

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

ENGL 104

INTERMEDIATE ENGLISH II

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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 II

Code: ENGL 104

Credits: Three

Time Length: 8 weeks

Prerequisite: None

Description:

This course is designed for intermediate level students of English as a Second Language who scored from 215 to 240 points (Level 5 – Bridging) on the English section of the Accuplacer Placement Test. Priority will be placed on reading and writing skills.

Language lab is required. Pre-Requisite: none.

General Content Objectives:

1. Use the skills and strategies that will enable them to improve their reading comprehension in English.
2. Concentrate on words they know and will help them increase their confidence.
3. Use clues for general comprehension.
4. Use the dictionary correctly for learning new vocabulary.
5. Identify definitions by reading the words in context as an alternative to using the dictionary.

General Language Objectives:

1. Listen: Listen attentively to presentations about reading comprehension strategies.
2. Speak: Communicate clearly in conversations, discussions, or debates related to reading skills development.
3. Read: Read and understand a wide array of reading selections.

4. Write: Write academic documents related to reading using proper grammar, spelling, and style.

Recommended Texts and Resources

Brandon, L., & Brandon, K. (2013). *Paragraphs and essays with integrated readings*. (12th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN: 978-1-133-31000-6.

Henry, D. (2010). *The effective reader*. (2nd ed.). Boston, MA: Longman. ISBN: 978-0-205-73717-8. \$46.00.

Richards, J., & Eckstut-Didier, S. (2009). *Strategic reading*. New York, NY: Cambridge University Press.

McEwan, E. (2007). *40 ways to support struggling readers in content classrooms, grades 6-12*. Thousand Oaks, CA: Corwin Press. ISBN: 978-1-4129-5206-4.

Evaluation Criteria:

a. Attendance and participation	10%
b. E-Lab	10%
c. Four reading assignments	40%
d. Four special assignments	10%
e. Two reading quizzes	10%
f. Mid-term and final tests	10%
g. Portfolio	10%
TOTAL	100%

Description of Evaluation Process:

1. Attendance and participation:
 - a. Attendance to every workshop is mandatory 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 the material 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) (Workshops One through Eight)
 - a. Language Lab Minimum Requirement: Students must demonstrate that they have complied with 20 hours of language lab usage for the English language. This equates to the use of the language lab for four hours weekly. 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 English. The total amount of practice hours will be integrated within the activities section of the module.
3. Four reading assignments (Workshops One through Four)

The facilitator will provide reading selections to the class as reading assignments to be turned in at the beginning of Workshops Three, Four, Six, and Seven.
4. Three special assignments (Workshops One, Four, and Seven)
 - a. Special assignment #1: Using the Internet, the virtual library, or other online databases, students will search for techniques/strategies to guess meaning

from context and make one PowerPoint slide. Then, they will share it with their peers in class. (Appendix A).

- b. Special assignment #2: Students will complete the before reading chart (Appendix P) of a reading selection provided by the facilitator, and make a short oral presentation of it. (Appendix A).
 - c. Special assignment #3: Students will elaborate a brief PowerPoint presentation with one of the following reading techniques: underlining, annotating, outlining, and taking notes (Appendix A).
5. Two reading application quizzes (Workshops Two and Four)
Students will take the first reading application quiz in Workshop Three; the second quiz will be administered in Workshop Four.
 6. Final test (Workshop Eight)
Students will take a final reading comprehension test in Workshop Eight.
 7. Portfolio (Workshops One through Eight).
Each student must prepare a digital portfolio. Prior to the first workshop, the facilitator must place the official *Digital Performance Portfolio Assessment Manual* on BlackBoard. During Workshop One, the facilitator must discuss in detail the process and expectations of the use of the digital portfolio to demonstrate linguistic and academic progress to achieve the goal of becoming a dual language professional. The portfolio must be submitted to the facilitator in Workshop Five for feedback and in Workshop Eight for final evaluation.

Scale:

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = 59% or below

Description of Course Policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

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

4. If a student is absent to more than one workshop the facilitator will have the following options:
 - b. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - c. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative learning activities, the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not

their own. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work and that all references used will be properly cited or mentioned in the bibliography.

Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.

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

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

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

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

- <http://www.chegg.com/>
- <http://www.bookswim.com/>
- <http://www.allbookstores.com/>

- <http://www.alibris.com/>

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

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

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

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

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

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

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

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

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

Tel. (787) 257-7373 Ext. 3936

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

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

WORKSHOP ONE

Specific Content Objectives:

At the end of Workshop One, students will:

1. Elicit prior knowledge of a specific reading topic correctly.
2. Apply the reading process guidelines effectively.
3. Differentiate synonyms and antonyms clearly after reading varied excerpts.
4. Analyze prefixes and suffixes in word formation.
5. Guess meaning from context accurately.

Specific Language Objectives:

At the end of Workshop One, students will:

1. Listen: Listen to short academic presentations about the reading process.
2. Speak: Discuss strategies of effective readers in small groups.
3. Read: Apply guess-meaning-in-context strategies in selected reading excerpts.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Prior knowledge

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1pk.htm>

<http://departments.weber.edu/teachall/reading/prereading.html#StrategiesPriorKnowledge>

http://wps.ablongman.com/long_henry_er_1/ (Lab activity 1)

Reading process

<http://academic.cuesta.edu/acasupp/as/302.HTM>

http://wps.ablongman.com/long_henry_er_1/ (Lab activities 2 – 5)

http://wps.ablongman.com/long_henry_er_1/ (Chapter 1)

Synonyms and antonyms

http://wps.ablongman.com/long_licklider_vocabulary_2/0,6658,416757-,00.html

http://wps.ablongman.com/long_licklider_vocabulary_2/0,6658,417045-,00.html

http://www.englisch-hilfen.de/en/exercises_list/opposites.htm

Prefixes and suffixes

<http://www.betterendings.org/homeschool/Words/Root%20Words.htm>

<http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.htm>

http://www.testprepreview.com/prefixes_suffixes.htm

http://www.chambersharrap.co.uk/chambers/learning/primary_worksheets/prefixes_suffixes.pdf

http://wps.ablongman.com/long_henry_er_1/ (Chapter 2)

Guessing meaning from context

<http://www.eflclub.com/waseda/Ch1/1.doc>

<http://www.english-zone.com/vocab/vic01.html>

<http://www.english-zone.com/vocab/vic02.html>

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter1/deluxe.html

Assignments Prior to the Workshop:

1. Search for the definitions of the key vocabulary words and complete the graphic organizer with each word (See Appendix D).
2. Prepare index cards with the seven strategies of highly effective readers.

3. Prepare a flowchart to diagram the reading process before, during, and after reading. Bring it to class.
4. Bring pictures that show similar and opposite adjectives to the class.
5. Print out a table with prefixes and suffixes from one of the recommended URLs.
6. Special Assignment #1: Search for techniques/strategies to guess meaning from context on the Internet, virtual library, or online journals, and discuss the information with your peers using Wimba Voice. Then, prepare one PowerPoint slide with your favorite technique/strategy and be ready to share it with the class (E-lab).

Academic Core Vocabulary:

- | | |
|--------------------------|-------------------------|
| 1. Prior knowledge | 4. Prefix |
| 2. Reading process | 5. Suffix |
| 3. Synonyms and antonyms | 6. Meaning from context |

List of Supplementary Materials for the Workshop

- | | |
|-----------------------|----------------------|
| 1. Graphic organizer | 4. Pictures |
| 2. Flowchart | 5. Word strips |
| 3. Reading selections | 6. PowerPoint slides |

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

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

1. The facilitator will introduce the course, module, and protocol of the class.
2. Students will select their student representative of the class.
3. The facilitator will engage students in an ice-breaking activity of his/her choice.
4. Students will complete the first two columns of the KWL chart prepared for this workshop. The facilitator will ask some guiding questions to help students focus on the activity.
5. Students will share their graphic organizers of the key vocabulary words with their peers and discuss all the possible connections of each word.

6. Using a PowerPoint presentation, the facilitator will introduce an outline of the reading process and the seven strategies of highly effective readers.
7. The class will be divided in seven small groups to discuss one strategy of highly effective readers assigned by the facilitator in class. Then, groups will make a short presentation of the assigned strategy.
8. The facilitator will divide the class in three groups: The Reading Process Before, During, and After Reading. Each group will discuss the flowcharts prepared at home, and elaborate a new flowchart with the information discussed within groups. Then, each group will share their findings with the class.
9. The facilitator will provide several reading selections to each group and have students use the reading process before, during, and after reading. Then, students will share their experience in this activity with the class.
10. Students will share their pictures in groups of four. Each group will match pictures showing similar or different features and share them with the class writing the correct adjective(s).
11. The facilitator will write adjectives on word strips, and have students make two groups. Each group will receive a set of word strips. They are to show the word strip and ask for the synonym or antonym of the word by taking turns until all word strips have been done.
12. Using a PowerPoint presentation, the facilitator will introduce the concept of prefix and suffix to students.
13. Students will use the printed tables of prefixes and suffixes to complete vocabulary activities in class. A discussion will follow.

14. Special assignment # 1: Students will show their PowerPoint slide about techniques/strategies to guess meaning from context and explain it to their peers (Appendix A) (E-lab).
15. The facilitator will provide reading selections to students and have them guess meaning of unknown words from context using different strategies/techniques. A discussion of the answers will follow.
16. After a brief discussion of what they learned in this workshop, students will complete the third column of the KWL chart.
17. Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
18. The facilitator will explain the *Digital Performance Portfolio Assessment Manual*. Students will start working on their portfolios.
19. Students will start working on their English language skills using the E-Lab for at least 20 hours during the course.

Assessment:

1. **Individual:** Students will make a brief presentation of their selected reading strategy or technique searched on the Internet, virtual library, or other online journals (Appendix A) (E-Lab).
2. **Group:** The facilitator will divide the class in three groups: The Reading Process Before, During, and After Reading. Each group will discuss the flowcharts prepared at home and elaborate a new flowchart with the information discussed within groups. Then, each group will share their findings with the class and turn in the flow chart to the facilitator for grading.

3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In groups, students will make a short oral presentation of one strategy of highly effective readers in class (Appendix A).

Lesson Wrap-Up

1. Students will turn to the person on their right and share one of the most important topics of the lesson.
2. In small groups, students will prepare a news report to inform the audience about the content of the workshop.

WORKSHOP TWO

Specific Content Objectives:

At the end of Workshop Two, students will:

1. Apply the SAGE approach for identification of context clues in reading.
2. Look up a dictionary entry correctly.
3. Identify parts of speech accurately.
4. Use textbook aids for learning content words and textbook definitions appropriately.

Specific Language Objectives:

At the end of Workshop Two, students will:

1. Listen: Be attentive to formal presentations related to vocabulary and dictionary skills.
2. Speak: Discuss different strategies for vocabulary and dictionary skill building.
3. Read: Summarize information on vocabulary and dictionary skill building strategies.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Identification of context clues

<http://www.eduplace.com/rdg/res/teach/rec.html>

<http://scc.losrios.edu/~langlit/reading/contextclues/intro1.htm>

Dictionary entries

http://wps.ablongman.com/wps/media/objects/805/824728/apx/henry_apx_e.pdf

<http://www.uhv.edu/ac/study/pdf/dictionary.entries.pdf>

<http://www.uncp.edu/home/canada/work/markport/best/diction.htm>

Parts of speech

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

<http://www.englishclub.com/grammar/parts-of-speech.htm>

<http://owl.english.purdue.edu/owl/resource/730/1/>

Learning content words

http://www.sagepub.com/upm-data/34121_Section1.pdf

Assignments Prior to the Workshop:

1. Search for the definitions of the key vocabulary words with a focus on reading and take notes.
2. Watch the video entitled *Introduction to context clues* posted at:
<http://www.youtube.com/watch?v=SbCtXFv01jY&feature=related> and complete the following activities:
 - a. Prepare an index card with your own definition of context clue.
 - b. Using sentence strips, elaborate at least four sentences with varied context clues.
3. Search for the SAGE approach on the Internet or other printed resources and prepare a poster with the information. Prepare exercises in which your peers must use the SAGE approach. (E-lab).
4. Elaborate a brief PowerPoint presentation with one part of speech. Include definitions, examples, and exercises. Be creative.
5. Bring a dictionary to the class.

Key Vocabulary: (Must reflect objectives and important concepts of the workshop)

- | | |
|-----------------------|-------------------|
| 1. Context clues | 7. Verb |
| 2. Dictionary entries | 8. Adverb |
| 3. Parts of speech | 9. Conjunction |
| 4. Article | 10. Preposition |
| 5. Noun | 11. Interjection |
| 6. Adjective | 12. Content words |

List of Supplementary Materials for the Workshop

1. Sentence strips
2. Dictionary
3. Index cards
4. Poster

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 preview/review activity of Workshop 1.
2. The facilitator will lead a Jeopardy game and thus have students review the key vocabulary words of the workshop.

3. In small groups, students will share their definitions of a context clue and show their sentence strips with varied context clue samples.
4. In a whole class discussion, students will discuss the impact of correct identification of context clues to improve reading comprehension. Then, students will share one strategy to identify context clues while the facilitator will make a list of all the strategies recommended by students. This list will be used later.
5. Using a PowerPoint presentation, the facilitator will introduce the **SAGE** approach (**S**ynonyms, **A**ntonyms, **G**eneral Context, and **E**xamples).
6. In pairs, students will identify context clues using the SAGE approach in exercises provided by the facilitator. Once students complete the exercises, they will participate in a further analysis of the answers.
7. The facilitator will distribute copies of short articles in which students must identify the context clues using the SAGE approach or any other strategy they searched. A discussion session will follow.
8. The facilitator will introduce the parts of speech by means of a PowerPoint presentation.
9. Individually or in pairs, students will deliver their PowerPoint presentation on one part of speech to the class and perform a practice session.
10. Using a PowerPoint presentation, the facilitator will introduce the information provided by dictionary entries.
11. The facilitator will have students complete exercises on how to read a dictionary entry. Then, each student will share what they learned on the words assigned by the facilitator.

12. Students will write a self-reflection on a relevant activity or content of the workshop. (Appendix C).
13. Students will continue 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. **Individual:** Students will participate in a pop-up activity to evaluate their learning in this workshop.
2. **Group:** Students will assess their learning in small groups. Then, every group will choose a reporter to inform the group performance to the class (Appendix A).
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In small groups, students will make a brief oral presentation of a selected part of speech.

Lesson Wrap-Up

1. Students will write a one-minute summary of what they learned in this workshop. Then, they will share it with their peers.
2. Students will participate in an activity known as Buzz Groups. The facilitator will divide the class in small groups and announce the discussion prompts based on their learning in this workshop and time limit. Group members will exchange ideas in response to the prompts. Finally, the students will return to whole class discussion and present their answers to the prompts.

WORKSHOP THREE

Specific Content Objectives:

At the end of Workshop Two, students will:

1. Analyze the traits of a main idea in depth.
2. Identify the topic of a paragraph accurately.
3. Locate details that effectively support the topic of paragraph.
4. Apply reading fluency techniques correctly.
5. Use outlines and concept maps for improved reading comprehension.

Specific Language Objectives:

At the end of Workshop Two, students will:

1. Listen: Listen for information of reading fluency techniques and take notes of their procedures.
2. Speak: Explain the main topic of different reading excerpts properly.
3. Read: Skim and scan a wide array of paragraphs effectively.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Main idea

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter2/deluxe.html

<http://www.testprepreview.com/modules/readingmainidea.htm>

http://wps.ablongman.com/long_henry_er_1/ (Chapter 3)

Topic of a paragraph

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

http://wps.ablongman.com/long_henry_mrup_1/33/8660/2216967.cw/index.html

http://www.laflemm.com/dynamic/online_practice.php?practice_id=19

<http://dhp.com/~laflemm/reso/topicex1.htm>

http://wps.ablongman.com/long_henry_er_1/ (Chapter 3)

Supporting details

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyder_ab/chapter3/deluxe.html

http://wps.ablongman.com/long_mcwhorter_ersonline_1/1/274/70178.cw/index.html%20parentloc

http://wps.ablongman.com/long_henry_er_1/ (Chapter 4)

Skimming and scanning

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

http://www.uefap.com/reading/exercise/menu_eff.htm

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm>

Outlines and concepts maps

http://wps.ablongman.com/long_henry_er_1/ (Chapter 5)

Assignments Prior to the Workshop:

1. Search for the definitions of the key vocabulary words with a focus on reading and take notes.
2. Fill out the before reading chart about main idea (See Appendix H).

3. Read and print out the passages from the recommended websites and/or search information from the virtual library or the Internet. Diagram the main idea, the topic sentence, and the supporting details using the sketch concept map of the house (See Appendix E) (E-Lab).
4. Bring three passages of different topics for discussion in class.
5. Watch the video posted at <http://www.youtube.com/watch?v=sbozEcwLhRc> and answer the following questions:
 - a. What is skimming/scanning?
 - b. What is the difference between skimming and scanning?
 - c. What are basic examples of skimming and scanning?

Key Vocabulary: (Must reflect objectives and important concepts of the workshop)

- | | |
|-----------------------|----------------|
| 1. Main idea | 5. Scanning |
| 2. Topic | 6. Outline |
| 3. Supporting details | 7. Concept map |
| 4. Skimming | |

List of Supplementary Materials for the Workshop

- | | |
|-----------------------|---------------------------|
| 1. Cluster map | 4. Before reading chart |
| 2. Reading selections | 5. Pictures |
| 3. Color highlighters | 6. Concept map of a house |

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

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

1. The facilitator will lead a preview/review activity of Workshop One.
2. Students will share their notes of the key vocabulary words and explain each using their own words.
3. The facilitator will guide students in using a cluster map to activate prior knowledge of main idea, topic, and supporting details. Then, students will explain their cluster maps to the class.

4. The facilitator will provide short paragraphs and help students identify the main idea.
5. After reading different selections, students will discuss the correct topic of each selection.
6. Using the same reading materials and color highlighters, students in pairs will differentiate between the main idea and supporting details of each reading selection. Then, a discussion will follow.
7. In pairs, students will read aloud one of the passages read from the recommended websites or virtual library (E-Lab) and explain the diagram of the house: main idea, topic, and supporting details (Appendix E). Then, pairs will share their work with the class.
8. Students will select a picture of a part of a house, family member, or appliance. For each of these pictures, there is a selection. Students should read the selection and label the main idea, the topic sentence, and the supporting details. Then, students will share their findings with the class (Appendix F).
9. Using a PowerPoint presentation, the facilitator will present skimming and scanning.
10. Students will discuss the differences between skimming and scanning and share some exemplary activities of skimming and scanning with the class.
11. The facilitator will divide the class in several small groups and provide reading materials to carry out different skimming and scanning activities in class. Then, each group will share their experience in these activities.
12. Students will take the first reading application quiz.

13. Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
14. Students will continue 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. **Individual:** Students will take the first application quiz of the content studied in Workshops One and Two.
2. **Group:** Using the same reading materials and color highlighters, students in pairs will differentiate between the main idea and supporting details of each reading selection.
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In pairs, students will read aloud one of the passages read from the recommended websites and they will explain the diagram of the house: main idea, topic, and supporting details (Appendix E) (E-Lab).

Lesson Wrap-Up

1. Students will write about what they learned in this workshop for one minute and without stops. Then, they will share their writing with the class.
2. In small groups, students will build a poster containing pictures and text about the content of this workshop.

WORKSHOP FOUR

Specific Content Objectives:

At the end of Workshop Three, students will:

1. Interpret transition words in paragraphs correctly.
2. Recognize different thought patterns in reading accurately.
3. Differentiate implied main ideas and implied central ideas clearly.
4. Compare and contrast facts and opinions correctly.
5. Identify the audience in varied academic reading selections.

Specific Language Objectives:

At the end of Workshop Three, students will:

1. Listen: Listen for details in brief academic presentations and take notes.
2. Speak: Discuss reading strategies using scientific evidence accurately.
3. Read: Build a strong vocabulary by reading different literary genres.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Transition words

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter4/deluxe.html

<http://writing2.richmond.edu/writing/wweb/trans1.html>

<http://www.studygs.net/wrtstr6.htm>

<http://writing.wisc.edu/Handbook/Transitions.html>

Thought patterns

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter5/deluxe.html

http://wps.ablongman.com/long_henry_er_1/ (Chapters 6 & 7)

Implied main ideas and implied central ideas

http://wps.ablongman.com/long_henry_er_1/ (Chapter 8)

Facts and opinions

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter6/deluxe.html

http://wps.ablongman.com/long_henry_er_1/ (Chapter 9)

Assignments Prior to the Workshop:

1. Search for techniques that help you identify stated and implied main ideas. You may use the Internet, the virtual library, or online journals. Discuss your findings with your peers using Wimba Voice. Then, make a list of all the techniques found in your search and share two of them with your peers in class. (Appendix A) (E-Lab).
2. You will share your summaries of at least two of the recommended URL categories above with your classmates.
3. Watch the video posted at: <http://www.youtube.com/watch?v=P9K6R6xrtKE> and answer the following questions:
 - a. What are transitions?
 - b. What they useful for?
 - c. Provide some examples of effective transitions.
4. Compare and contrast “transitions” and “thought patterns” using a Venn diagram.
5. Bring newspaper articles for analysis of transitions: thought patterns.

6. The students will write the definitions of the key vocabulary words using word strips. On one side of the word strip, students will write the word and its definition while on the other side they will illustrate the word using an example.

Academic Core Vocabulary:

1. The time order pattern
2. The space order pattern
3. The listing pattern
4. The classification pattern
5. The comparison-and-contrast pattern
6. The cause-and-effect pattern
7. The generalization-and-example pattern
8. The definition pattern

List of Supplementary Materials for the Workshop

1. Word strips
2. Newspaper articles
3. Venn diagram
4. Concept map
5. KWL chart

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

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

Activities:

1. The facilitator will lead a preview/review activity of Workshop 2.
2. The facilitator will elicit students' prior knowledge using a KWL chart of the concepts to be studied in class.

3. The class will be divided in three groups to discuss their answers to assignments before workshop, item #3. After they discuss their answers, they will share their findings.
4. Students will construct a Venn diagram to compare and contrast “transitions” and “thought patterns.” Then, a group discussion will follow.
5. Using a PowerPoint presentation, the facilitator will present an outline of the main transitions and thought patterns found in reading.
6. The class will be divided in two groups. Using the word strips, Group A will show the word and its definition while Group B will provide an example of the pattern. The facilitator will monitor the activity and validate the students’ answers.
7. Using the newspaper articles, students will work in pairs in the identification of effective transitions and thought patterns. If the article lacks of transitions and thought patterns, students can modify it using the most appropriate transitions and thought patterns. Then, each pair will share their work with their peers.
8. Using the round table discussion strategy, students will analyze and evaluate different strategies to identify the stated and implied main idea of a reading. The facilitator will perform the role of moderator in the discussion. (Appendix A) (E-lab).
9. Students will draw a concept map: Wheel with spokes (Appendix G). The center of the wheel represents the main idea, and the spokes represent the supporting details. The facilitator will provide short passages and help students model how to go about finding the implied main ideas. After reading the passages aloud with

- students, they will think aloud to determine the implied main ideas. Students should share their thoughts and also learn to think aloud as they process information.
10. Special assignment #2: Students will complete the before reading chart (Appendix P) of a reading selection provided by the facilitator and make a short oral presentation of it. This assignment will be turned in at the beginning of Workshop Four.
 11. Using a PowerPoint presentation, the facilitator will present a list of scrambled facts and opinions. Students will differentiate which items are facts and which ones are opinions, providing valid thinking.
 12. Students will write at least 5 facts and 5 opinions on word strips, read them aloud to their peers and have them identify which ones are facts and opinions after valid thinking.
 13. Using a PowerPoint presentation, the facilitator will provide the definition of audience in reading.
 14. Given several selections, students will identify the audience for each selection. Then, they will share their work with their peers and discuss it.
 15. Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
 16. Students will continue 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. **Individual:** Students will take the second application quiz of the content studied in this workshop.
2. **Group:** Students will analyze and evaluate different strategies to identify the stated and implied main idea of a reading by means of a round table. (Appendix A) (E-Lab).
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** Special assignment #2: Students will complete the before reading chart (Appendix P) of a reading selection provided by the facilitator and make a short oral presentation of it. This assignment will be turned in at the beginning of Workshop Four.

Lesson Wrap-Up

1. Every student will turn to the peer next to him/her and share one of the most important topics of the lesson.
2. The students will complete a cloze summary activity about the content of workshop.

WORKSHOP FIVE

Specific Content Objectives:

At the end of Workshop Five, students will:

1. Review the seven strategies of highly effective readers.
2. Use their knowledge of the SAGE approach to identify context clues in reading.
3. Identify stated main ideas in a passage accurately.
4. Skim and scan different sorts of reading excerpts.
5. Identify facts and opinions in reading academic passages.

Specific Language Objectives:

At the end of Workshop Five, students will:

1. Listen: Listen for information on effective reading in formal presentations.
2. Speak: Explain different effective reading techniques/strategies accurately.
3. Read: Analyze a wide array of paragraphs or reading excerpts using effective reading techniques/strategies.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Strategies of highly effective readers

<http://www.adlit.org/article/19844/>

SAGE approach

<https://docs.google.com/viewer?a=v&q=cache:u9tcA2gxB9sJ:lhamstudies.wikispaces.com/file/view/SAGE%2BApproach%2Bto%2BVocabulary.pptx+SAGE+approach+in+rea>

[ding&hl=en&gl=us&pid=bl&srcid=ADGEEShjh_TDfP004nDCKjrpMutFpQXBY11FoE9C_3ugolFABOrR1cQ371aifIUyrdvP8NOUEM8Son6Nf2i9YLYK31h4Xo5DegUKipCc4jp_LL_edCM0W_abjoSzQ94rz3HxPHn58ApH&sig=AHIEtbT5L9ICXpIY5am98IhsGjImXBhSHg](http://www.pearsonhighered.com/showcase/fennessy1e/assets/ch4.pdf)

Stated main ideas

<http://www.pearsonhighered.com/showcase/fennessy1e/assets/ch4.pdf>

<http://www.palmbeachschools.org/multicultural/documents/FCATMainIdea.pdf>

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

http://wps.ablongman.com/long_mcwhorter_gcr_7/33/8524/2182292.cw/index.html

<http://highered.mcgraw->

hill.com/sites/0073123587/student_view0/chapter8/identifying_stated_main_ideas_exercise.html

Skimming and scanning

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm>

<http://www.uefap.com/reading/efficien/skim/skim.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp2.htm>

http://www.uefap.com/reading/exercise/menu_eff.htm

Facts vs. opinions

http://www.educationoasis.com/curriculum/LP/LP_PDF%20Word/LA_Fact_vs_Opinion_Packet.pdf

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

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_1.htm

1

Assignments Prior to the Workshop:

1. Prepare index cards with each key vocabulary word.
2. Build a concept map with one of the seven strategies of highly effective readers.
3. Bring at least four newspaper articles to the class.
4. Study for the mid-term exam.
5. Bring your portfolio to the class.

Key Vocabulary: (Must reflect objectives and important concepts of the workshop)

1. Fact
2. Opinion
3. Skimming
4. Scanning
5. Stated main idea

List of Supplementary Materials for the Workshop

1. Index cards
2. Posters
3. Newspaper articles

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

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

Activities:

1. The facilitator will lead a preview/review activity of Workshop 4.
2. Students will participate in a Memory game to review the key vocabulary words of the workshop.

3. Students will set up a display of their concept maps on the seven strategies of highly effective readers. Students will walk around the concept maps and take notes of what they learn. Then, they will share their learning with the whole group.
4. The class will be divided in four small groups. Each group will be responsible to present one of the components of the SAGE approach, explain how it is used, and have their peers engage in a practice session.
5. Using a PowerPoint presentation, the facilitator will review effective strategies of how to identify stated main ideas in reading passages.
6. Individually students will complete some main idea identification exercises and discuss their answers with their peers.
7. The facilitator will lead a discussion activity on skimming and scanning. Students will evaluate the impact of skimming and scanning in reading fluency and comprehension.
8. In pairs, students will use their newspaper ads and require their peers to skim and scan the ads by asking questions prepared in advance for this purpose.
9. The facilitator will provide copies of reading passages or excerpts and have individual students skim and scan them. Then, students will discuss their answers. This must be a timed activity.
10. Using a PowerPoint presentation, the facilitator will review the concepts of fact and opinion.

11. Students will write at least four facts and four opinions on sentence strips and place them randomly on the board. Then, they will have their peers identify which ones are facts and which ones are opinions. A discussion session will follow.
12. Students will write a self-reflection on a relevant activity or content of the workshop. (Appendix C).
13. Students will take the reading comprehension mid-term exam.
14. Students will continue 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. **Individual:** Students will take a reading comprehension mid-term exam.
2. **Group:** Students will present one of the components of the SAGE approach to identify context clues in reading.
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In small groups, students will discuss the impact of skimming and scanning in reading fluency and comprehension. (Appendix A).

Lesson Wrap-Up

1. Students will participate in an activity known as *Talking Chips*. Each student will receive three tokens that will let them contribute three times in a discussion of what they learned in the workshop.
2. Students will participate in an activity known as *Three-Step Interview*. Students will divide into groups of four, and quads subdivide into pairs A-B and C-D.

Student A interviews B and student C interviews D for a predetermined time. The interviewer asks questions, listens, and probes for further information on their learning in the workshop but does not evaluate or respond. Then, partners reverse roles and interview each other for the same amount of time. Finally, students A and B introduce each other with synthesized summaries of their partner's interview responses to students C and D. Students C and D do the same for students A and B.

WORKSHOP SIX

Specific Content Objectives:

At the end of Workshop Four, students will:

1. Recognize the author's purpose in reading selections accurately.
2. Assess tone and purpose of different kinds of readings correctly.
3. Make correct educated inferences from varied readings.
4. Interpret figurative language appropriately.
5. Evaluate referenced words in academic reading.

Specific Language Objectives:

At the end of Workshop Four, students will:

1. Listen: Listen attentively to brief oral presentations on the author's purpose and how to draw educated inferences.
2. Speak: Explain their analysis of inferences to the class.
3. Read: Build strong vocabulary skills across literary genres.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Author's purpose in reading

teachingvision.org/resources/authorspurpose.pdf

<http://www.shsu.edu/~txcae/Powerpoints/prepostest/authorpovpostest.html>

<http://www.studyzone.org/testprep/ela4/j/authorpurposep.cfm>

Tone and Purpose in Reading

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter7/deluxe.html

http://wps.ablongman.com/long_henry_er_1/ (Chapter 10)

Inferences

<http://www.laflemm.com/reso/inference.html>

<http://dhp.com/~laflemm/reso/inference.htm>

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter8/deluxe.html

http://wps.ablongman.com/long_mcwhorter_ersonline_1/1/274/70255.cw/index.html%20parentloc

http://wps.ablongman.com/long_henry_er_1/ (Chapter 11)

Figurative Language

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

http://academic.reed.edu/writing/paper_help/figurative_language.html

http://www.ehow.com/list_7217812_6-types-figurative-language.htm

http://wps.ablongman.com/long_henry_er_1/ (Figurative language: Metaphors and similes)

Reference Words

<http://www.rit.edu/ntid/rate/sea/referencewords/refw02parts.html>

http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s5/m3u5s5_1.htm

Assignments Prior to the Workshop:

1. Visit the website teachingvision.org/resources/authorspurpose.pdf. Read information on author's purpose.
2. Students will fill out a semantic word map for the vocabulary words on index cards 5x7.

3. Watch the video posted at:

<http://www.youtube.com/watch?v=VU4lh1usfjQ&feature=related> and answer the

following questions:

- a. What is an inference?
 - b. Make a flowchart to show the process of drawing inferences
 - c. Share your own strategy to draw inferences
4. Search for information about different techniques of drawing inferences. You may use the Internet, the virtual library, or online journals. Summarize the information from your search on a graphic organizer and discuss it with your peers using Wimba Voice. Be ready to share your findings with your peers in class.

(Appendix A) (E-Lab).

Key Vocabulary: (Must reflect objectives and important concepts of the workshop)

- | | |
|---------------------|--------------------|
| 1. Subjective | 6. Entertain |
| 2. Objective | 7. Persuade |
| 3. Main idea | 8. Inform |
| 4. Author's purpose | 9. Reference words |
| 5. Inference | |

List of Supplementary Materials for the Workshop

1. Index cards 5x8
2. Post-it notes
3. Graphic organizer

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

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

Activities:

1. The facilitator will lead a preview/review activity of Workshop 3.
2. The facilitator will elicit prior knowledge with reading examples of entertaining, informing, and persuading.

3. Students will answer in groups an activity designed to help them determine an author's purpose.
4. The facilitator will provide the author's purpose and students in groups will find reading selections that would match that purpose.
5. The facilitator will show a PowerPoint presentation on tone and purpose.
6. Students will draw on prior knowledge to answer the following questions:
 - a. What are *tone* and *purpose*?
 - b. How is *tone* established?
 - c. How will *objective facts* and *subjective opinions* help me identify tone?
 - d. Will *fact* and *opinion* help me identify purpose?
 - e. How will the *main idea* help me discover the *general purpose*?
 - f. What is the *primary purpose* and how do I figure it out?
7. As part of a group discussion, the class will come to a consensus as they justify the answers to questions above.
8. The facilitator will provide a series of readings where the students are to think about the difference in the tone and purpose. In recognizing these elements, the students will become better readers.
9. Students will look at a series of pictures (editorial cartoon, historical picture, picture from a health book, etc.) and make un-biased assessments of what they see in the picture.
10. As part of a choral activity, students will concur on a definition for *inference*.
11. Students will discuss their findings about inferences using their graphic organizers in small groups. Then, each group will elaborate an outline with the inference

- drawing strategy that works for them, and share it with the class. (Appendix A) (E-Lab).
12. The facilitator will provide an exercise where students are to read some passages inferences stated. Then, they are to label these as false or true inferences, and explain their analysis to the class.
 13. Given short reading passages students are to recognize and apply linguistic meaning through figurative language.
 14. Students will take turns reading and supporting their answers.
 15. The facilitator will show a PowerPoint presentation featuring several comic strips. Students will fill out a two-box graphic organizer for each comic strip. In the top box they will identify what is the type/form of figurative language and in the bottom box they will draw the literal meaning of the example portrayed in the comic strip. Then, they will share their work with the class. (Appendix D).
 16. The facilitator will provide students with a PowerPoint presentation on reference words.
 17. Students will diagram the use of reference words in reading selections.
 18. Students will take the second reading quiz.
 19. Students should look to the facilitator for a study guide for the final exam.
 20. Students will write a self-reflection on a relevant activity or content of the workshop. (Appendix C).
 21. Students will continue 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. **Individual:** Students will fill out a two-box graphic organizer for each comic strip presented by the facilitator. In the top box, they will identify what is the type/form of figurative language and in the bottom box they will draw the literal meaning of the example portrayed in the comic strip. Then, they will share their work with the class. (Appendix D).
2. **Group:** Students will write on post it notes some concepts learned in class. They will then read them aloud and call on a classmate to clarify the concept.
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In small groups, students will make a brief oral presentation of a selected inference drawing strategy/technique. (Appendix A).

Lesson Wrap-Up

1. Students will read 3 excerpts (candidate speech, military debriefing, and sermon). They will identify the author's purpose for writing.
2. Students will then turn to the student sitting to their right and compare answers.
3. As a group, answers will be compared and students will justify/support their answers.

WORKSHOP SEVEN

Specific Content Objectives:

At the end of Workshop Seven, students will:

1. Make VALID inferences and avoid invalid conclusions.
2. Analyze the basics of argument correctly.
3. Use the following reading techniques: Underlining, annotating, outlining, and taking notes.
4. Complete reading practice tests successfully.

Specific Language Objectives:

At the end of Workshop Seven, students will:

1. Listen: Be attentive to reading-based formal presentations.
2. Speak: Analyze the steps of an argument in a formal discussion.
3. Read: Summarize information on effective reading techniques.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

VALID inferences

http://wps.ablongman.com/long_henry_mrup_1/33/8661/2217289.cw/index.html

http://wps.ablongman.com/long_henry_er_1/ (Lab activities 51 – 55)

Argument

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyder_ab/chapter9/deluxe.html

http://wps.ablongman.com/long_henry_er_1/ (Lab activities 56 – 60)

Reading techniques: underlining, annotating, outlining, taking notes

http://college.cengage.com/collegesurvival/ellis/master_student/10e/students/articles/ch04_muscle_reading.html

<http://occawlonline.pearsoned.com/bookbind/pubbooks/lardnerawl/chapter1/custom5/deluxe-content.html>

http://learningcentre.curtin.edu.au/skills/reading_tech.cfm

Reading practice tests

http://wps.ablongman.com/long_henry_er_1/ (Answer *Practice Tests*)

http://college.cengage.com/devenglish/resources/reading_ace/students/

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part1/chapter2/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part1/chapter2/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part1/chapter2/reading_selection_quiz.html)

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter4/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part2/chapter4/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter4/reading_selection_quiz.html)

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter8/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part2/chapter8/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter8/reading_selection_quiz.html)

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter10/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part2/chapter10/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part2/chapter10/reading_selection_quiz.html)

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part4/chapter13/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/reading_selection_quiz.html)

[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_1.html)

[hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_1.htm](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_1.html)

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[http://highered.mcgraw-](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter14/reading_selection_quiz.html)

[hill.com/sites/007256380x/student_view0/part4/chapter14/reading_selection_quiz.html](http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter14/reading_selection_quiz.html)

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter14/supplemental_exercises.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter15/reading_selection_quiz.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter15/supplemental_exercises.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter16/reading_selection_quiz.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part6/chapter19/reading_selection_quiz.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part6/chapter21/reading_selection_quiz.html

Assignments Prior to the Workshop:

1. Prepare concept maps with each key vocabulary word and bring them to the classroom.
2. Search for the acronym **VALID** inferences in the Internet, recommended textbooks, or any other printed resources. Prepare a poster with each component of the acronym and explain how **VALID** inferences are made (E-lab).
3. Prepare a flowchart with the basics of an argument and bring it to the classroom. Be prepared to make a brief presentation.
4. Elaborate a brief PowerPoint presentation with one of the following reading techniques: underlining, annotating, outlining, and taking notes.
5. Complete at least four of the reading practice tests.

Key Vocabulary: (Must reflect objectives and important concepts of the workshop)

1. **VALID** inferences
2. Argument
3. Underlining
4. Annotating
5. Outlining
6. Taking notes

List of Supplementary Materials for the Workshop

1. Poster
2. Flowchart
3. PowerPoint presentations

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 preview/review activity of Workshop 6.
2. In pairs, students will make a presentation of one of the key vocabulary words using their concept maps.

3. Using a PowerPoint presentation, the facilitator will introduce the acronym **VALID** inferences.
4. The group will be divided in four teams to explain one of the components contained in the acronym **VALID** inferences using the posters prepared in advance:
 - a. **Verify and Value the Facts**
 - b. **Assess Prior Knowledge**
 - c. **Learn from the Text**
 - d. **Investigate for Bias**
 - e. **Detect contradictions**
5. The facilitator will provide copies of short readings and have students make **VALID** inferences at being prompted by the facilitator. A class discussion of the answers will follow.
6. The facilitator will lead a brainstorming session on what is an argument. In pairs, students will discuss their understanding of an argument and share their knowledge with the whole class. The facilitator will take notes of all relevant ideas on the board.
7. The class will be divided in four small groups to explain the four steps followed to determine if an argument is valid:
 - a. **Identify the author's claim and supports**
 - b. **Decide whether the supports are relevant**
 - c. **Decide whether the supports are adequate**
 - d. **Check the argument for bias**

8. Using a PowerPoint presentation, the facilitator will project brief paragraphs and model how to use the steps to determine the validity of an argument.
9. Students will receive copies of brief arguments and analyze their validity using the four steps described in item 7. The facilitator will provide guidance through the process. A class discussion will follow.
10. Using a PowerPoint presentation, the facilitator will introduce the following effective reading techniques: underlining, annotating, outlining, and taking notes.
11. Special Assignment #3: Class will be divided in four teams to present one of the effective reading techniques mentioned in item 10. Presentations will be followed by practice exercises. (Appendix A).
12. In a whole class discussion students will share their strengths and weaknesses at taking the reading practice tests and how they surmounted the difficulties.
13. Students will write a self-reflection on a relevant activity or content of the workshop. (Appendix C).
14. Students will continue 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. **Individual:** Students will make VALID inferences and share them with the class.
2. **Group:** In small groups, students will determine the validity of arguments using the following steps:
 - a. Identify the author's claim and supports
 - b. Decide whether the supports are relevant
 - c. Decide whether the supports are adequate

- d. Check the argument for bias
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** In small groups, students will make a brief oral presentation of an effective reading strategy/technique. (Appendix A).

Lesson Wrap-Up

1. Students will write a one-sentence summary of what they learned in the workshop on sentence strips. Then, they will post strips on the board and read the statement to the entire class.
2. Students will participate in an activity known as *Team Jeopardy*. Student teams take turns selecting the category and point value of cells on a grid that correspond to course content question, and then complete to answer these questions correctly. As on Jeopardy! Questions are presented in the form of an answer. For example, the correct response to the grid question “An Englishman considered being the father of antiseptic surgery” is “Who was Joseph Lister?” Questions are organized in categories and vary in difficulty, with more challenging questions having the potential to earn more points. When the question is revealed, a team has an allotted time period to “ring in” with their response.

WORKSHOP EIGHT

Specific Content Objectives:

At the end of Workshop Eight, students will:

1. Increase fluency in oral academic reading.
2. Evaluate the Five C's of summarizing: Comprehend Chunk, Compact, Conceptualize, and Connect.
3. Apply specific reading comprehension strategies.

Specific Language Objectives:

At the end of Workshop Eight, students will:

1. Listen: Listen for reading comprehension strategies in brief academic presentations.
2. Speak: Analyze reading comprehension strategies in small group discussions.
3. Read: Apply reading comprehension strategies using varied readings effectively.
4. Write: Write a self-reflection on a specific content and/or activity of the workshop.

Electronic Links (URLs):

Oral Fluency

<http://www.johnkeithcommunications.com/oralfluency/oralfluencymain.html>

Summarizing:

<http://www.readingquest.org/strat/summarize.html>

<http://owl.english.purdue.edu/owl/resource/563/01/>

<http://wvde.state.wv.us/strategybank/summarization.html>

[http://www.uefap.com/reading/exercise/menu nt.htm](http://www.uefap.com/reading/exercise/menu_nt.htm) (Summary)

Reading comprehension strategies

<http://www.muskingum.edu/~cal/database/general/reading.html#Purposes>

Assignments Prior to the Workshop:

1. Do exercises on summarizing in the following websites.

<http://owl.english.purdue.edu/owl/resource/563/01/>

<http://www.uefap.com/writing/exercise/report/acqfram.htm>

2. Look to the instructions below to find your group. Each group is to visit the website <http://wvde.state.wv.us/strategybank/summarization.html> and any other to find information on their two summarizing technique/strategy. You are to find information and create examples. In class, you will be working in groups. You will compare notes and report to the class your findings.

Last name begins with the letters:	Group:	Strategies:
A-D	1	321 / Inside-Outside Circle
E-H	2	Jigsaw / One-Word Summaries
I-L	3	Think-Pair-Share / Summary Ball
M-P	4	Somebody-Wanted-But-So / GIST
Q-Z	5	Summary Star / Graphic Organizers

for Summarization

3. Search for information about different reading comprehension techniques. You may use the Internet, the virtual library, or online journals. Summarize the information on index cards, discuss your findings with your peers using Wimba

Voice, and be ready to make a brief oral presentation on one of the techniques.

(Appendix A) (E-lab).

Academic Core Vocabulary:

1. Comprehend
2. Chunk
3. Compact
4. Conceptualize
5. Connect
6. Oral fluency
7. Meta-cognitive behavior

List of Supplementary Materials for the Workshop

1. Rubric
2. Self-evaluation handout
3. Chart paper
4. Graphic organizer

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

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

Activities:

1. The facilitator will lead a preview/review activity of Workshop 4.
2. The class will be divided in small groups. Each group will report on an aspect of “Oral Fluency”. Topics will be assigned by the facilitator.
3. Students will be assigned impromptu topics. Each student has 15 minutes to prepare for their oral delivery. Other students will assess their oral fluency using a rubric. (Appendix A).
4. Students will get into one of the five groups per last name. They will work on how they will explain their technique/strategy of summarizing. In addition, as a group they will come to a consensus on which example to use in explaining it to the class.
5. The facilitator will assign different reading selections and students in their assigned groups will employ one of their assigned strategies to summarize orally their findings.
6. The facilitator will divide the class into 5 groups. Each group will have one of the 5 C’s of summarizing. They will select a reporter to present to the class.
7. The facilitator will provide short selections and each group will apply their concept previously assigned.
8. In small groups, students will discuss and evaluate the reading comprehension strategies searched on the Internet (E-lab). Then, each group will choose one strategy and elaborate a brief oral presentation. A class discussion will follow up. (Appendix A).

9. Students will practice timed reading exercises. Students will read and answer questions of inference, author's purpose, and figurative language.
10. Students will exchange papers as the facilitator and class go over the answers.
11. Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
12. By the end of this workshop, students will have completed their digital portfolio and hand it in to the facilitator via e-mail, a CD, a USB, or memory stick.
13. Students will finish 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. **Individual:** Students will take a final reading comprehension exam.
2. **Group:** In small groups, students will make a brief oral presentation on a reading comprehension strategy (Appendix A) (E-lab).
3. **Written:** Students will write a self-reflection on a relevant activity or content of the workshop (Appendix C).
4. **Oral:** Each student will make a brief oral presentation of a topic provided by the facilitator in class. (Appendix A).

Lesson Wrap-Up

1. Students are to hand in the portfolio.
2. Students will complete the evaluation assessment of the course.

Appendices

APPENDIX A:

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

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

“Can Do” Listening Rubric

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

“Can Do” Speaking Rubric

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

“Can Do” Reading Rubric

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

“Can Do” Writing Rubric

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

APPENDIX B:
THE WRITING PROCESS
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. 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.

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

Final Score: _____

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

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>**Trait #2: Organization**

Updated, 06/27/2011

Criteria per Level

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

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

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

Trait #4: Word Choice

Criteria per Level

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

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

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

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

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

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

APPENDIX C:
SELF-REFLECTION

Appendix C: Self Reflection

Directions: Please complete the following blanks:

This entry is an example of my strengths:

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

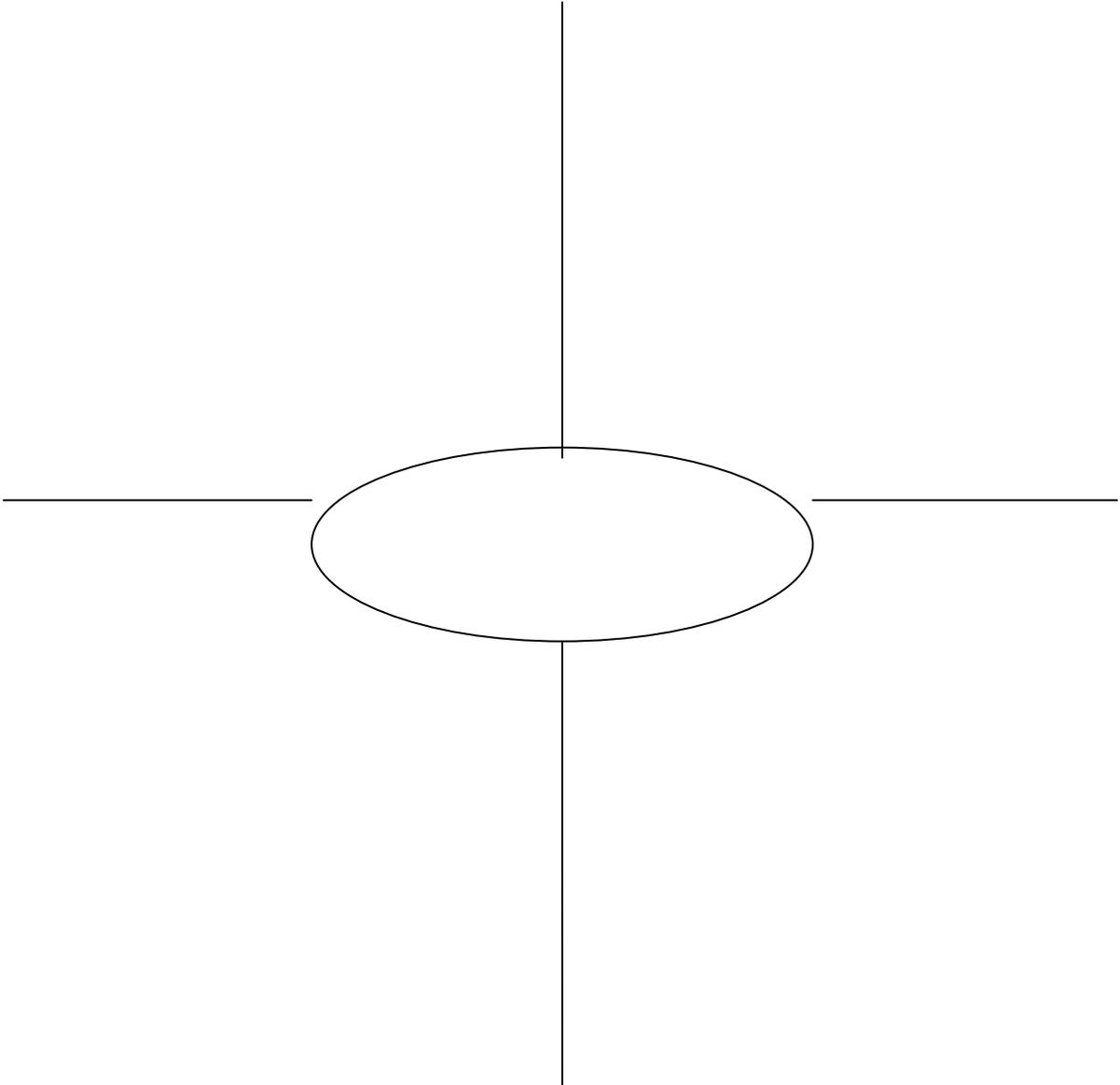
This entry is an example of an area I have improved:

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

APPENDIX D:
GRAPHIC ORGANIZER FOR WORDS

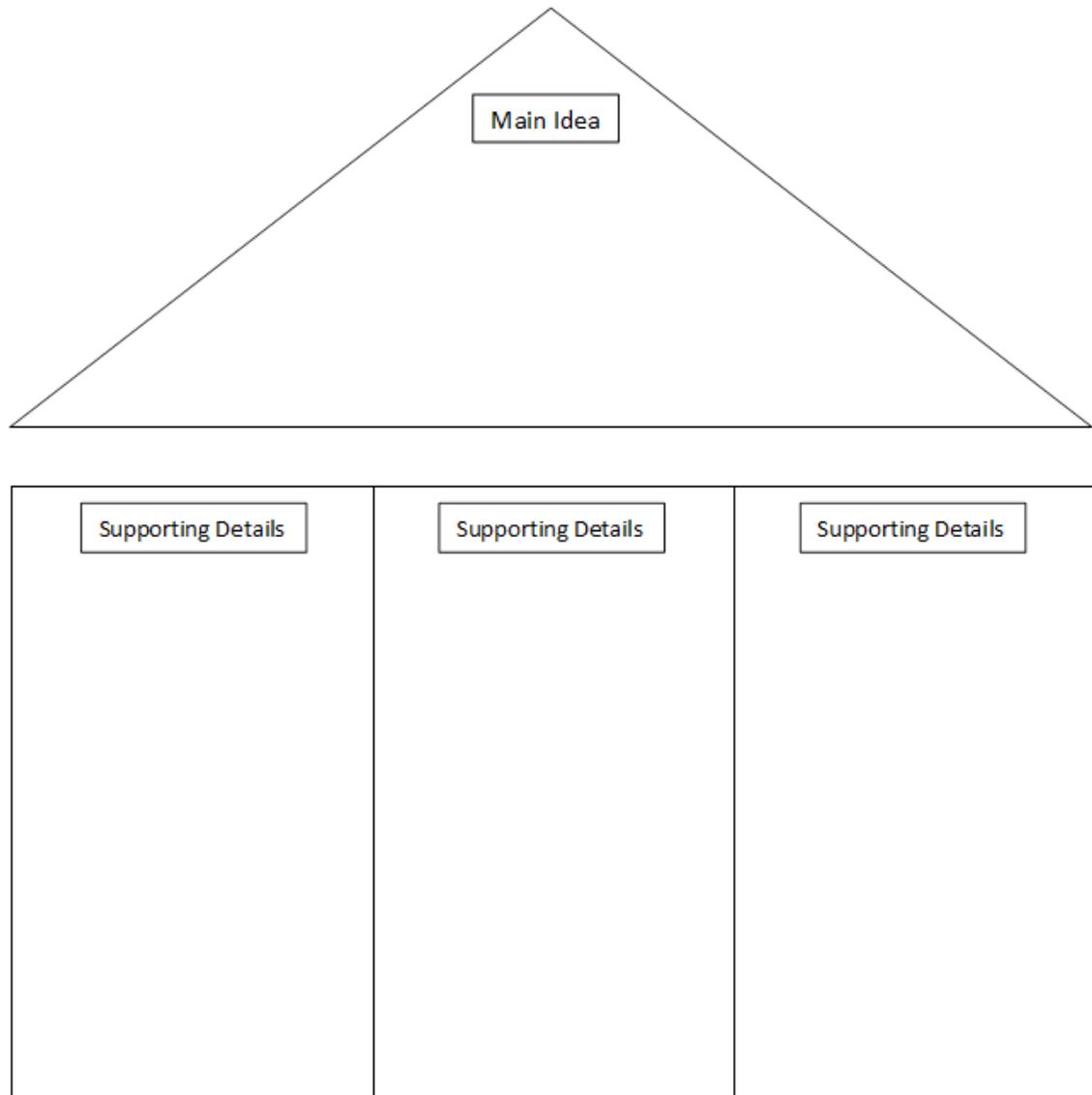
Appendix D: Graphic Organizer for Words

Directions: Write the word in the center and make all the possible connections.



APPENDIX E:
DIAGRAM OF THE HOUSE

Appendix E: Diagram of the House



APPENDIX F:
CHOOSE A PICTURE

Appendix F: Choose a picture

Directions: On the back of your picture, you will see the topic you have selected. Read the selection and label main idea, topic sentence, and supporting details.

The facilitator can be creative and choose other pictures. Let it be a surprise for the students when they select the picture:

Toilet – selection on pollution/waste

Tree – Ozone

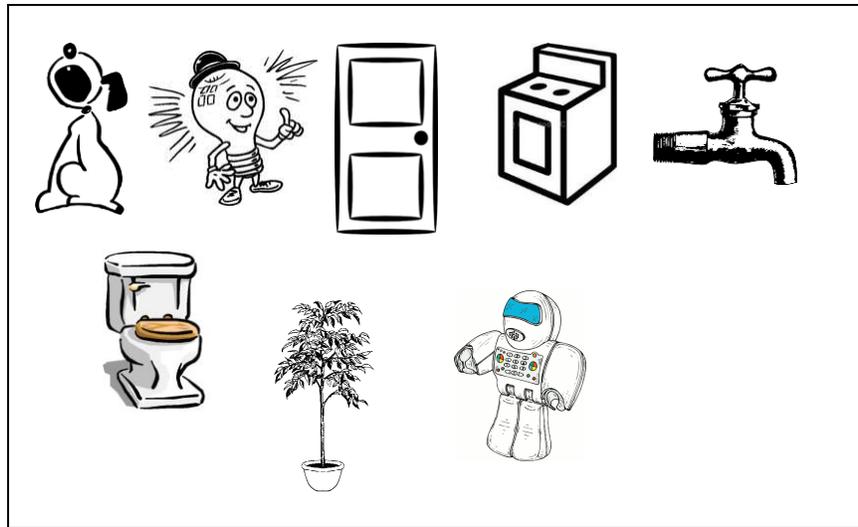
Door – U.S. Border

Light Bulb – Rising Utility Costs

Faucet – Floods: Natural Disasters

Stove: Fires

Toy Robot: Toy Recalls

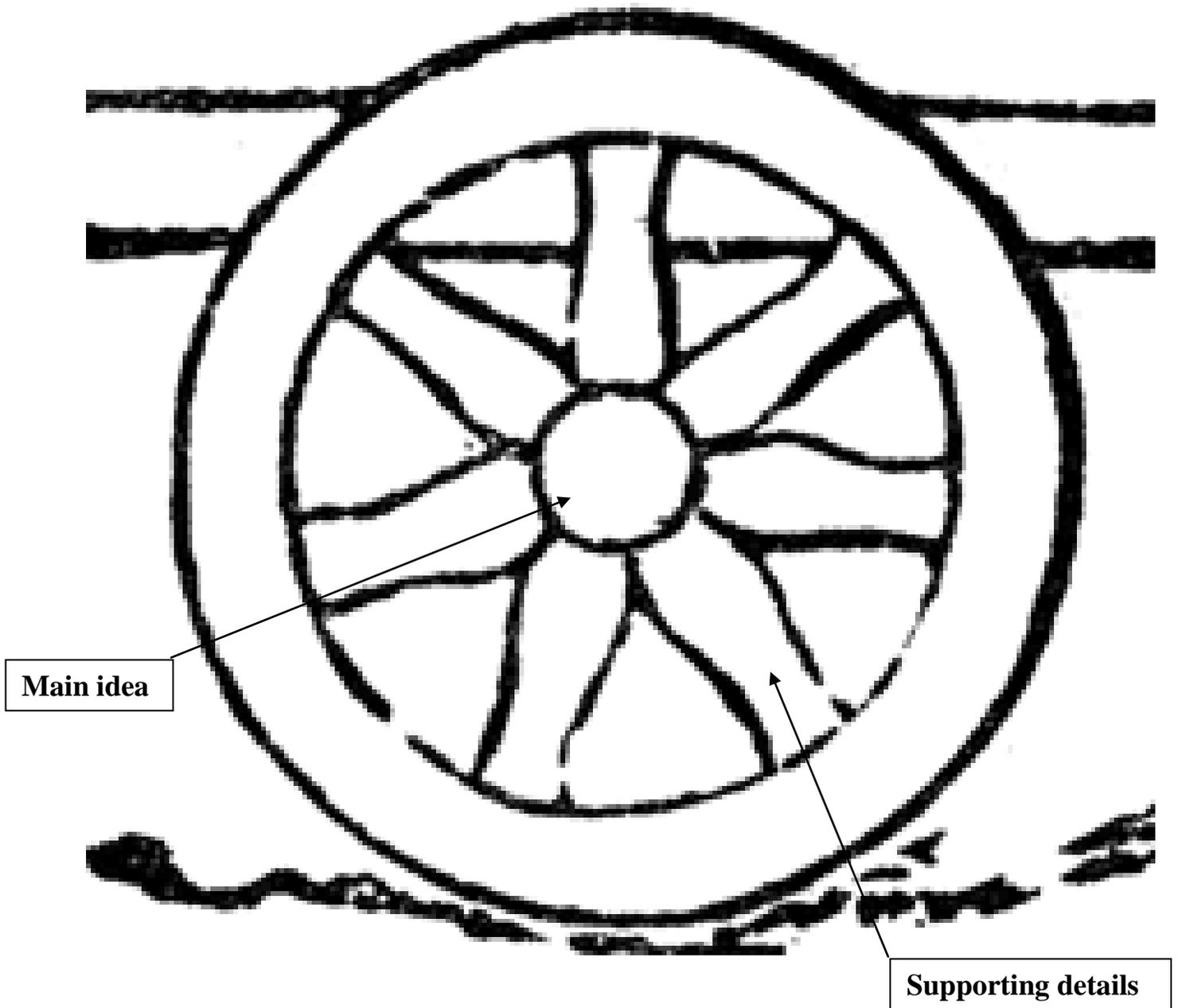


APPENDIX G:
THE WHEEL

Appendix G

The wheel

Directions: After reading the passage aloud, students are to think aloud to determine the main idea and supporting details. Write the main in the circle and the supporting details in the spokes.



APPENDIX H:
BEFORE READING CHART

Appendix H:
Before Reading Chart

Directions: Write your predictions of the assigned reading in the boxes.