauses/)

Capitalization

<http://www.grammarbook.com/punctuation/capital.asp>

<http://www.grammarbook.com/punctuation/capital.asp>

[http://grammar.ccc.commnet.edu/grammar/cgi-shl/par\\_numberless\\_quiz.pl/caps\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/cgi-shl/par_numberless_quiz.pl/caps_quiz.htm)

<http://www.quibblo.com/quiz/34lam5Z/Capitalization>

Punctuation

<http://www.reisman-ehs-socialstudies.org/Basic%20Grammar%20Rules.doc>

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

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

**Assignments before the Workshop:**

1. Search for information of distinctive features of expository, persuasive, narrative, and descriptive writing on the Internet, virtual library, or other electronic resources. Then, build a comparative chart with the features and provide feedback to your peers using Wimba Voice and bring your chart to class for further discussion and analysis. (E-lab).
2. Students will locate examples in printed media of expository, persuasive, narrative, and descriptive writings.

**Key Vocabulary:**

1. Students will look for information on the following key words. They will then write their own definition for the words.
  - a. Prepositions
  - b. Prepositional phrases

- c. Gerunds
- d. Capitalization
- e. Punctuation

### **List of Supplementary Materials for the Workshop**

- |                    |                      |
|--------------------|----------------------|
| 1. Sentence strips | 4. Reading materials |
| 2. Writing outline | 5. Index cards       |
| 3. Multimedia      |                      |

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

#### **A. Preparation**

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

#### **B. Scaffolding**

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

#### CALLA Strategies

(Cognitive Academic Language Learning Approach)

- Cognitive
- Meta-cognitive
- Social/Affective

#### **C. Grouping Options**

- Whole Class
- Small Groups
- Partners
- Independent Work

#### **D. Integration of Processes**

- Listening
- Speaking
- Reading
- Writing

#### **E. Application**

- Hands-on
- Meaningful/Relevant
- Rigorous
- Link to Objectives
- Promote Engagement

**Activities:**

1. The facilitator will lead a session of Review/Preview of Workshop Four.
2. Students will use an outline to organize the vocabulary words. Students will then create a visual representation for each word.
3. Students will answer an exercise on prepositional phrases. They will later use some of these phrases to write sentences.
4. Students will change some selected paragraphs to include gerunds. They will exchange their work with a partner and take turns editing their work.
5. The facilitator will review punctuation and capitalization by means of a power point. The students will practice an online exercise and correct punctuation and capitalization.
6. Students will then edit a group of sentences.
7. The facilitator will lead a discussion on noun clauses. Students will create their own definition for a noun clause.
8. The facilitator will provide the students with an exercise to practice noun clauses. Students will exchange papers and make corrections.
9. Students will take a group of sentences and use them in a paragraph. Then, they will make necessary changes to include noun clauses.
10. Students will participate in a formal discussion of the distinctive features of the literary genres studied in the course, using the comparative charts prepared at home. (E-lab).
11. The facilitator leads a question-and-answer segment.
12. The facilitator and students will make revisions to the portfolio.

**Assessment:**

1. Students will have a three-minute pause where they will summarize what they have learned or identify interesting aspects of what they already know.
2. Students will complete the self-reflection on the content of the workshop.
3. Students in pairs will edit drafts of essays. They will check prepositional phrases and gerunds.
4. Students will edit drafts of essays. Students will check for noun clauses only.
5. Students will take a final writing exam.

**Lesson Wrap-Up:**

1. Mind map: have students draw a mind map of the information they learned in this class.
2. Index cards. Give each pair of students an index card. Ask them to write out everything they can remember about the day's content.

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

## “Can Do” Speaking Rubric

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

## “Can Do” Reading Rubric

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

**“Can Do” Writing Rubric**

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

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

## Appendix B

### Six-Traits of Writing Rubric

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

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

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

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

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

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

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

Outstanding:	33-36 points = A
Very Good:	29-32 points = B
Satisfactory:	24-28 points = C
Fair:	19-23 points = D
Poor:	0-18 points = F

## Six Traits for Analytic Writing Rubrics

### Trait #1: Idea and Content

#### Criteria per Level

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

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

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

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

## Trait #2: Organization

### Criteria per Level

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

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

**Trait #3: Voice****Criteria per Level**

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

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

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

6	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 <ul style="list-style-type: none"> <li>• accurate, strong, specific words; powerful words energize the writing.</li> <li>• fresh, original expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that is striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke strong images; figurative language may be used.</li> </ul>
5	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 <ul style="list-style-type: none"> <li>• accurate, specific words; word choices energize the writing.</li> <li>• fresh, vivid expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that may be striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke clear images; figurative language may be used</li> </ul>
4	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 <ul style="list-style-type: none"> <li>• words that work but do not particularly energize the writing.</li> <li>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</li> <li>• attempts at colorful language that may occasionally seem overdone.</li> <li>• occasional overuse of technical language or jargon.</li> <li>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</li> </ul>
3	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 <ul style="list-style-type: none"> <li>• words that work, but that rarely capture the reader's interest.</li> <li>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</li> <li>• attempts at colorful language that seem overdone or forced.</li> <li>• words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.</li> <li>• reliance on clichés and overused expressions.</li> </ul>
2	Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by <ul style="list-style-type: none"> <li>• words that are colorless, flat or imprecise.</li> <li>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.</li> <li>• images that are fuzzy or absent altogether.</li> </ul>
1	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 <ul style="list-style-type: none"> <li>• general, vague words that fail to communicate.</li> <li>• an extremely limited range of words.</li> <li>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</li> </ul>

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

**Trait #5: Sentence Fluency**

## Criteria per Level

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

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

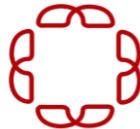
### Trait #6: Conventions

#### Criteria per Level

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

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

### Appendix C: Portfolio Informational Sheet



Sistema Universitario Ana G. Méndez  
Florida Campuses

Universidad del Este, Universidad Metropolitana, Universidad del Turabo

**Check one:**

Universidad del  
Este

Universidad  
Metropolitana

Universidad del  
Turabo

**Check one:**

Undergraduate

Graduate

<b>Concentration</b>	
<b>Student's Name</b>	
<b>Facilitator's Name</b>	
<b>Portfolio rated as</b>	
<b>Reason of this rate</b>	

**Appendix D: Log of Entries or Table of Contents**

Entry Description	Date of Entry	Date Submitted	Date Evaluated	Page #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Note: Students can build a table of contents instead.

### **Appendix E: Self Reflection**

Directions: Please complete the following blanks:

This entry is an example of my strengths:

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---

This entry is an example of an area I really need to improve:

---

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---

---

---

This entry is an example of an area I have improved:

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I think this exercise has been very helpful for my learning because:

---

---

---

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### Appendix F: Overall Portfolio Self-Assessment

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

*Part I:* Read the statements below. Write the numbers that mostly honest reflects your self-assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- 1. My portfolio contains all of the items required by the facilitator.
- 2. My portfolio provides strong evidence of my improvement over the course.
- 3. My portfolio provides strong evidence of my ability to report factual information.
- 4. My portfolio provides strong evidence of my ability to write effectively.
- 5. My portfolio provides strong evidence of my ability to think and write creatively.

*Part II:* On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

*Part III:* In assessing my overall portfolio, I find it to be (check one)

- |                       |       |                |       |
|-----------------------|-------|----------------|-------|
| Very satisfactory     | _____ | Satisfactory   | _____ |
| Somewhat satisfactory | _____ | Unsatisfactory | _____ |

*Part IV:* In the space below list your goal for the next PT and two strategies you plan to achieve.

Goal: \_\_\_\_\_

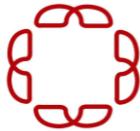
Strategies:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**Appendix G: Progression Follow-Up Template**

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

**Appendix H: Use and Return of Portfolio**



**Sistema Universitario Ana G. Méndez  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

---

\_\_\_\_\_  
Student's Name (print)

---

\_\_\_\_\_  
Date

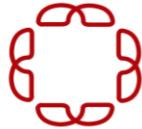
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\_\_\_\_\_  
Student's Signature

---

\_\_\_\_\_  
Date

**Appendix I: Use and Discard of Portfolio**



**Sistema Universitario Ana G. Méndez  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

.

---

Student's Name (print)

---

Date

---

Student's Signature

---

Date

**Appendix J: Overall Portfolio Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>PORTFOLIO APPEARANCE</b>				
<ul style="list-style-type: none"> <li>▪ <b>Readable:</b> Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Professionalism:</b> Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Organization:</b> Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?</li> </ul>				
<b>PORTFOLIO CONTENT AND FUNCTION</b>				
<ul style="list-style-type: none"> <li>▪ <b>Content:</b> Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Authenticity:</b> Are the samples and illustrations a true reflection of the student's efforts and abilities?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Growth/Development:</b> Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Collaboration:</b> Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?</li> </ul>				

<ul style="list-style-type: none"> <li>▪ <b>Reflection and Personal growth:</b> Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Professional Conduct:</b> Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?</li> </ul>				
<b>Overall Portfolio Impact</b>				
<ul style="list-style-type: none"> <li>▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?</li> </ul>				

### Rating Scale

**4 = Outstanding    3 = Very good    2 = Good    1 = Needs improvement**

### Source:

Retrieved from [www.lcusd.net/lchs/portfolio/rubric.htm](http://www.lcusd.net/lchs/portfolio/rubric.htm) on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távara, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus.