Sistema Universitario Ana G. Méndez
School for Professional Studies
Universidad del Turabo

ENGL 500

GRADUATE ENGLISH IMMERSION

(8 weeks)

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STUDY GUIDE

Course Title : Graduate English Immersion

Code : ENGL 500

Time Length : 8 weeks

Prerequisite : None

Description :

A conversational/grammar based semi-immersion course to prepare graduate students for the dual-language curriculum to be offered at your campus.

General Content Objectives:

1. Communicate effectively in everyday situations in English.
2. Develop confidence in the use of the English language in activities related to their field of study and communicating with others.
3. Develop an awareness of the importance of English, both for the academic world as well as in their everyday lives.
4. Develop good speaking, listening, and writing skills to get their academic work done.

General Language Objectives:

1. Listen to informal and formal conversations, discussions, and debates.
2. Participate in daily and academic conversations clearly and effectively.
3. Read accurately, selections of different genres in formal and informal settings.
4. Write basic paragraphs of different genres correctly.

Texts and Resources:

Benz, C., & Medina, M. (2006).*College reading series*. Boston, MA: Houghton Mifflin.

Henry, D. (2010). *The master reader*. (2nd ed.). Boston, MA: Longman.

Hult, C., & Huckin, T. (2010).*The new century handbook*. (5th ed.). Boston, MA: Longman.

Jones, L., & Kimbrough, V. (2008).*Great ideas: Listening and speaking activities for students of American English*. (16th printing). New York, NY: Cambridge University Press.

Pabis, D. &Hamer, A. (2008).*Basic college vocabulary strategies*. (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Miller, S. (2006). *Targeting pronunciation: Communicating clearly in English*. (2nd ed.). Boston, MA: Houghton Mifflin

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

Sanabria, K, and Sanabria, C. (2010).*Academic listening encounters series*. New York, NY: Cambridge University Press.

Williams, J. (2010). *Academic encounters series*. (5th printing). New York, NY: Cambridge University Press.

E-book:

Palmberg, R. (n.d.). *Developing EFL learners' vocabulary awareness*. Retrieved from http://www.esldepot.com/product.php/19/5

Evaluation

Evaluation criteria	Workshop	Score
Attendance and participation	1-8	80 pts.
Eight journal entries	1-8	40 pts.
Six paragraphs	1,2,3,4,5,8	60 pts.
Four quizzes	2,4,6,8	40 pts.
Oral presentation of chapter book	7-8	10 pts.
Written report of chapter book	7-8	20 pts.
E-lab	1-8	20 pts.
Portfolio	1-8	40 pts.
TOTAL		**310 pts.**

Evaluation's description

1. Attendance and participation in class (Workshops 1 – 8)

   a. Attendance and participation in every workshop is mandatory. The following criteria will also be evaluated:

      - Mastery of the material discussed in class.
      - Completion of work assigned in class.
      - Collaboration with their peers on assigned group work.
      - Demonstration of proper verbal communication skills.
      - Turn in work strictly on time.

b. Students will earn 10 points for attendance and participation. Absences will affect their final grade as follows: 3 points for attendance and 7 points for participation in every class.

2. Self-reflection (Workshops 1 – 8)
    a. Students will submit their self-reflection journal to the facilitator via e-mail no later than 24 hours after every workshop for full credit.
    b. Students will self-reflect on the content of every workshop.
    c. Students will earn 5 points for each self-reflection journal entry.
3. Paragraph writing (Workshops 1,2,3, 4, 5, and 8)
    a. Students will hand in a six-to-seven sentence paragraph at the beginning of every workshop for evaluation.
    b. Students may earn up to 10 points for every paragraph handed in on time.
4. Quizzes (Workshops 2, 4, 6, 8)
    a. Students will take quizzes in Workshops Two, Four, Six, and Eight.
    b. Students may earn up to 10 points for every quiz.
5. Oral presentation of chapter book (Workshop 7/8)
    a. Students, in pairs, will make an oral presentation of a chapter book in Workshop Seven/Eight.
    b. The oral presentation should be accompanied by a PowerPoint presentation.
    c. Students may earn up to 10 points.
6. Written report of chapter book (Workshop 7/8)
    a. Students, in pairs, will turn in a written report of a chapter book in Workshop Seven/Eight.

b. The written report should include the following:
   i. Title of the novel/book/story
   ii. Brief introduction of the author
   iii. Characters:
      1. Main
      2. Secondary
   iv. Setting of the story
   v. Plot of the story:
      1. Introduction
      2. Conflict
      3. Climax
      4. Resolution
c. Students may earn up to 20 points.

7. E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice e-mail) (Workshops 1 – 8): Language Lab Minimum Requirement: Students must demonstrate that they have complied with the hours of language lab usage in English. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills. The total amount of practice hours will be integrated within the activities section of the module.
   a. Students should see the resource specialist in the language lab to open a "Tell Me More" account.
   b. Students will work on "Tell Me More" during the course.

c. Evidence of your daily work on "Tell Me More" will be handed in to the facilitator for a full credit of 20 points.

8. Portfolio (Workshop 5: For feedback; Workshop 8: For evaluation)

   a. All self-assessments, reflections, written assignments, and selection of work done during the course, will be assembled in a portfolio strictly following the *Digital Performance Portfolio Assessment Handbook* provided by the facilitator.

   b. The portfolio should be submitted twice during this course: for feedback (Workshop 5), and final evaluation (Workshop 8).

   c. Students may earn up to 35 points for the portfolio handed in on time.

Scale

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = 59% or below

Description of Course Policies

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

the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

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

4. 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.
5. 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.
6. 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.

7. 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.
8. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
9. 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.
10. Children or family members that are not registered in the course are not allowed to the classrooms.
11. 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/(rent)
- http://www.bookswim.com/ (rent)
- http://www.allbookstores.com/ (buy)
- http://www.alibris.com/(buy)

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 Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

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

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

Tel. (787) 751-0178 Ext. 7196

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

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:

1. Focus correctly on the pronunciation basics such as intonation, thought groups, focus words, final sounds, linking, and speech rhythm.
2. Guess meaning of unknown words from context accurately.
3. Correctly identify parts of speech.
4. Correctly apply basic sentence patterns.

Specific Language Objectives:

1. Listen for specific information in short daily conversations.
2. Discuss ambitions in personal and professional life.
3. Use context to accurately guess meaning.
4. Demonstrate well-designed sentences

Electronic Links (URLs)

Taking notes

http://www.how-to-study.com/study-skills/en/notetaking/27/taking-notes-in-class/

http://ctl.stanford.edu/Student/studyskills/taking_notes.pdf

Conversation strategies

http://www.eslgold.net/speaking/phrases.html

Guessing meaning from context

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

http://www.sc.mahidol.ac.th/sclg/Reading/Unit/unit2.htm

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

http://www.daltonstate.edu/faculty/mnielsen/vocabulary_in_context2.htm

Parts of speech

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

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

Basic sentence patterns

http://www.usp.edu/writing/handouts/ss/SS07-BasicSentencePatterns.pdf

http://college.cengage.com/devenglish/broughton/focus_florida/1e/students/diagramming_basic.html

Assignments before the Workshop:

1. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
2. Watch the following video: http://www.youtube.com/watch?v=n57nEDX_Ho4and complete the following activities:
    a. Make a list of the parts of speech.
    b. Using the information read on the recommended websites, prepare 3x5 index cards with the parts of speech on one side and definitions and examples on the other side.
3. Search for information on academic vocabulary on the Internet or virtual library. Prepare a summary, two diagrams, or word bubbles. Share with another student (E-lab).

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

1. Taking notes
2. Guessing meaning from context
3. Parts of speech
4. Basic sentence patterns
5. Academic vocabulary

List of Supplementary Materials for the Workshop

1. Poem
2. PowerPoint presentation
3. Reading excerpts
4. Sentence strips
5. Chart
6. Index cards (3 x 5)
7. Index cards (4 x 7) for word bubbles

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

A. **Preparation**
___Adaptation of Content
_X__Links to Background Knowledge
_X__Links to Past Learning
_X__Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X__Cognitive
_X__Meta-cognitive
_X__Social/Affective

B. **Scaffolding**
_X__Modeling
_X__Guided Practice
_X__Independent Practice
_X__Comprehensible Input

C. **Grouping Options**
_X__Whole Class
_X__Small Groups
_X__Partners
_X__Independent Work

D. **Integration of Processes**
_X__Listening
_X__Speaking
_X__Reading
_X__Writing

E. **Application**
_X__Hands-on
_X__Meaningful/Relevant
_X_ Rigorous
_X__Link to Objectives
_X__Promote Engagement

Activities:

1. Students will introduce themselves by means of an icebreaking activity suggested by the facilitator.
2. The facilitator will introduce the course, explain the grading criteria, and inform students of the course protocol.
3. Students will choose the student representative of the class.

4. The facilitator will introduce the pronunciation basics such as intonation, thought groups, focus words, final sounds, linking, and speech rhythm using multiple listening exercises.
5. The facilitator will read aloud a limerick to students and have them listen to the pronunciation basics in each line of the poem. Then, students will practice the pronunciation of the poem.
6. Next, the facilitator will read aloud a longer poem and have students pay attention to the pronunciation basics. Students may snap their fingers or clap their hands on the stressed syllables. This activity may be repeated until students feel comfortable with the pronunciation basics introduced in this workshop.
7. In pairs, students will practice the pronunciation basics using short poems provided by the facilitator. After rehearsing the poems, students will read them aloud to the whole group.
8. Using a PowerPoint presentation, the facilitator will introduce effective conversation strategies.
9. Students will brainstorm their ambitions in their personal and professional life during one minute. Then, students will talk about their ambitions with their peers, and share them with the whole class.
10. The facilitator will have volunteer students implement the conversation strategies introduced in item #8 by means of a role-play.
11. Using a PowerPoint presentation, the facilitator will introduce different techniques to guess the meaning of unknown words from context.

12. Students will complete vocabulary exercises to use the techniques discussed in the previous item. Then, students will answer each exercise and say aloud the technique(s) used to guess the meaning of the unknown words from the exercises provided by the facilitator.
13. Students will record vocabulary words from one of the poems provided by the facilitator on 4x7index cards. They will make word bubbles and record any special features of the words.
14. The facilitator will write the phrase *Parts of Speech* in the middle of the board, and invite students to share what they know about the topic.
15. Using a PowerPoint presentation, the facilitator will introduce the parts of speech.
16. Students will identify, color, and cut out the parts of speech from sentence strips provided by the facilitator. Next, students will put all the parts of speech together of the assigned sentence strip on the board and explain how they work using the index cards prepared at home.
17. In small groups, students will classify basic sentence patterns on a chart, and discuss their findings with the whole group.
18. The facilitator will project multiple sentence pattern examples and let students identify the corresponding pattern using the chart they created in item #17.
19. Students will begin reading a chapter book in pairs and make an oral presentation and a written report of the book in Workshop Seven/Eight.
20. Students will begin working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.

21. Students will begin working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will turn in a self-reflection on their experience of putting words together correctly to create basic sentence patterns (appendix C).
2. In small groups, students will classify basic sentence patterns on a chart and discuss their findings with the whole group.
3. Students will hand in a paragraph about their personal and professional ambitions (appendix B).
4. Students will brainstorm their ambitions in their personal and professional life for one minute. Then, students will talk about their ambitions with their peers and share them with the whole class.

Lesson Wrap-Up:

1. Every student will turn to their peer 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:

1. Identify stressed syllables correctly.
2. Skim and scan different kinds of texts.
3. Evaluate strategies to make inferences and predictions accurately.
4. Use personal pronouns and verb tenses correctly.
5. Analyze the different stages of the writing process.

Specific Language Objectives:

1. Listen for answers to Who, What, When, and Where questions.
2. Talk about reading/writing routines and recent events properly.
3. Develop reading fluency through reading aloud and silent reading.
4. Correctly apply the writing process in two brief descriptive paragraphs of your daily reading and writing routines.

Electronic Links (URLs):

Pronouns

http://www.englishclub.com/grammar/pronouns.htm

http://www.english-the-easy-way.com/Nouns/Personal_Pronouns_Nouns.htm

http://www.englishlanguageguide.com/english/grammar/personal-pronoun.asp

Verb tenses

http://www.englishpage.com/verbpage/verbtenseintro.html

http://owl.english.purdue.edu/owl/resource/601/01/

http://www.englishclub.com/grammar/verb-tenses.htm

http://grammar.ccc.commnet.edu/grammar/tenses/tense_frames.htm

News

http://www.cnn.com/

http://www.chicagotribune.com/

http://www.miamiherald.com/

Skimming and scanning

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

http://ezinearticles.com/?Speed-Reading-Vs-Skimming&id=2143910

http://www.southampton.ac.uk/edusupport/ldc/docs/Reading%20and%20research%20skills%202009.pdf

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

http://wps.ablongman.com/long_mcwhorter_efr_7/20/5239/1341349.cw/index.html

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

Making inferences

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

http://www.laflemm.com/dynamic/online_practice.php?practice_id=5

http://www.laflemm.com/dynamic/online_practice3.php?practice_id=15

Writing process

http://owl.english.purdue.edu/owl/section/1/1/

Assignments before the Workshop:

1. Search for techniques that help you make inferences and predictions accurately. You may use the Internet, the virtual library, or online journals. Then, make a list of all the techniques found in your search and share two of them with your peers in class. (E-lab).

2. Search for information on the writing process and prepare a flowchart. Be ready to share with the rest of the class (appendix D).
3. Write a small entry about your previous learning experience.
4. Watch the video http://www.youtube.com/watch?v=sbozEcwLhRc and answer the following questions:
    a. What is skimming?
    b. What is scanning?
    c. What is reading in detail?
    d. Build a chart with this information.
5. Bring different newspaper articles to class.
6. Read the electronic links on the verb tenses recommended in the workshop, and build a T-chart with:
    a. Simple tenses
    b. Progressive tenses

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

1. Pronouns
2. Verb tenses
3. Simple tenses
4. Progressive tenses
5. Skimming
6. Scanning
7. Writing process

List of Supplementary Materials for the Workshop

1. Newspaper articles
2. Sentence strips
3. Audio resources (CDs, audio tapes, audio files from the Internet)
4. Outlines

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X_ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. The facilitator will carry out a preview/review activity.

2. Students will listen to news from http://www.elllo.org/english/NewCenter.htm and take notes of the details of the story. Then, students will retell the news to the class using their notes. After retelling, students will ask Who, What, When, and Where questions about the news in order to expand the conversation.
3. Students will read the short newspaper articles they brought to class, share their news with their peers, and choose the most exciting or controversial news of the night.
4. The facilitator will read aloud multiple words written on sentence paper strips, and have students cut the strips to break the words into syllables.
5. The facilitator will introduce the concept of word stress by reading aloud the words presented in item #4, and have students repeat the correct word stress after him/her.
6. Using different audio resources (e.g., audio tapes, CDs, audio files from the Internet, etc.) the facilitator will have students complete word stress exercises.
7. Students will role play a short conversation using some of the words studied in items #4 and 5, and imitate the correct word stress performed by a native English speaker.
8. The facilitator will model how to write an outline for an oral presentation.
9. The class will be divided into two teams. One team will brainstorm all the possible reading activities and/or routines while the other will brainstorm all the possible writing activities and/or routines. Next, each team will present their findings and explain their routines to the class using an outline. The facilitator will take notes of the students' reading and writing routines on the board.

10. Students will analyze the routines written on the board and discuss which ones seem to be effective for their purpose.
11. Using a PowerPoint presentation, the facilitator will introduce the scanning and skimming skills in reading.
12. Students will practice scanning and skimming different kinds of texts (e.g., a table of contents in a magazine or a book, the ads in a newspaper, the pages of a dictionary, articles in newspapers, parts of library books, tests and exams, etc.) in groups and individually.
13. Using a PowerPoint presentation, the facilitator will introduce the concept of making inferences and predictions.
14. Using a round-table discussion strategy, students will analyze and evaluate different strategies to make inferences and predictions in reading. The facilitator will perform the role of moderator in the discussion.
15. Students will read aloud the news from item #3 to their peers and stop reading at a certain point of the story to let them make inferences or predictions about the news presented. A class discussion will follow.
16. The facilitator will project different picture series (e.g., cartoons) and have students make inferences of what will happen next. After students present their inferences and/or predictions, the facilitator will project the other picture that unveils the story.
17. Students will complete inference/prediction exercises individually or in groups from the Internet or textbooks chosen by the facilitator. Students will have the chance to discuss inferences and predictions with peers and the facilitator.

18. Students will make two teams. Using the verb tense list created at home, one team will talk about the simple tenses; the other will talk about the continuous tenses. Both teams should define every verb tense, show how sentences are built in the tenses presented, and provide examples.
19. The facilitator will clarify any doubts or questions about verb tenses.
20. The facilitator will introduce different kinds of pronouns in the English language by means of a PowerPoint presentation.
21. Students will complete exercises on verb tenses and different groups of pronouns (subject, possessive adjective, object pronouns, emphatic possessive pronouns, and reflexive pronouns).
22. Students will create a group writing process flowchart on the board. A group discussion of their analysis of the stages of the writing process will follow.
23. Students will write a short paragraph about their personal and professional ambitions (appendix B). They will apply the different stages of the writing process to their short paragraph before sharing it with the class.
24. Then, students will write a self-reflection (appendix C) on their experience on using the writing process.
25. Students will take a quiz to assess students' knowledge of the content of Workshops One and Two.
26. Students will continue reading a chapter book in pairs and make an oral presentation of the book in Workshop Seven/Eight.
27. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.

28. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will take a quiz to assess students' knowledge of the content of Workshops One and Two.
2. Students will practice scanning and skimming different kinds of texts (e.g., a table of contents in a magazine or a book, the ads in a newspaper, the pages of a dictionary, articles in newspapers, parts of library books, tests and exams, etc.) in small groups.
3. Students will hand in two paragraphs about their personal and professional ambitions to the facilitator (appendix B).
4. Students will complete their journal entries from Workshop Two.

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 create a poster containing pictures and text about the content of this workshop.

WORKSHOP THREE

Specific Content Objectives:

1. Accurately identify speech rhythm (stressed and unstressed), in phrases and sentences.
2. Accurately recognize similarity in meaning.
3. Identify point of view and purpose in writing.
4. Analyze the tone in reading different kinds of texts.
5. Identify the pre-writing strategies (e.g., audience, information gathering techniques, etc.) effectively.

Specific Language Objectives:

1. Discriminate specific information of a debate accurately.
2. Give a short formal oral presentation using an outline or a PowerPoint display.
3. Read thought-provoking news happening around the world.
4. Write a descriptive paragraph of your experience in learning the tone in reading.

Electronic Links (URLs):

Similarity in meaning

http://www.synonyms.net/

http://www.synonym.com/synonyms/

Point of view, purpose, and tone in reading

http://static.schoolrack.com/files/5255/81722/Authors_Purpose.ppt

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

http://edujourney.net/Powerpoint%20Templates/Author's%20Purpose/Authors%20Purpose.ppt

http://wps.ablongman.com/long_henry_er_1/0,7989,1130503-,00.html

http://wps.ablongman.com/long_henry_mrup_1/33/8661/2217234.cw/index.html

Gathering information

http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/4714816b996a6004852569c3006b2430?OpenDocument

http://www.lboro.ac.uk/service/ltd/campus/infouser.pdf

http://www2.liu.edu/cwis/CWP/library/exhibits/plagstudent.htm

Assignments before the Workshop:

1. Write a short entry about your previous learning experience.
2. Make a list of thought-provoking topics such as the financial crisis in the USA, the health insurance reform, the USA involvement in foreign affairs, texting while driving, etc. Then, choose one topic and search for information on the Internet, the virtual library, or online journals. Summarize the information from your search on a graphic organizer. Be ready to participate in a debate on your topic in class. (appendix A) (E-lab).
3. Watch the following videos posted at:
    a. http://www.youtube.com/watch?v=skX6RnnIkuM
    b. http://www.youtube.com/watch?v=IItGdq-ApjQ&feature=related

    And complete the following activities:

    a. What is the author's purpose? What is the tone?
    b. How many purposes/tones did you watch?
    c. Make a chart with the purposes/tones you watched in the video.

4. Watch a YouTube video on pre-writing activities and complete a circular concept map.

Key Vocabulary:

1. Synonym
2. Analogies
3. Point of view
4. Purpose
5. Tone

List of Supplementary Materials for the Workshop

1. Charts
2. Reading excerpts
3. PowerPoint presentation

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X__ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities

1. The facilitator will explain the specific objectives of the workshop.
2. The facilitator will introduce reduced vowels in unstressed syllables, using multiple listening exercises such as tap the rhythm, rhymes, match the rhythm, poems, focus words, etc.

3. Students will complete the following blanks and practice:

com-/con-	**dis-**	**ex-**	**in-**
comPLAIN	disTURB	exPECT	insTEAD
_____	_____	_____	_____
_____	_____	_____	_____
-ful	**-ion**	**-ical**	**-ness**
FRUITful	calcuLAtion	MAGical	SADness
_____	_____	_____	_____

4. The facilitator will introduce the focal stress in sentences and change in meaning by means of varied listening exercises.
5. The facilitator will provide copies of five questions which are repeated four times. The facilitator will read aloud every question with different focal stress each time. Students should hear every question each time, underline the word that receives focal stress, and match each question with the meaning created by the change in focus stress.
6. In pairs, students will ask and answer at least 20 different questions from Appendix D, and report answers to the class.
7. The facilitator will introduce synonyms and analogies by means of a brainstorming session. The facilitator will present a list of words and have students brainstorm all the possible synonyms or words related to each entry of the list. Then, the class will evaluate their answers with the facilitator's help.
8. Students will complete exercises using synonyms and analyze the possible relationships among words solving analogies. A class discussion will follow.

9. The class will make three teams: One team will analyze the author's point of view, another will discuss the author's purpose, and the other will explore the tone in reading. Every team will present their findings and a class discussion will follow.
10. The facilitator will provide a wide array of reading exercises in which students will identify the author's point of view, purpose, and tone.
11. The facilitator will let students make their own groups based on their chosen thought- provoking topic searched in advance. Then, each group will participate in a debate to support the point of view on the topic (appendix B).
12. Students will continue reading a chapter book in pairs and make an oral presentation of the book in Workshop Seven/Eight.
13. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.
14. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will write their self-reflection on any of the topics studied today (appendix C).
2. In pairs, students will ask and answer at least 20 different questions from appendix E, and report answers to the class.
3. After the debate, students will write a one-paragraph argument of a topic of their choice debated in class. Students will hand it in to the facilitator for evaluation (appendix B).

4. Challenging activity: The facilitator will allow students to get involved in a debate of thought-provoking topics. While some students are participating in the debate, others will take notes for a question-and-answer session after each presentation.

Lesson Wrap-Up:

1. Every student will turn to their peer on their right and share one of the most important topics of the lesson.
2. Students will complete a cloze summary activity about the content of the workshop.

WORKSHOP FOUR

Specific Content Objectives:

1. Analyze subject-verb agreement in sentence writing.
2. Compare and contrast the function of adjectives and adverbs.
3. Use adjectives and adverbs correctly in sentence writing.
4. Formulate arguments correctly.

Specific Language Objectives:

1. Identify descriptive words in speech stream.
2. Give a speech with accurate arguments.
3. Paraphrase a PowerPoint on subject-verb agreement.
4. Compose an argumentative paragraph appropriately.

Electronic Links (URLs):

Subject-verb agreement

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

http://owl.english.purdue.edu/owl/resource/599/01/

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/sv_agr_quiz.htm

http://wwwnew.towson.edu/ows/exercisesub-verb.htm

http://www.wisc-online.com/objects/ViewObject.aspx?ID=WCN3302

Adjectives and adverbs

http://owl.english.purdue.edu/owl/resource/537/01/

http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs

http://www.grammarbook.com/grammar/adjAdv.asp

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

Arguments

http://www.saidsimple.com/content/How-to-Formulate-an-Argument

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

http://writingworkshop.edtec.unsw.edu.au/argue.html

Assignments before the Workshop:

1. Search for information on a topic of your choice (free topic). You may use the Internet, the virtual library, or online journals. Summarize the information on index cards and be ready to make a brief oral presentation. (appendix A) (E-lab).
2. Prepare a collage with pictures related to opposite adjectives.
3. Bring food brochures, restaurant ads, and pictures.
4. Students will watch the following videos posted at:
    a. http://www.youtube.com/watch?v=YO0AUyev1IY
    b. http://www.youtube.com/watch?v=-zgKOguRrRs

    and complete the following activity:

    a. Make a flowchart explaining the steps to write a summary.
5. Make photocopies of a short newspaper/magazine article for the class.

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

1. Adjective
2. Adverb
3. Argument
4. Subject-verb agreement

List of Supplementary Materials for the Workshop

1. Brochures

2. Collage
3. Charts

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X_ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. The facilitator will introduce the stressed and unstressed vowel sounds, using multiple listening exercises such as shortening the vowels in weak syllables, reduction and schwa vowel, can and can't, etc.
2. Students will practice sounds individually, in pairs, and in short conversations.
3. Using a PowerPoint presentation, the facilitator will introduce subject-verb agreement. Students will complete subject-verb agreement exercises. A class discussion will follow.
4. Challenging activity: The facilitator will allow students to participate in a debate on one of the topics below, emphasizing the use of the comparative and superlative forms of adjectives. While some students are participating in the debate, others will take notes for a question-and-answer session after every presentation. Students can use the following topics or brainstorm others:
    a. Flying is better than driving.
    b. Working individually is better than working in groups.
    c. People should use products made of recycled materials rather than disposable ones.
    d. Students should wear school uniforms.
    e. Watch what you eat; don't eat what you watch!
5. After the debate, students will write a one-paragraph argument on a topic of their choice debated in class. Students will hand it in to the facilitator for evaluation (appendix B).

6. In groups of three, students will share and discuss the food brochures, ads, and pictures. Then, they will identify the following:
    a. The most expensive/cheapest products advertised in the brochures and/or ads.
    b. The best sale found in the brochures and/or ads.
    c. The spiciest, the healthiest, and the most harmful food advertised in the brochures and/or ads.
    d. The restaurant having the best/worst quality menu in the city.
    e. The fanciest and the most ordinary restaurant in the city.
7. Groups will report their findings to the class while the facilitator builds a comparative chart with the information given. A class discussion will follow.
8. The facilitator will allow paired students to debate about the food products, menus, and restaurants using the comparative and superlative forms of adjectives while their peers take notes on the major points of the discussion to ask questions after every presentation. The facilitator will be the moderator in this activity.
9. Using a PowerPoint presentation the facilitator will explain the function of adjectives and adverbs in a sentence. Then, students will complete exercises using adjectives and adverbs.
10. After the debate, the facilitator will model how to formulate an argument correctly.
11. The facilitator will guide a discussion on adjectives using some of the collages made by students. Then, the students will make sentences with the adjectives and read them aloud in class.

12. Students will establish the differences between the comparative and superlative form of adjectives using their notes from the assignments prior to this workshop.
13. In pairs, students will complete the comparative and superlative forms of adjectives on the chart posted at: http://www.english-zone.com/teach/pdf-files/comparatives.pdf. Students will take turns reading aloud the base form of adjectives and their comparative and superlative forms. Finally, students will have this chart handy to do other activities.
14. Students will do cooperative work. In pairs, students will build a series of many different topics as shown below, and write at least six sentences using the comparative and superlative forms of adjectives.
    a. Cities: Orlando, Chicago, San Francisco
    b. Sports: Football, basketball, surfing
    c. Writers: Edgar Allan Poe, Ernest Hemingway, Mario Vargas Llosa
    d. Films: Gone with wind, Spiderman, Avatar
    e. Inventions: Computer, telephone, wheel
    f. Cars: Mercedes Benz, Toyota, Chevrolet

    Topics and their components as shown above are just examples. Students can brainstorm all kinds of topics to complete the assignment. Finally, groups will hand in the assignment to the facilitator for evaluation.
15. A round-table discussion: Talking about medical care services in your country. Students will participate in a roundtable discussion in which they will discuss facts of the medical care system of their countries. The instructor will act as the moderator in this activity.

In some countries, people go to a general practitioner or a doctor trained to handle all general medical care. However, in other countries, people always go to specialists when they are ill. What is the medical care system like in your country? Are patients seen in individual, private examination rooms?

16. Students will take a quiz to assess students' knowledge of the content of Workshops One, Two, Three, and Four.
17. Students will write their self-reflection on their formulation of an argument.
18. Students will continue reading a chapter book in pairs and make an oral presentation of the book in Workshop Seven/Eight.
19. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.
20. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will take a quiz to assess students' knowledge of the content of Workshops One, Two, Three, and Four.
2. Students, in pairs, will ask and answer twenty different questions from appendix E and report answers to the class.
3. After the debate, students will write a one-paragraph argument on a topic of their choice debated in class. Students will hand it in for evaluation.

4. The facilitator will allow students to get involved in a debate of thought-provoking topics, emphasizing the use of comparative and superlative forms of adjectives. While some students are participating in the debate, others will take notes for a question and answer session after each representation.

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. Students will complete a cloze summary activity about the content of the workshop.

WORKSHOP FIVE

Specific Content Objectives:

1. Correctly apply basic sentence patterns.
2. Accurately guess the meaning of unknown words.
3. Correctly use personal pronouns in text.
4. Analyze the tone in different texts.
5. Review the use of adjectives and adverbs.

Specific Language Objectives:

1. Listen for specific information in speech.
2. Give a talk on the varieties of tones in literary pieces.
3. Recognize the difference in use of adjectives and adverbs in correct English.
4. Compose an advertisement segment.

Electronic Links (URLs):

Basic sentence patterns

http://faculty.mdc.edu/jgarcia/1341LdocDone/sentence%20skills/basic_sentence_patterns.htm

http://www.towson.edu/ows/sentpatt.htm

Meaning of unknown words

http://www.massasoit.mass.edu/acad_depts/humanities_finearts/english/resource_room/GettingMeaningContext.pdf

Personal pronouns

http://www.grammaruntied.com/pronouns/personal.html

http://www.englishclub.com/grammar/pronouns-personal.htm

Tone in reading

http://www.inetteacher.com/upload1/102670/docs/Tone-Mood%20Worksheet.pdf

http://www.laflemm.com/reso/tone.html

Adjectives and adverbs

http://www.grammarbook.com/grammar/adjAdv.asp

http://owl.english.purdue.edu/owl/resource/537/01/

Assignments before the Workshop:

1. Read the URLs and other reference materials on the Internet, virtual library, and other electronic resources (e-lab).
2. Read and take notes on the structure of a sentence. Bring your notes to class. http://www.writingcentre.uottawa.ca/hypergrar
3. Listen to the speech *I Have a Dream* by Martin Luther King, Jr. delivered at a political rally in Washington, DC, 1963.
4. Jot down the words in that speech that helped portray the tone.
5. Read the first paragraph of the "Pit and the Pendulum" by Edgar Allan Poe and write down all the adjectives and adverbs. Bring your list to class. http://www.online-literature.com/poe/40
6. Search for information on "Guessing meaning from context", take notes, and bring these to class.

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

1. Ad
2. Creed
3. Advertisement
4. Imperceptible
5. Supervened
6. Pit

7. Pendulum
8. Decree
9. Interposition
10. Antonym
11. Synonym

List of Supplementary Materials for the Workshop

1. YouTube Video
2. Sentence strips

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X_ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. The facilitator will lead a preview/review activity for Workshop Four.

2. Students will take turns completing a group chart with the notes they took on the "Structure of a sentence." A group discussion will follow.
3. The facilitator will give students a group of sentences lacking proper structure. They are to rewrite the sentences using correct sentence structure. Students will take turns going to the board to write the sentences. A discussion will follow.
4. The facilitator will have sentences cut up into parts from sentence strips. Students will take turns putting the sentences in the correct order. If a student were to make a mistake, another student may step in to help.
5. Students will use the sentences from item 4 to create a descriptive paragraph. This may turn out to be an amusing activity. Students will read their paragraphs aloud (appendix B).
6. The facilitator will lead a group discussion on tone words. Students will point out the denotations and connotations of some of the tone words used by Martin Luther King Jr. in his speech *"I Have a Dream."*
7. Students, with the help of the facilitator, will create a list of tone words and their meaning. In small groups, students will write a paragraph using as many of the tone words as they can (elements such inflections, tempo, dynamic phrasing, and embellishments).
8. The facilitator will have students listen to the reader of the "Pit and the Pendulum." Students will take notes on the elements of tone as the reader goes through the first paragraph: http://www.loudlit.org/audio/pitandpedelum . A group discussion will follow.

9. Students will construct a two-column chart of the adjectives and adverbs found in the first paragraph of the "Pit of the Pendulum" by Edgar Allan Poe. A group discussion will follow as to why these words meet the criteria of their category.
10. Students will construct paragraphs according to the following guidelines. The facilitator will have the following introductory paragraph on the board:

    On the way from the Grand Canyon to Phoenix, Arizona, two years ago, my husband and I had a wonderful experience when our car got stuck in the mud. This may sound strange, but let me tell you my story.

    All groups will write an academic paragraph of eight to ten sentences. They must remember to use as many adjectives, adverbs, and personal pronouns as possible.

    a. Group #1 must continue their academic paragraph format after the following sentence:

       We decided to take a shortcut on a dirt road but little did we know that we were heading for trouble.

    b. Group #2 must continue their story in an academic paragraph format after the sentence:

       Then we saw a light somewhere in the distance.

    c. Group # 3 will continue their academic paragraph format after the following sentence:

       We had several more problems along the way.

    d. Finally, Group # 4 will compose the conclusion. They will begin their paragraph with this sentence:

Thanks to the kindness of this stranger, our vacation ended happily.

Each group will have selected someone from their group to read their paragraphs. It ought to be an interesting exercise.

11. Students will be divided into two groups: A/B. Utilizing the notes taken from the document on "Guessing from meaning," the A's are to write down the strategies they will use when they come across a new word in English. The B's will have a literary piece they have to summarize. Anytime a member of group B encounters difficulty with a word, they are to ask a member of group A for an appropriate strategy to use to guess the meaning of a word. The group will debrief through a plenary discussion, highlighting the importance of guessing from context where text may be cognitively challenging.
12. The facilitator will provide a group of literary excerpts; students, working in pairs, are to guess from context when they encounter a word they do not know. They are to point out which strategy they used: synonyms and antonyms, cause and effect, association between object and use, or description and example.
13. The group can play "Call my Bluff." The class is divided into two groups. The point of the game is for the teams to take turns to provide three definitions of an obscure word, only one of which is correct. The other team has to guess which is the correct definition, the other two being "bluffs."
14. Students will continue reading a chapter book in pairs and make an oral presentation of the book in Workshop Seven.
15. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.

16. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will turn in a self-reflection analyzing different tone patterns and literary pieces.
2. In small groups, students will accurately identify personal pronouns in an advertisement piece.
3. Students will hand in a short descriptive paragraph.
4. Students will show mastery in taking a mid-term exam.

Lesson Wrap-Up

1. Students will participate in an activity known as *Sixty Seconds*. Students will be chosen randomly to speak about any content covered in this workshop without repetition.
2. In pairs, students will participate in an activity known as *Gallery Walk*. They will create graphic representations of their learning and post them. Students can either share the posters or move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might have done differently if they were to repeat the process. Have fun!

WORKSHOP SIX

Specific Content Objectives:

1. Differentiate the stressed and unstressed vowel sounds accurately.
2. Organize a reaction to a reading passage effectively.
3. Use the SQ4R reading strategy correctly.
4. Apply skimming and scanning in reading texts.
5. Fix sentence fragments effectively.
6. Apply strategies/techniques to summarize texts appropriately.

Specific Language Objectives:

1. Listen for specific details of an oral presentation accurately.
2. Participate in a formal discussion of a controversial issue appropriately.
3. Develop reading fluency through reading aloud and silently.
4. Self-reflect on the content of the workshop in writing.

Electronic Links (URLs):

Increasing the reading rate

http://www.wmich.edu/asc/files/IncreasingYourReadingRate.pdf

http://www.reachoutmichigan.org/learn/suggest.html

http://eslus.com/LESSONS/READING/READ.HTM

SQ4R

http://www.wvup.edu/academics/learning_center/sq4r_reading_method.htm

http://forpd.ucf.edu/strategies/stratsq4r.html

http://manoa.hawaii.edu/learning/PDFhandouts/StudySkills/SQ4R%20METHOD%20OF%20STUDY.pdf

Sentence fragments

http://owl.english.purdue.edu/owl/resource/620/1/

http://depts.dyc.edu/learningcenter/owl/exercises/fragments_ex1.htm

http://grammar.ccc.commnet.edu/grammar/fragments.htm

How to make a summary

http://www.class.uidaho.edu/adv_tech_wrt/resources/general/how_to_summarize.htm

http://owl.english.purdue.edu/owl/resource/563/1/

http://leo.stcloudstate.edu/acadwrite/summary.html

http://users.drew.edu/~sjamieso/summary.html

Assignments before the Workshop:

1. Students will watch the following videos posted at:

    a. http://www.youtube.com/watch?v=YO0AUyev1IY

    b. http://www.youtube.com/watch?v=-zgKOguRrRs

    and complete the following activity:

    a. Make a flowchart explaining the steps to write a summary.

2. Search for information on a topic of your choice (free topic). You may use the Internet, the virtual library, or online journals. Summarize the information on index cards and be ready to make a brief oral presentation. (appendix A) (E-lab).

3. Make photocopies of a short newspaper/magazine article for the class.

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

1. SQ4R
2. Sentence fragments
3. Summary

4. Reading rate

List of Supplementary Materials for the Workshop

1. Flowcharts
2. Articles
3. Chapter books

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X_ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. The facilitator will explain the specific objectives of the workshop.
2. In a class discussion, students will share the steps to make a summary using flowcharts prepared at home.
3. Students will put a copy of a short newspaper or magazine article on a chair in front of the class. One by one, they will go to the chair, take one article, and read aloud the title of the article. The class will choose the most interesting/ exciting/controversial/or thought-provoking one to be summarized in class.
4. Students, in pairs, will summarize the chosen article and express their reaction to it.
5. The facilitator and students will discuss their summaries.
6. A round-table discussion: Talking about politics in your country. Students will make a roundtable in which they will discuss facts of the politics of their countries. The instructor will act as the moderator in this activity.
7. Using a PowerPoint presentation, the facilitator will introduce the strategy SQ4R and model the strategy.
8. In pairs, students will fill out a SQ4R form using the chapter books they are reading, and explain their work to the class.
9. Students will write their self-reflection (appendix C) on their learning experience of the strategy SQ4R.
10. The facilitator will review skimming and scanning as skills to increase the reading rate. Students will complete timed reading activities using both skills.

11. The facilitator will contrast complete sentences and sentence fragments by means of a PowerPoint presentation and model how to repair sentence fragments.
12. In small groups, students will repair sentence fragments and share their work with the class. A class discussion will follow.
13. Students will make an oral presentation of their chosen topic using a PowerPoint display. Peers will take notes for a question-and-answer session after presentations. (appendix A).
14. Students will take a quiz to assess thier knowledge of the content of Workshops One, Two, Three, Four, Five, and Six.
15. Students will continue reading a chapter book in pairs and make an oral presentation of the book in Workshop Seven/Eight.
16. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.
17. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will take a quiz to assess their knowledge of the content of Workshops One, Two, Three, Four, Five, and Six.
2. In small groups, students will repair sentence fragments and share their work with the class. A class discussion will follow.
3. Students, in pairs, will summarize the chosen article and express their reaction to it.
4. In a class discussion, students will share the steps to make a summary using flowcharts prepared at home.

Lesson Wrap-Up

1. Students will write for one minute, without stopping, about what they learned. Then, they will exchange their writings until all the papers have been read.
2. After reading all the papers, paired students will discuss what they learned in the workshop and what they read in the papers.

WORKSHOP SEVEN

Specific Content Objectives:

1. Identify voice and voiceless consonant sounds accurately.
2. Use expressions of agreement/disagreement in a conversation properly.
3. Apply context clues to reading of different texts correctly.
4. Identify the basic paragraph structure.
5. Identify literary genres.

Specific Language Objectives:

1. Listen for specific information during a lecture.
2. Give a short lecture professionally.
3. Use reading comprehension strategies effectively.
4. Restate/paraphrase statements properly to avoid plagiarism in writing.

Electronic Links (URLs):

Agreement/Disagreement

http://www.hello-online.ru/content.php?contid=1120

http://www.englishpond.com/speaking/Communication%20and%20daily%20English/agreeingaudio/

Context clues

http://www.pcboe.net/les/elderweb/Comprehension/Six%20Types%20of%20Context%20Clues.pdf

http://wps.ablongman.com/long_licklider_vocabulary_2/0,6658,416421-,00.html

http://edhelper.com/language/Context_Clues.htm

Reading comprehension strategies

http://www.literacy.uconn.edu/compre.htm

http://www.marin.edu/~don/study/7read.html

http://www.englishlearner.com/tests/advanced_reading_comprehension_2.shtml

http://wps.ablongman.com/long_henry_er_1/

Restate/Paraphrase statements

http://writing2.richmond.edu/writing/wweb/paraphrs.html

http://www.landmarkoutreach.org/documents/SeditaSummarizing.pdf

Basic paragraph structure

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

http://www.pucpr.edu/titulovcoop/filesharing/khorowitz/English114/Module%202%20-%20Parts%20of%20the%20Paragraph.ppt

Assignments before the Workshop:

1. Complete reading the chapter book and finalize the oral presentation and the written report.
2. Watch the video http://www.manythings.org/b/e/2122and complete the following activity:
    a. Describe the basic paragraph structure using a graphic organizer.
3. Search for information about different reading comprehension strategies. You may use the Internet, the virtual library, or online journals. Summarize the

information on a graphic organizer and be ready to make a brief oral presentation on one of the strategies. (appendix F) (E-lab).

4. Bring short newspaper/magazine articles.

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

1. Agreement
2. Disagreement
3. Context clues
4. Paraphrase
5. Realistic fiction
6. Historical fiction
7. Drama

List of Supplementary Materials for the Workshop

1. Index cards
2. Newspaper articles

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X_ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. The facilitator will explain the specific objectives of the workshop.
2. The facilitator will introduce voice and voiceless consonant sounds such as stops and continuants.
3. Students will practice sounds individually, in pairs, and in short conversations.
4. The facilitator will introduce agreement/disagreement expressions used in daily and academic conversations, and introduce present controversial topics to agree or disagree.
5. Students will make two circles with the same number of students in the middle of the classroom. The inner circle will agree with the controversial topics presented

in item #4 while the outer circle will disagree. Students will use the agreement/disagreement expressions during the debate and explain the reason(s) for their position.

6. Using a PowerPoint presentation, the facilitator will present the following context clues and their application to reading:
    a. Definition
    b. Restatement or synonym
    c. Contrast or antonym
    d. Comparison
    e. Example – illustration
    f. List or series
    g. Cause and effect
    h. Description or inference
    i. Root words and affixes
    j. Grammar
7. Students will complete a wide array of exercises in which they will apply the contextual clues introduced in item #6. A class discussion will follow.
8. Students will write their self-reflection (appendix C) on their learning experience of the contextual clues.
9. Using their graphic organizers prepared at home, students will make a list of all the reading comprehension strategies on the board. Then, every student will explain and model at least one strategy to the class. The facilitator will help in this activity as needed. (appendix F) (E-lab).
10. The facilitator will write some sentences on the board and model how to paraphrase them.
11. Students in pairs will paraphrase a set of sentences provided in class.
12. The facilitator and students will discuss their paraphrased sentences.

13. Challenging activity: Students, in pairs, will read the newspaper articles, paraphrase the stories, and share their work with the class. Then, students will hand in the original and paraphrased story to the facilitator for evaluation (appendix B).
14. Students will engage in a formal conversation about the basic paragraph structure using the graphic organizers prepared prior to the workshop.
15. The facilitator will show some weak paragraphs. In pairs, students will work together on how to make them strong paragraphs, and share their work with the class. The facilitator will help in this activity if needed.
16. Paired students will present their chapter book presentations (appendix F) and turn in the written report (appendix G). Peers will listen to the presentations as they take notes for a question-and-answer session.
17. The oral and written report should include the following:
    a. Title of the novel/book/story
    b. Brief introduction of the author
    c. Characters:
        i. Main
        ii. Secondary
    d. Setting of the story
    e. Plot of the story:
        i. Introduction
        ii. Conflict
        iii. Climax

iv. Resolution

18. Students will continue working on their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.
19. Students will continue working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

1. Students will write their self-reflection (appendix C) on their learning experience of the contextual clues.
2. Paired students will present their chapter books (appendix F) and turn in the written report (appendix G). Peers will listen to presentations carefully and take notes for a question-and-answer session.
3. Challenging activity: Students, in pairs, will read the newspaper articles, paraphrase the stories, and share their work with the class. Then, students will hand in the original and paraphrased story to the facilitator for evaluation (appendix B).
4. Students will make two circles, each with the same number of students, in the middle of the classroom. The inner circle will agree with the controversial topics presented in item #5 while the outer circle will disagree. Students will use the agreement/disagreement expressions during the debate and explain the reason(s) of their position.

Lesson Wrap-Up:

1. Students will compose a short paragraph on the part of the presentation they have enjoyed the most and share it with the class.

2. Students, in groups of four, will discuss from their chapter book which type of conflict their character faced, character vs. character, character vs. himself, and character vs. society.

WORKSHOP EIGHT

Specific Content Objectives:

1. Revise additional examples of sentence fragments.
2. Recognize expressions of agreement and disagreement.
3. Identify literary genres.
4. Revision of how to apply skimming and scanning for reading fluency.

Specific Language Objectives:

1. Be attentive to expressions of compliance and non-compliance.
2. Describe sentence fragments.
3. Scan for specific information on literary genres.
4. Break down events in a timeline.

Electronic Links (URLs):

Sentence fragments

http://owl.english.purdue.edu/owl/resource/620/1/

http://grammar.ccc.commnet.edu/grammar/fragments.htm

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/fragments_add1.htm

Agreement and disagreement

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

http://www.hello-online.ru/content.php?contid=1120

Literary genres

http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/genres.htm

Skimming and scanning

https://www.stmartin.edu/learningcenter/studyskills/handouts/SkimmingAndScanning.pdf

Assignments before the Workshop:

1. Visit the following website

   http://www.stmartin.edu/learningcenter/.../skimmingandscanning

   Read and take notes to complete the four quadrants of the Frayer Model in ways of reading:

   e. Careful reading
   f. Usual reading
   g. Accelerated reading
   h. Skimming and scanning

   The Frayer Model will be used later in class.

2. Students are to visit the website below and fill out a writer's web on sentence fragmentation and they are to bring it to class.
3. Create a two-column chart on words/expressions of agreement or disagreement. They are to bring it to class to hand in.
4. Read the recommended URL's on literary genres and fill out a nine-column chart and bring it to class:

   a. Fantasy
   b. Mystery
   c. Historical fiction
   d. Science fiction
   e. Narrative Non-Fiction

f. Realistic Fiction

g. Folklore

h. Horror

i. Fable

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

1. Fantasy
2. Mystery
3. Historical fiction
4. Science fiction
5. Narrative Non-Fiction
6. Realistic Fiction
7. Folklore
8. Horror
9. Fable

List of Supplementary Materials for the Workshop

1. Two-column and nine-column chart
2. Timeline

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

A. **Preparation**
____Adaptation of Content
_X___Links to Background Knowledge
_X___Links to Past Learning
_X___Strategies Incorporated

CALLA Strategies
(Cognitive Academic Language Learning Approach)
_X___Cognitive
_X___Meta-cognitive
_X___Social/Affective

C. **Grouping Options**
_X___Whole Class
_X___Small Groups
_X___Partners
_X___Independent Work

B. **Scaffolding**
_X___Modeling
_X___Guided Practice
_X___Independent Practice
_X___Comprehensible Input

D. **Integration of Processes**
_X___Listening
_X___Speaking
_X___Reading
_X___Writing

E. **Application**
_X___Hands-on
_X___Meaningful/Relevant
_X__ Rigorous
_X___Link to Objectives
_X___Promote Engagement

Activities:

1. Facilitator will lead a preview/review activity for the workshop.
2. Students will take turns going to the board to complete a group Frayer concept map on the ways of reading utilizing their notes from assignments before. A group discussion will follow.
3. Given a variety of literary pieces, students will use one of the following ways of reading and searching for information:

a. Careful reading
b. Usual reading
c. Accelerated reading
d. Skimming and scanning

Students who use careful reading, usual reading, and/or accelerated reading will debrief the group as to how these approaches may help them accomplish their objectives. As for students who use skimming and scanning, they will explain why one approach may have been better than the other.

4. The facilitator will provide copies of sample essays. Students will skim or scan for specific information. A group discussion will follow as to the practicality of each.
5. Students will organize the information found in item #4 in a historical timeline. A group discussion will follow.
6. Students will take turns going to the board to complete a group writer's web on information on how to improve fragmented sentences. They will be using their notes from the assignments before the workshop. A group discussion will follow.
7. The facilitator will lead a discussion on unacceptable fragmented sentences when writing:
    a. Dependent clauses
    b. Phrases
    c. No subject or no verb in the main clause
8. Students will be divided into four groups to solve unacceptable sentence fragment when writing. Groups will correct the errors as follows:

a. Group 1: Dependent clauses
b. Group 2: Phrases
c. Group 3: No subject in the main clause
d. Group 4: No verb in the main clause

9. Groups will go to the front of the class and give examples of ways to correct the type of sentence fragmentation. The facilitator will lead a debriefing session.
10. The facilitator will lead the class in a PowerPoint on acceptable fragmentation: Interjections, exclamations, greetings, questions, and informal conversations. A question and answer exercise will follow.
11. Students will take turns going to the front of the class to complete a group two-column chart on expressions of agreement and disagreement. A group discussion will follow.
12. Students will be divided into two groups: agreement and disagreement. The facilitator will assign sentences to each group accordingly; they will agree or disagree with what the sentences say.
13. Students will go to the board to complete a group nine-column chart on literary genres:

    a. Fantasy
    b. Mystery
    c. Historical fiction
    d. Science fiction
    e. Narrative Non-Fiction
    f. Realistic Fiction

g. Folklore

h. Horror

i. Fable

14. The facilitator will lead a debriefing session by means of a PowerPoint. Given some excerpts, students will categorize them into one of the literary genres. A group discussion will follow as to why each literary excerpt meets or not each category.

15. Students will take a final exam that covers the content of the entire course.
16. Students will have completed their digital portfolio following the *Digital Performance Portfolio Assessment Handbook*.
17. Students will have finished working on their English language skills using the e-lab. It will be part of the final grade.

Assessment:

a. Students will take a quiz to assess students' knowledge of the content of the entire course.

b. Students will complete a nine-column chart on literary genres.

c. Students will write a paragraph on their opinion of which literary genre is the easiest (appendix B).

d. Students will debate which of the literary genres is the most challenging.

Lesson Wrap-Up:

1. Students will complete a quick write on the content of the course.
2. Students will self-evaluate their learning talking to their peers in a class circle.

Appendixes

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	• 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	• 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	• Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussio n • Understands class discussions with some difficulty • Understands most of what was said
Expanding	• 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	• 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	• 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	• 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	• Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of th 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	• 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	• 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 Proficienc Levels	Criteria
Starting	• 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	• Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictiona 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	• 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	• 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	• 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 Proficien Levels	Criteria
Starting	• 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	• 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 si of improvement. • Demonstrates emerging strategic writing skills.
Developing	• 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 le 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	• Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers' questions can be answered, while others are left with doubt. • Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order allow the proper flow of ideas. • Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. • Writes with a definite style, and sentence structure is "catchy" with few mistakes. • Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. • Applies mature strategic writing skills.
Bridging	• Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader's questions are answe • Writing has a clear introduction that's hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to conne 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

Six-Traits of Writing Rubric

Student's Name:_
Date:_____

Facilitator:_____Course:
_____Assignment:_____

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

	Criteria per Level (From Highest to Lowest)						
Writing Traits	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.)							**Gran d**

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	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 • 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	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 • 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	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 • 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	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 • 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	Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by • 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	The writing lacks a central idea or purpose. The writing is characterized by • 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

Criteria per Level

6	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 • 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	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. • 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	Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by • 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	An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by • 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	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 • 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	The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by • 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	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 • 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	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 • 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	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 • 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	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 • 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	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 • 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	The writing seems to lack a sense of involvement or commitment. The writing is characterized by • 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	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 • 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	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 • 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	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 • 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	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 • 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	Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by • 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	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 • 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	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 • 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	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 • 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	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 • 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	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 • 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	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 • 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	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by • 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	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 • 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	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 • 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	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 • 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	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 • 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	The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by • 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	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 • 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 Process

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:

_____

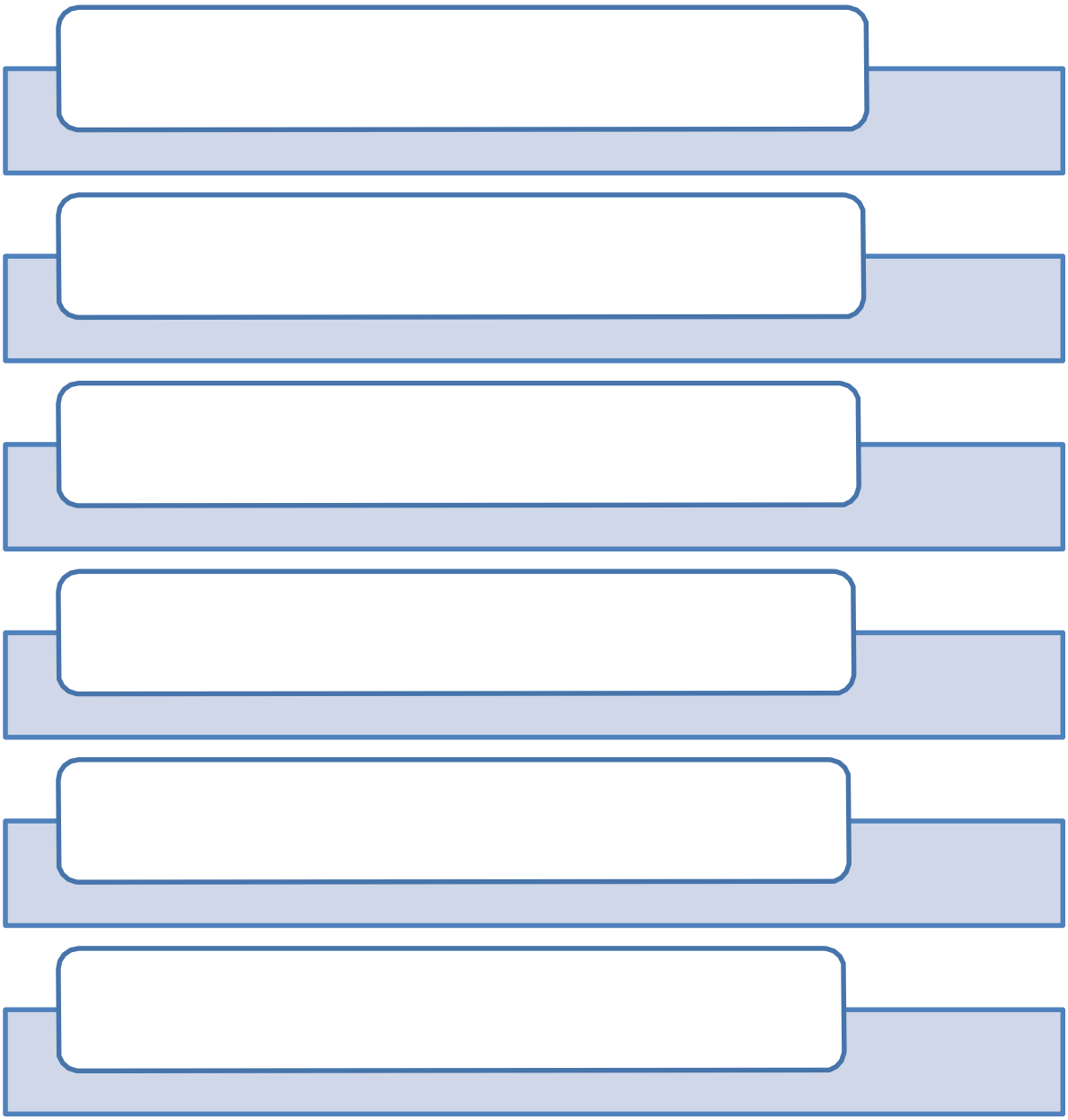
_____

_____

_____

Appendix D

Writing Process Flowchart



Appendix E:

Ordering food at a restaurant

- How often do you eat out?
- Where do you usually go when you eat out?
- How much do you usually pay when you eat out?
- Who do you usually go with when you eat out?
- Do you like western food? Japanese? Thai? Italian?
- Can you name restaurants in this area that serve food from other countries?
    - What kinds of foods do these restaurants serve?
    - Have you ever eaten at any of them?
- Do you ever eat greasy food? Salty? Sweet? Spicy?
- Do you know how to order food in English?
    - Have you ever done so?
    - If so, was it easy to do so?
- Do you ever eat at McDonalds? KFC? Other fast food restaurants?
- What is your favorite appetizer? Main course? Dessert?
- Do you ever drink alcoholic beverages when you eat out?
    - If so, what do you drink?
- Do you know what a Caesar salad is? Buffalo wings? Nachos? Chicken fried steak?
- Did you enjoy eating out in other countries you have visited?
    - Which country had the best food?
    - Which foods did you enjoy the most?
    - Did you think the cost was high or low?
- Do you know anyone who has owned a restaurant?
- Have you ever worked in a restaurant?
    - If so, what kind of restaurant?
    - How long did you work there?
    - Did you enjoy your job?
- How many different types of salad dressing can you name?
    - What salad dressings can you name?

- Do you worry about calories and fat content when you eat out?
    - How about cholesterol?
    - How about insecticides and other chemicals?
- Would you send a dish back if it did not taste good or you received the wrong food?
- Do you ever leave a tip at a restaurant? How much?
- In what ways have people's eating habits changed nowadays?
- Do you think western food is too expensive? Why or why not?
- Have you ever had a restaurant cater a party at your house?
    - If not, would you consider it?
    - If so, were you happy with the service?
    - Would you do it again?
    - What kind of food did they serve?
- Who pays when you go out for dinner?
- What's the worst experience you ever had at a restaurant?
- What's the most disgusting food you ever ate in a restaurant?
- Do you like eating at buffets? Why or why not?
    - Where was the best buffet you've ever eaten at?
    - What kinds of foods were there?
- Have you ever eaten at an all-you-can-eat restaurant?
    - Did you eat too much?
    - Do you think it was a good value?
    - Was the taste as good as a regular restaurant?
- Why do you think westerners are usually heavier than Asians?
- Do you ever order out from a restaurant?
    - What kind of foods?
- Do you think this area has a good variety of foreign restaurants?
    - What other kinds of restaurants would you like to see opened?
- Can kids eat free at any of the restaurants you go to?
    - Do senior citizens get a discount?
    - Are there times of the day when anyone can get a discount?

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

Retrieved from http://iteslj.org/questions/restaurants.html

Appendix F:

Oral presentation scoring rubric

Name/Group members: _____

Topic:_____Date: _____

Criteria	Value Points	Student's Score
	Presentation	
Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Movements seem fluid and help the audience visualize	1 point	
Displays relaxed, self-confident nature about self, with no mistakes.	1 point	
Uses a clear voice with a good projection and intonation.	1 point	
Demonstrates full knowledge by answer all questions with explanations and elaborations.	1 point	
Presents information in logical, interesting sequence which audience can follow	1 point	
Demonstrates a strong, positive feeling about topic during entire presentation	1 point	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	

The tone of the presentation is appropriate.	1 point	
Total Points	_____ 10 points. (70% content + 30% language)	_____ Total score

Facilitator's signature:

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Appendix G:

Written report scoring rubric

Name/Group: _____

Topic:_____Date: _____

Criteria	Value Points	Student's score
	Content	
Excellent organization enhances readability and/or understandability of the report.	1 point	
Relevance of topic to class or audience is apparent.	1 point	
The report includes complete description of main characters including comparisons, contrasts, and complete character sketches.	1 point	
The report contains complete plot summary including story board highlighting major events	1 point	
The report includes complete, accurate description of turning point and events leading to it	1 point	
The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and accurate reading comprehension.	1 point	
The writer makes succinct and precise conclusions based on the content of the book.	1 point	
	Language	

Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses spelling, punctuation, and capitalization correctly.	1 point	
The tone used in the report is adequate to the nature of the document.	1 point	
Total Points	_____ 10 points. (70% content + 30% language)	_____ Total score

Facilitator's signature:

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point