

Course Outline

NEW: October/2002



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: English Language Arts

Adult Education No.: 1:1001

53-03-82

Basic Language Arts - Intermediate

Credits: 5

Hours: 4500

Prerequisites:

Ability to read at a minimum of 4.0 grade level.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

Course Description:

This competency-based course provides instruction in basic language arts for three grade levels- Levels 4, 5 and 6. Emphasis is placed on

- listening and oral skills, composition, mechanics, grammar and usage;
- critical thinking skills; and
- reference and study skills

Adults are provided with the basic language skills that integrate SCANS competencies, English-Language Arts Content Standards for California Public Schools, Comprehensive Adult Student Assessment System (CASAS) competencies, and the Model Program Standards for Adult Basic Education. The ultimate goal is to help adult students acquire the competencies needed to fulfill their roles as family members, workers and community members.

The 450 hours indicated for the completion of this course are based on a student entering at Level 4.0 and advancing to Level 6.9. However, students enter the language program at various abilities and skill levels and may not need 450 hours to complete this course outline. The completion time will differ for each student. This course outline also ongoing evaluation of the students so that promotion and advancement occur on a regular basis, and the students do not remain in the program for more time than needed.

A MESSAGE TO CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of text book titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency areas and statements to decide if the content of a course should be offered at their schools in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT OF A COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in-serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only," is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions states the major emphasis and content of a course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Sincere appreciation is extended to the following members of the course outline committee for their dedication and outstanding contributions to the revision of this course outline: **PATRICIA BURNS, TERRI ENGLISH, ELIZABETH GRIFFIN, ELLA MAE LORACK, LAURIE PINCUS.** Special appreciation is extended to Stephen Dolainski for his expertise and assistance to this effort. A special debt of gratitude is extended to Sylvia Barker for her clerical support.

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Section I

- **Introduction to the Basic Language Arts-Intermediate Course Outline**
- **The Adult Basic Studies Program**
- **How to Use the Basic Language Arts-Intermediate Course Outline**
- **Competency Area Statements**
- **Basic Language Arts-Intermediate Exit Competencies**

INTRODUCTION

Teaching Writing

Writing is the fourth element in the development of language--listening, speaking, reading and writing. It is a process in which thoughts are transformed into a written form. Writing uses symbols to convey ideas, concepts and feelings that one gathers from listening to others, expressing thoughts orally and/or reading the ideas of others.

An effective writing program is based upon an effective reading program. Reading is a model for writing; a person learns to write by reading what others have written. Writing depends to a large extent on imitation, and reading provides a model of the correct form and style. Through reading a person experiences how ideas are communicated; therefore, the goal of the instructor is to build a bridge from reading to writing.

Purpose

In today's world the ability to read and write effectively is extremely important and essential to our day-to-day existence. The language arts foundation skills presented in the Basic Language Arts-Intermediate course outline are important for life and fundamental to pursuing any educational objective.

This course outline delineates what teachers are expected to teach at Levels 4 through 6 (intermediate language arts). It was developed and written to complement the course outline for Basic Reading-Intermediate. This Basic Language Arts-Intermediate course outline presents those skills that are considered imperative for an intermediate student and necessary for the successful progression to the advanced language arts level.

The English-Language Arts Content Standards for California Public Schools are embedded in this course outline along with the Secretary's Commission on Achieving Necessary Skills (SCANS) skills, the Model Program Standards for Adult Basic Education produced by the California Department of Education, the Comprehensive Adult Student Assessment Survey (CASAS) Competency List and the Equipped for the Future (EFF) competencies.

THE ADULT BASIC STUDIES PROGRAM

Purpose

The major goal of the ABS program is to provide high calibre programs in which students are able to develop to their fullest potential; attain their personal goals; and become more effective parents, family members, workers, citizens and community members. The program is designed for students from Levels 0 (nonreaders) to 9 who need to learn or improve their basic reading, writing, computation skills, critical thinking and problem-solving skills. The ABS program is part of a continuum that prepares English as a Second Language (ESL) and English-speaking literacy students to enter the high school diploma program, employment preparation programs, world of work and /or to achieve their personal goals.

The Adult Intermediate Literacy Student

Adult intermediate literacy students come from different walks of life with unique and varied educational experiences, ability levels, goals and expectations; however, they share the desire to improve their basic skills in order to enhance the quality of their lives. Intermediate literacy students are more independent readers and writers. Students may be native-born English-speakers, fluent English as a Second Language (ESL) speakers, or learners who have transitioned from ESL classes. Some students may have dropped out of school or have undisclosed or unidentified learning process difficulties (LPD). Many students have day-to-day life challenges that impact their receptivity to the instructional program: health problems, child care needs, financial challenges, transportation difficulties and family responsibilities. There are also barriers to instruction that the students may bring to the classroom setting:

- low self-esteem
- rigid habits or routines developed as coping strategies to hide low literacy
- antisocial behavior exhibited as a defense against past ridicule by teachers, classmates and /or family members
- fears and anxieties that may cause a student to pretend to know something that he or she actually does not know

The effective teacher must be aware of and sensitive to the challenges and barriers that many adult literacy students may face. Nevertheless, these students bring a wealth of information and a reservoir of life experiences and abilities that can and should be used by teachers to enhance and enrich the instructional program.

A Multisensory Approach — Learning Styles

Learning style refers to how a person learns or processes information. The most common of these learning styles involved in the classroom are

- Visual - learning by seeing and observing information
- Auditory - learning by hearing, saying or listening to information

- Tactile/Kinesthetic - learning by touching, handling and manipulating materials and objects

In the classroom students differ in how they process information; therefore, a good instructional program is structured to accommodate these differences. It features a multi-sensory approach, which is an extremely effective teaching method and highly recommended for teaching intermediate literacy students. Hence, this course outline is built upon this approach.

Use and Importance of Small Group Instruction

Students may be taught in small groups, in a whole class or individually according to their levels of proficiency, interests or needs. **This course outline is based on the use of small group instruction as the major mode of instruction** because small groups offer many benefits to students and teachers:

- The teacher makes efficient use of time by delivering instruction to a group of students (working at the same level, near the same level or on the same topic) rather than to one student at a time.
- The teacher has more frequent contact with a greater number of students. The students have the opportunity to study with others as they review and practice the instruction received.
- Fewer copies of materials and fewer pieces of equipment are needed. Lesson planning is more efficient when planning for a group than planning for individuals.
- The teacher can assess students' progress informally on a continuous basis, which reduces the amount of collecting, scoring and recording of the student's work.
- Students assist one another. Peer instruction can be powerful. Student interaction provides opportunities for oral language development and for developing a sense of belonging.
- Working in small groups is motivational for students with short attention spans.

The Secretary's Commission of Achieving Necessary Skills (SCANS) report concluded that employers desire employees with good interpersonal skills--working as team members, teaching others, exercising leadership to resolve differences, negotiating to solve problems and working in a culturally diverse group. When students work in small and large group settings, they learn to use and develop those interpersonal skills.

HOW TO USE THE BASIC LANGUAGE ARTS- INTERMEDIATE COURSE OUTLINE

The Basic Language Arts-Intermediate course outline was created to be used by teachers on a daily basis. It is divided into five sections each with its own numbering system so that, if the need arises, it is easy to add or delete pages without reproducing the entire document.

A. SECTION I

This section contains the introduction, an explanation of how to use the Basic Language Arts-Intermediate course outline, exit competencies from the California Department of Education Model Standards for Adult Basic Education, and the English-Language Arts Content Standards for California Public Schools.

B. SECTION II

This section contains the actual course outline in a chart format. Each page of the chart contains the following information:

1. **I, S, and R designations** = introduce, stress and review.
 - a. **I** = Introduce -- a skill is presented briefly and simply to the students for the first time.
 - b. **S** = Stress -- a skill is emphasized or taught in great detail with examples and practices.
 - c. **R** = Review -- a skill is restudied or reviewed as a refresher but not in great detail.
2. **Levels 4 - 6** = levels at which a competency may be introduced, stressed or reviewed, noted with EDL Learning 100 equivalent reading levels from the core reading program (EDL).
3. **Hours** = time allocated for the completion of a Competency Area and designated only on the first page of a Competency Area.
4. **Competency Area** = primary area that will be addressed with a statement of what students will learn.
5. **Headings for Minimal Competencies** = general categories for minimal competencies that are noted with capital letters.
6. **Minimal Competencies** = competencies in behavioral terms stating what the student will be able to do.

7. **English-Language Arts Content Standards for California Public Schools** = the number for the standard that is addressed in Grades 4, 5 and 6. These standards are embedded throughout the course outline. (See Section IV.)
 - a. R = Reading
 - b. W = Writing
 - c. WO = Written and Oral Language Conventions
 - d. LS = Listening and Speaking
8. **SCANS** = the number that corresponds to the Secretary's Commission on Achieving Necessary Skills competencies or foundation skills. These skills are embedded throughout the course outline.
9. **CASAS** = the number of the major categories from the competency list of the Comprehensive Adult Student Assessment System. These competencies are embedded throughout the course outline.
10. **Evaluation Options** = the activities or techniques teachers (T) may use to evaluate students'(S) attainment of a competency. Teachers are encouraged to add their own evaluation activities in the spaces provided in the Evaluation Options column.
11. **Applications** = suggested means for students to apply the skills learned in tangible ways that may reflect daily living or life situations. Applications may be used by teachers to evaluate whether students have attained the minimal competency. Teachers are encouraged to add applications based on the students' needs.

Note: The English-Language Arts Content Standards for California Public Schools, SCANS skills and CASAS competencies are embedded throughout this course outline but are indicated by their specific numbers when they correspond directly. Therefore, some minimal competencies that are implied will have no specific notation for SCANS, CASAS or English-Language Arts Content Standards for California Public Schools.

C. SECTION III

This section contains evaluation procedures, instructional strategies and instructional resources.

D. SECTION IV

This section contains lists of the English-Language Arts Content Standards for California Public Schools, SCANS Skills and CASAS competencies that are embedded in this course outline.

E. SECTION V

This section contains a glossary of general literacy terms and other terms that may be used in this course outline.

COMPETENCY AREA STATEMENTS

COMPETENCY AREA I: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically, respond appropriately to oral communication and share information and ideas coherently.

COMPETENCY AREA II: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

COMPETENCY AREA III: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

COMPETENCY AREA IV: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

COMPETENCY AREA V: CRITICAL THINKING

Students demonstrate and apply critical thinking skills in oral and written communication.

COMPETENCY AREA IV: REFERENCE AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

EXIT COMPETENCIES

BASIC LANGUAGE ARTS-INTERMEDIATE

LEVELS 4-6

The following exit competencies specify minimally what students should be able to demonstrate when they complete the Basic Language Arts-Intermediate course outline. However, this course outline includes other competencies that are needed for a student to advance to higher levels of reading. These competencies are outlined in the California Department of Education Model Standards for Adult Basic Education (1996) and are included in the English-Language Arts Content Standards for California Public Schools.

Listening and Speaking

1. Ask and answer questions to obtain and give information.
2. Give and follow oral instructions and directions.
3. Take simple notes from an oral presentation.
4. Role play a job interview situation.
5. Listen actively to recorded or face-to-face speech to gather specific information such as main ideas, details, sequence and facts and opinions.
6. Participate actively and critically in a group discussion.

Writing

1. Fill out a variety of forms and applications.
2. Create a resume.
3. Write a simple personal letter or note.
4. Write a simple business letter.
5. Use basic spelling rules to write simple words, phrases and sentences.
6. Write sentences using correct capitalization and punctuation.
7. Identify parts of speech and parts of sentences.
8. Use the steps of the writing process--prewriting, drafting, evaluation, revising, editing, publishing--in written work.
9. Write a paragraph that includes a topic sentence, supporting details and concluding sentence.
10. Write narrative, descriptive, expository and persuasive paragraphs.
11. Write a summary of an oral presentation or written text.
12. Write two-paragraph essays and letters.
13. Compare and analyze different perspectives on an issue found in literature or other sources.
14. Locate and use reference materials for written work.

Section II

- **Basic Language Arts-Intermediate Course Outline with Competency Areas:**
 - I. **Listening and Oral Skills**
 - II. **Composition**
 - III. **Mechanics**
 - IV. **Grammar and Usage**
 - V. **Critical Thinking**
 - VI. **Reference and Study Skills**

I = Introduce
S = Stress
R = Review

CBE
Competency-Based Education
Competency-Based Components For Intermediate Language Course Outline 4-6

Level 4 = 4.0-5.5
Level 5 = 5.0-6.5
Level 6 = 6.0-7.5

I. COMPETENCY AREA: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically, respond appropriately to oral communication and share information and ideas coherently.

30 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Listening and Oral Skills							
1. Give and follow oral instructions and directions.	S	S	S	LS 1.0	C 5; F 5, 12	2.2	<ul style="list-style-type: none"> Teacher observation S carries out a set of instructional directions T reads short selection and S responds to questions about main idea, details, sequence of events and facts and opinions. S gives autobiographical presentation to group, class, partner or teacher S retells facts of a story S groups debate a topic and present group opinion to whole class S expresses an opinion and explains in group setting S summarizes story, event or movie T provides additional evaluation options:
2. Listen actively to recorded or face-to-face speech to gather specific information, such as the main idea, details, sequence of events, and facts and opinions.	S	S	S	LS 1.0	C 5-7; F 11-12, 15-16	7.2	
3. Ask and give clarification.	S	S	S	LS 1.0	5-7; F 5-6, 11-12	9.1	
4. Ask and answer questions to obtain and give information.	S	S	S	LS 1.0	F 5-6, 12	0.2	
5. Make requests and express needs.	S	S	S	LS 1.0	F 5-6, 12	0.1, 0.2	
6. Describe people, common objects and places in both general and specific language.	S	S	S	LS 1.0	F 5-6, 11-12, C 6, 7	0.1	
7. Relate a personal experience, story or incident.	S	S	S	LS 2.0	F 5-6, C 6, 7	7.2	
8. Retell, paraphrase or explain a story, event or what has been said by a speaker.	S	S	S	LS 2.0	C 5-7; F 5, 6	7.2	
9. Explain a process or situation.	S	S	S	LS 2.0	C 15; F 5-6, 12	7.2	
10. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	I	S	S	LS 1.0	C 5-7; F 5-6	7.2	
11. Express and support an opinion or agreement/disagreement.	S	S	S	LS 2.0	F 5-6, 11-12	7.3	

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I. COMPETENCY AREA: LISTENING AND ORAL SKILLS

Students speak with a command of standard English conventions, listen critically, respond appropriately to oral communication and share information and ideas coherently.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Listening and Oral Skills (cont.)							
12. Distinguish between the speaker's opinion and verifiable facts.	I	S	S	LS 1.0	C 5, F 5-6	7.2	
13. Identify and discuss cultural differences between the U.S. and other countries regarding work, family, education and personal relations.	S	S	S	LS 2.0	C 14, F 15	0.1, 0.2	
14. Demonstrate oral skills of pace, volume, emphasis, pronunciation and appropriate choice of words.	S	S	S	LS 1.0	F 6	0.1, 0.2	
B. Applications							
15. Take simple notes from an oral presentation.	I	S	S	LS 1.0	C 6; F 2, 6	7.2	
16. Read a selection orally.	S	S	S	LS 1.0	F 1, C 7	0.1	
17. Present written work orally to a partner, group or whole class.	S	S	S	LS 2.0	C 9; F 2, 6	0.1, 0.2	
18. Participate in a group discussion.	S	S	S	LS 2.0	C 5, 6; F 5-6	0.1, 0.2	
19. Retell a childhood story.	S	S	S	LS 2.0	C 7, 9; F 6	7.2	
20. Recite poems or dramatic dialogues.	I	S	S	LS 2.0	C 10, F 6	0.1	
21. Interview someone to gather information.	I	S	S	LS 1.0	C 5-7, F 5-6	4.1	
22. Role-play a situation (e.g., a job interview).	I	S	S	LS 2.0	C 5-7, F 5-6	4.1	

• T may use applications to assess student competency.

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I. COMPETENCY AREA: LISTENING AND ORAL SKILLS

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Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Applications (cont.)							
23. Persuade someone to do something or to change his or her opinion.	I	S	S	LS1.0	C 5-7, F 5-6	0.1	
24. Give oral responses to literature.	I	S	S	LS2.0	C 5-7	0.1, 0.2	
25. Give information about self, family and work history.	I	S	S	LS1.0	F 6	0.1, 0.2, 4.8	

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II. COMPETENCY AREA: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

150 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Sentences--Improving, Combining and Expanding							
26. Identify and use formal English, slang and idioms appropriately.	S	S	S	WO 1.0	F 2	0.1	<ul style="list-style-type: none"> • Write-On worksheets (R sheet) • S edits T-provided sentences • S writing samples • S circles transition words • S underlines sensory detail words in sentences • S identifies slang words in sentences and rewrites them using formal English • T provides additional evaluation options:
27. Expand sentences by adding descriptive words, phrases or clauses to make sentences more interesting.	S	S	S	WO 1.0	F 2	0.1	
28. Identify and correct empty sentences Incorrect: My doctor is a nice person because she's nice to me. Correct: My doctor is a nice person because she's very patient with me.	I	S	S	W 1.0	F 2, 9, 12	0.1	
29. Identify and combine choppy sentences Incorrect: Mary is my neighbor. She is rude. Correct: My neighbor Mary is rude.	I	S	S	WO 1.0	F 2, 9, 12	0.1	
30. Write sentences using indirect and direct speech Direct: Tom said, "Mary is home." Indirect: Tom said that Mary was home.	I	I	S	WO 1.0	F 2	0.1	
31. Improve sentences using sensory details (e.g., The sleek, red truck sped noisily down the narrow street.).	I	S	S	WO 1.0	F 2, 7, 10	0.1	
32. Use transition words in sentences to							
a. show sequence (e.g., first, next, before).	I	S	S	WO 1.0	F 2	0.1, 7..2	
b. demonstrate cause and effect (e.g., so, consequently).	I	S	S	WO 1.0	F 2, 12	0.1, 7..2	

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II. COMPETENCY AREA: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Sentences (cont.)							
c. express contrast (e.g., <i>on the other hand, but</i>), or comparison (e.g., <i>just as, likewise, in the same way</i>).	I	S	S	W 1.0	F 2, 12	0.1, 7..2	
33. Use parallel structure when writing sentences with conjunctions. Incorrect: <i>I enjoy swimming and to go to the beach.</i> Correct: <i>I enjoy swimming and going to the beach.</i> Incorrect: <i>My home offers me security, warm and love.</i> Correct: <i>My home offers me security, warmth and love.</i>	I	S	S	W 1.0	F 2, 12	0.1	
B. The Paragraph and Its Parts							
34. Identify and use correct paragraph format--indenting the first line, writing continuous sentences and using appropriate margins.	S	S	S	W 1.0	F 2	0.1	<ul style="list-style-type: none"> • S writing samples • S labels parts of paragraph • T provides additional evaluation options:
35. Identify and write the parts of a paragraph: topic sentence as beginning sentence, supporting details, ending sentence and title.	S	S	S	W 1.0	C 5-7; F 2, 12	0.1	
36. Write a paragraph with a topic sentence, supporting details and a concluding sentence.	S	S	S	W 1.0	C 5-7; F 2, 12	0.1	
C. The Writing Process							
37. Utilize prewriting techniques.							<ul style="list-style-type: none"> • S writing samples (prewriting and all drafts) • Write On worksheets (W sheets) • S given paragraphs and titles and matches the correct title with correct paragraph
a. Choose a topic.	S	S	S	W 1.0	C 5, F 2	7..2	

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Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. The Writing Process (cont.)							
b. Determine audience and purpose.	S	S	S		C 5, F 12	7.2	<ul style="list-style-type: none"> • S rewrites and corrects paragraph that has editor's marks • S edits T-provided paragraphs • T provides additional evaluation options:
c. Gather and organize information and ideas using brainstorming, word maps, time lines, charts or outlines.	I	S	S		C 5-6; F 2, 10	7.2	
38. Write the FIRST DRAFT.							
a. Create a first draft of a paragraph using ideas generated from prewriting activities, with a topic sentence, supporting details and a concluding/ending sentence.	I	S	S	W 1.0	C 7, F 2, 12	0.1, 7.2	
b. Create a title.	S	S	S	W 1.0	C 7, F 2	7.2	
39. Share draft with peers and/or instructor to revise and edit.							
a. Revise for content.	I	S	S	W 1.0	C 5-6; F 2	0.1, 7.2	
(1) Delete any words or ideas which are repetitive (empty sentences) and/or unrelated to the topic sentence.	I	S	S	W 1.0	C 5-6; F 2	0.1, 7.2	
(2) Combine related ideas and correct choppy sentences by using compound and complex sentences.	I	S	S	W 1.0	C 5-6; F 2	0.1, 7.2	

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II. COMPETENCY AREA: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. The Writing Process (cont.)							
(3) Expand and improve sentences by using strong verbs, transitional words, adjectives and adverbs.	I	S	S	WO 1.0	C 5-6; F2		
(4) Reorder sentences and ideas to present a logical, clear sequence of thought.	I	S	S	W 1.0	C 5-6; F2		
b. Proofread for correct grammar and mechanics.							
(1) Check grammar of paragraph for subject-verb agreement, verb tense, pronoun agreement, word order, fragments and run-ons.	S	S	S	W 1.0	F2		
(2) Check paragraph for consistent use of first, second and third person sentences.	I	S	S	WO 1.0	F2		
(3) Check mechanics of paragraph--capitalization, punctuation and spelling.	S	S	S	WO 1.0	F2		
(4) Demonstrate understanding of simple editor's marks.	I	S	S	W 1.0	F2		
40. Create a SECOND DRAFT using revisions, corrections and suggestions from peers and/or instructor.	S	S	S	W 1.0	C 5-7, 9; F2		
41. Use the steps above to create as many drafts as necessary to complete the final draft.	S	S	S	W 1.0	C 5-7, 9; F2		

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II. COMPETENCY AREA: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. The Writing Process (cont.)							
42. Publish the FINAL DRAFT.	S	S	S	W 1.0	C 9, F 6		
a. Display and share writing products.	S	S	S	W 1.0	C 9, F 2		
b. Make oral presentations.	S	S	S	LS 2.0	C 9; F 6		
D. Writing Paragraphs							
43. Write a narrative paragraph to relate an experience or event.	S	S	S	W 2.0	F 2		<ul style="list-style-type: none"> • S writing samples (prewriting and all drafts) • Write On worksheets (W sheets) • S uses strip story to organize and sequence events or details • S re-writes and corrects paragraph that has editor's marks • T provides additional evaluation options:
44. Write a descriptive paragraph to describe a person, place or object.	S	S	S	W 2.0	F 2		
45. Write an expository paragraph to explain a process or situation or to give information.	S	S	S	W 2.0	F 2, C 7		
46. Write a persuasive paragraph to express an opinion or present a point of view in order to influence the reader.	I	S	S	W 2.0	C 7; F 2		
47. Write a summary of an oral presentation, movie, show, story, article or any written text.	I	S	S	W 2.0	F 2		
48. Paraphrase a story, an article or oral statements.	I	S	S	W 1.0	C 5-7; F 2		
49. Write a paragraph of comparison and contrast.	I	S	S	W 2.0	F 2		

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Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Writing Paragraphs (cont.)							
50. Write paragraphs using critical thinking skills by							
a. sequencing actions and events.	S	S	S	W 2.0	C 5-7; F2	7.2	
b. distinguishing between fact and opinion.	I	S	S	W 2.0	C 5-7; F2	7.2	
c. identifying and using cause and effect relationships.	I	S	S	W 2.0	C 5-7; F2	7.2	
d. drawing or making conclusions.	I	S	S	W 2.0	C 5-7; F2	7.2	
e. ranking ideas in order of importance.	I	S	S	W 2.0	C 7; F2	7.2	
51. Identify and use figurative language, such as simile, metaphor, personification and hyperbole in writing sentences, paragraphs and simple poetry.	I	I	S	W 2.0	F 2, 7	0.1, 7.2	
52. Write a two-paragraph composition.	I	S	S	LA 24	F 2	0.1	
E. Life Skill Writing							
53. Express thoughts and feelings appropriately in a greeting card.	S	S	S		C 7, F 2	0.2, 2.5	<ul style="list-style-type: none"> • S writing samples • S creates birthday card • S resume • Write On worksheets (W sheets) • T provides additional evaluation options:
54. Write notes to express thanks and sympathy and notes to persons in authority (e.g., employer, teacher) to make requests and express needs.	S	S	S		C 7, F 2	0.2, 2.5	

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E. Life Skill Writing (cont.)							
55. Write messages and directions.	S	S	S	W 2.0	F 2	0.2	
56. Write a friendly letter.	S	S	S	W 2.0	F 2	0.2, 4.6	
57. Write a simple business letter.	S	S	S	W 2.0	F 2	0.2	
58. Fill out forms.	S	S	S	W 2.0	F 2	0.2, 1.1 1.3, 2.5	
59. Create a simple resume.	I	S	S	W 2.0	F 2	4.1	
F. Academic Subject Writing							
60. Take simple notes on an oral presentation or written selection.	I	S	S	W 1.0	F 2	7.2	<ul style="list-style-type: none"> • S writing samples • S identifies various literary forms • T provides additional evaluation options:
61. Write a simple outline from notes or a short written text.		I	S		F 2	7.2	
62. Follow written directions in textbooks to complete writing assignments.	S	S	S		F 2	7.2	
63. Write a one- or two-sentence answer to a comprehension question.	I	S	S	W 2.0	F 2	7.2	
64. Write a short answer paragraph, a three- to five-sentence response, to a question using words from the question to formulate a topic sentence.	I	S	S	W 2.0	F 2	7.2	

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Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
E. Academic Subject Writing (cont.)							
65. Write a time line based on written text.	I	S	S	R 3.0	F 2	7.2	
66. Demonstrate understanding of basic story elements (e.g., setting, plot, character, theme) by							
a. answering comprehension questions.	I	S	S	R 3.0	F 2	7.2	
b. writing a character or setting sketch, plot summary or theme analysis.		I	S	R 3.0	F 2	7.2	
67. Read, identify and use various literary forms (e.g., short story, poetry, biography) as models for writing.	I	I	S	R 3.0	F 2	7.2	
68. Write a report and/or make a presentation based on information gathered from multiple sources.		I	S	W 2.0	C 5-7, F 2	7.2	
69. Demonstrate a basic understanding of plagiarism and how to avoid it. In written responses, use paraphrasing techniques and quotations to avoid plagiarism.	I	I	S	R 3.0	F 2	7.2	
G. Applications							
70. Write a note to a teacher to request or change a meeting.	S	S	S	W 2.0	F 2	0.2, 2.5	• T may use Applications to assess student competency.
71. Write a series of instructions or directions (e.g., how to get to school or job).	S	S	S	W 2.0	F 2	7.2	

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II. COMPETENCY AREA: COMPOSITION

Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
G. Applications (cont.)							
72. Describe your hometown.	S	S	S	W 1.0	F2	0.2	
73. Write a business letter to express a complaint.	S	S	S	W 1.0	C7, F2	0.2	
74. Write a news article.	I	S	S	W 1.0	F2	0.1	
75. Write a movie review.	I	S	S	W 1.0	F2	0.1	
76. Write a dialog or a story using dialog.		I	S	W 1.0	F2	0.1	
77. Write an opinion piece/editorial.		I	S	W 1.0	C5-7, F2	0.1, 7.2	
78. Write a response to a letter seeking advice from a newspaper column.	I	I	S	W 1.0	C5-7, F2	0.1, 7.2	
79. Write a personal narrative describing a happiest/saddest moment.	S	S	S	W 1.0	F2	0.2, 0.1	
80. Create an original story.		I	S	W 2.0	F2, 7	0.2	
81. Write a biography using multiple sources.		I	S	W 2.0	C5-7, F2	7.2	

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III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

60 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Capitalization							
82. Capitalize the personal pronoun "I."	R	R	R	W 1.0	F2	0.2	<ul style="list-style-type: none"> S matches abbreviations with words T observation S writing samples S finds errors from text, teacher-generated samples or student writing samples T generated exercises T administered or S administered dictation exercises T provides additional evaluation options:
83. Capitalize the first word of a sentence.	S	R	R	W 1.0	F2	0.1, 0.2	
84. Capitalize the first word in a direct quotation. (e.g., He said, "That's great.")	I	I	S	W 1.0	F2	0.1, 0.2	
85. Capitalize all proper nouns.	S	S	S	WO 1.0	F2	0.1, 0.2	
a. Names of people including initials, titles and abbreviations (e.g., Gen. Colin R. Powell).	S	S	S	WO 1.0	F2	0.1, 0.2	
b. Words used as names (e.g., Mom, Dad, but my mother.)	I	S	S	WO 1.0	F2	0.1, 0.2	
c. Days of the week, months of the year and holidays (e.g., Monday, June, Christmas).	S	S	S	WO 1.0	F2	0.1, 0.2	
d. Names of places including abbreviations (e.g., Sepulveda Blvd./L.A./Pacific Ocean).	S	S	S	WO 1.0	F2	0.1, 0.2	
e. Names of geographic regions (e.g., Middle East).	S	S	S	WO 1.0	F2	0.1, 0.2	
f. Names of planets and other heavenly bodies (e.g., Venus, the Milky Way).	S	S	S	WO 1.0	F2	0.1, 0.2	
g. Names of buildings and monuments (e.g., the White House).	S	S	S	WO 1.0	F2	0.1, 0.2	

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III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Capitalization (cont.)							
h. Peoples, races, ethnic groups, tribes and languages (e.g., Caucasian, Native American, African-American, Hispanic, English).	S	S	S	W 1.0	F2	0.1, 0.2	
i. Names of religions and deities (e.g., God, Allah, Judaism, Christianity, Islam).	S	S	S	W 1.0	F2	0.1, 0.2	
j. Brand and product names (e.g., Toyota, Pepsi).	S	S	S	WO 1.0	F2	0.1, 0.2	
k. Names of schools, companies, organizations, teams and their abbreviations (e.g., the Red Cross, UCLA, Venice High School).	S	S	S	WO 1.0	F2	0.1, 0.2	
l. First, last and principal words in titles of books, movies, magazines, newspapers, songs, plays. (e.g., The Lion King, Romeo and Juliet, Newsweek).	I	S	S	WO 1.0	F2	0.1, 0.2	
m. Names of school courses, but not general subjects (e.g., I'm taking Math 2. I like math.).	I	S	S	WO 1.0	F2	0.1, 0.2	
n. Names of historical events, eras and documents (e.g., the Civil War, the Holocaust, the Constitution, the Renaissance).	I	S	S	WO 1.0	F2	0.1, 0.2	
86. Capitalize all proper adjectives (e.g., Swiss cheese, French restaurant).	I	S	S	WO 1.0	F2	0.1, 0.2	

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III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation							
87. Use a period appropriately							
a. to end declarative and imperative sentences.	S	S	S	WO 1.0	F2	0.1, 0.2	<ul style="list-style-type: none"> • S matches abbreviations with words • T observation • S writing samples • S finds errors from text, teacher-generated samples or student writing samples • T-generated exercises • T-administered or S-administered dictation exercises • T provides additional evaluation options:
b. after all abbreviations and initials.	S	S	S	WO 1.0	F2	0.1, 0.2	
c. to indicate a decimal in a numeral.	S	S	S	WO 1.0	F2	0.1, 0.2	
d. in outlines.	I	S	S	WO 1.0	F2	0.1, 0.2	
88. Use a question mark to end interrogative sentences.	S	S	R	WO 1.0	F2	0.1, 0.2	
89. Use an exclamation mark to end exclamatory sentences and interjections.	S	S	S	WO 1.0	F2	0.1, 0.2	
90. Use apostrophes appropriately							
a. for all contractions.	S	S	S	WO 1.0	F2	0.1, 0.2	
b. for singular and plural possessive nouns (e.g., the boy's bike, the students' parking lot).	S	S	S	WO 1.0	F2	0.1, 0.2	
c. for shared possessives (e.g., Joe, Mary and John's dog).	I	S	S	WO 1.0	F2	0.1, 0.2	
91. Use commas appropriately							
a. between city and state, and city and country (Boise, Idaho; Paris, France).	S	S	S	WO 1.0	F2	0.1, 0.2	

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Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)							
b. to separate date from the year (e.g., <i>September 13, 1967</i>).	S	S	S	WO 1.0	F2	0.1, 0.2	
c. after a date or address within a sentence (e.g., <i>On May 5, 2000, we had a party at 321 S. Main St., Glendale, CA</i>).	I	S	S	WO 1.0	F2	0.1, 0.2, 4.6	
d. to clarify numbers (e.g., <i>\$20,000 or 1,000 miles</i>).	S	S	S	WO 1.0	F2	0.1, 0.2	
e. after the greeting and closing in a letter or note.	S	S	S	WO 1.0	F2	0.1, 0.2	
f. in a series of words (e.g., <i>verbs, nouns, adjectives</i>), phrases or clauses.	S	S	S	WO 1.0	F2	0.1, 0.2	
g. to set off dialogue in direct quotations (e.g., <i>"I'm tired," she said</i>).	I	I	S	WO 1.0	F2	0.1, 0.2	
h. in direct address and after introductory words of <i>yes</i> and <i>no</i> . (e.g., <i>Mary, come here. No, it's in room 5.</i>).	I	S	S	WO 1.0	F2	0.1, 0.2	
i. to set off incidental and sequence words (e.g., <i>Of course, she speaks two languages. First, we went to the bank. Then, . . .</i>).	I	S	S	WO 1.0	F2	0.1, 0.2	
j. before coordinating conjunctions (<i>and, but, or, nor, for, so, yet</i>) connecting independent clauses.	I	S	S	WO 1.0	F2	0.1, 0.2	

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B. Punctuation (cont.)							
k. after a subordinate clause when it precedes a main clause (e.g., <i>While it rained, I watched a movie.</i>)	S	S	S	WO 1.0	F2	0.1, 0.2	
l. in inverted names (e.g., <i>Smith, Jack</i>).	S	S	S	WO 1.0	F2	0.1, 0.2	
m. to set off appositives (e.g., <i>Harriet Tubman, the conductor of the Underground Railroad, died in 1913</i>).	I	S	S	WO 1.0	F2	0.1, 0.2	
92. Identify and use a semicolon between independent clauses in a compound sentence (e.g., <i>Fifteen students graduated; all of them completed the course work.</i>).	I	S	S	WO 1.0	F2	0.1, 0.2	
93. Identify and use a colon appropriately							
a. between the hour and the minute in writing the time (e.g., 8:00).	S	S	S	WO 1.0	F2	0.1, 0.2	
b. in business letters after the salutation or greeting and other standard conventions (e.g., <i>re; cc; Attention</i>);	S	S	S	WO 1.0	F2	0.1, 0.2	
c. to introduce a list (e.g., <i>I bought it for the following reasons: . . .</i>).			I	WO 1.0	F2	0.1, 0.2	
94. Identify and use a hyphen appropriately							
a. to divide a word into syllables.	I	S	S	WO 1.0	F2	0.1	

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B. Punctuation (cont.)							
b. to make a hyphenated word (e.g., <i>mother-in-law</i> ; <i>half-sister</i>).	I	S	S	WO 1.0	F2	0.1	
c. to write compound numbers (e.g., <i>twenty-seven</i>).	I	S	S	WO 1.0	F2	0.1	
d. to write a date numerically (e.g., 12-25-99).	S	S	S	WO 1.0	F2	0.1	
95. Identify and use quotation marks appropriately							
a. in direct quotations (e.g., "What happened?" he asked.)	I	I	S	WO 1.0	F2	0.1	
b. with titles of songs, poems, short stories, essays, chapters of books, and articles found in newspapers, magazines or encyclopedias.	I	I	S	WO 1.0	F2	0.1	
96. Identify and use italics or underlining for titles of books, newspapers, magazines and movies.	S	S	S	WO 1.0	F2	0.1	
97. Recognize and name other punctuation marks, such as parentheses, slashes and brackets.	I	S	S	WO 1.0	F2	0.1	
C. Spelling							
98. Form and spell contractions.	S	S	S	WO 1.0	F2	0.1	<ul style="list-style-type: none"> • T observation • S puts letters in correct sequence to spell words correctly • S writing samples • T-generated exercises • T provides additional evaluation options:

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C. Spelling (cont.)							
99. Identify and spell appropriate abbreviations for							
a. place names used in addresses or directions (e.g., St., U.S.).	S	S	S	WO 1.0	F2	0.1	
b. titles, occupations, sex, marital status (e.g., Mr., Mrs., Ms.).	S	S	S	WO 1.0	F2	0.1	
c. days, months, and time (e.g., Mon. at 2 p.m.).	S	S	S	WO 1.0	F2	0.1	
d. common weights and measurements (e.g., 8 oz., 6 ft., 10 mi.).	S	S	S	WO 1.0	F2	0.1	
e. classified ads, fliers, or posters (e.g., pt., bedrm., asap).	S	S	S	WO 1.0	F2	0.1	
100. Form the plural of all nouns including							
a. regular nouns by adding -s (e.g., book/books).	S	S	S	WO 1.0	F2	0.1	
b. nouns ending in -x, -ch, -s, -sh, -z, by adding -es (e.g., box/boxes).	S	S	S	WO 1.0	F2	0.1	
c. nouns ending in -o by adding -s or -es (e.g., zoo/zooes, tomato/tomatoes).	S	S	S	WO 1.0	F2	0.1	
d. nouns ending in -f or -fe by adding -s or changing to -ves (e.g., chief/chiefs, wife/wives).	S	S	S	WO 1.0	F2	0.1	

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Level 6 = 6.0-7.5

III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Spelling (cont.)							
e. nouns ending in <i>-y</i> by adding <i>-s</i> or changing to <i>-ies</i> (e.g., boy/boys, baby/babies).	S	S	S	WO 1.0	F2	0.1	
101. Spell frequently used irregular verbs correctly (e.g., did/done, was/were).	S	S	S	WO 1.0	F2	0.1	
102. Identify and spell common homophones (e.g., male/mail, their/there/they're).	S	S	S	WO 1.0	F2	0.1	
103. Identify and define a syllable.	S	S	S	WO 1.0	F2	7.2	
104. Use basic rules of syllabication to divide two or three-syllable words.	I	S	S	WO 1.0	F2	7.2	
105. Identify and define a root word, a suffix and a prefix.	S	S	S	WO 1.0	F2	7.2	
106. Build words by adding using common affixes to root words that							
a. do not need any changes before adding the suffix.	S	S	S	WO 1.0	F2	7.2	
b. have the final <i>e</i> that must be dropped before adding a suffix beginning with a vowel e.g., (make/making).	S	S	S	WO 1.0	F2	0.1	
c. keep the final <i>e</i> when adding a suffix beginning with a consonant (e.g., love/lovely, hate/hateful).	S	S	S	WO 1.0	F2	0.1	

I = Introduce
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CBE

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III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Spelling (cont.) d. have the final consonant that must be doubled before adding the suffix in a one-syllable word (e.g., shop/shopped) or words of more than one syllable that have the stress on the final syllable (e.g., open/opening). e. end in <i>y</i> and keep the <i>y</i> when adding the suffix or change to <i>i</i> before adding the suffix (e.g., enjoy/enjoyable, easy/easier). f. end in <i>-y</i> and keep the <i>-y</i> when adding the suffix <i>-ing</i> (e.g., cry/crying, play/playing).	S	S	S	WO 1.0	F2	0.1	
	S	S	S	WO 1.0	F2	0.1	
	S	S	S	WO 1.0	F2	0.1	
	I	S	S	WO 1.0	F2	7.2	
107. Identify and spell common suffixes that form a noun. (e.g., <i>-tion, -sion, -ment, -er, -ian, -ness</i>).	I	S	S	WO 1.0	F2	7.2	
108. Identify and spell common suffixes that form adjectives. (e.g., <i>-able, -ful, -less, -ous</i>).	I	S	S	WO 1.0	F2	7.2	
109. Identify and spell common suffixes that form adverbs (e.g., <i>-ly</i>).	I	S	S	WO 1.0	F2	7.2	
D. Outline Format 110. Use correct sequence of Roman numerals, capital letters, Arabic numerals, small letters to identify parts of an outline.	I	S	S	WO 1.0	F2	7.2	<ul style="list-style-type: none"> • T outlines sample • S adds letters and numbers to T-generated outline • T provides additional evaluation options:

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III. COMPETENCY AREA: MECHANICS

Students will apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Outline Format (cont.)							
111. Use correct punctuation and spacing to copy or create an outline.	I	S	S	WO 1.0	F 2	1.2	
E. Applications							
112. Identify misspelled words and correct them.	S	S	S	WO 1.0	F 2, 9	7.4	<ul style="list-style-type: none"> T may use Applications to assess student competency.
113. Take a spelling dictation.	S	S	S	WO 1.0		7.4	
114. Write a short ad using appropriate abbreviations.	S	S	S	WO 1.0	F 2	0.1	
115. Add punctuation and capitalization to a friendly letter.	S	S	S	WO 1.0	F 2	0.2	

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication..

150 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Parts of Speech							
116. Name and define the eight parts of speech.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> T-generated tests Published tests T provides additional evaluation options:
117. Identify the part of speech for a given word in a sentence.		I	S	WO 1.0	F 2, 6		
118. Identify and use words that function as different parts of speech (e.g., I <i>watch</i> TV. I bought a <i>watch</i> . I bought <i>some</i> books. <i>Some</i> are gone.).	I	S	S	WO 1.0	F 2, 6		
B. Verbs							
119. Define, identify and use verbs.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S sorts and classifies types of verbs (i.e., helping or main) T provides additional evaluation options:
120. Distinguish between action and state-of-being verbs.	S	S	S	WO 1.0	F 2, 6		
121. Identify the forms of the verb (e.g., simple, present, infinitive, participles and past).	S	S	S	WO 1.0	F 2, 6		
122. Distinguish between main/principle verbs and helping/auxiliary verbs.	S	S	S	WO 1.0	F 2, 6		
123. Identify and use correct tense of the verb (past, present and future) and various ways to express each tense (e.g., I <i>rode</i> my bike to school. I <i>used to ride</i> my bike to school. I <i>would ride</i> my bike to school.)	S	S	S	WO 1.0	F 2, 6		
124. Use correct subject-verb agreement.				WO 1.0	F 2, 6		

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Verbs (cont.)							
125. Maintain tense consistency in writing.	S	S	S	WO 1.0	F2		
126. Use modals correctly.	S	S	S	WO 1.0	F2, 6		
127. Identify and use active and passive voice correctly.	I	S	S	WO 1.0	F2, 6		
128. Identify and use verbs that must be followed by infinitives and/or gerunds (e.g., <i>try + infinitive, enjoy + gerund, like + infinitive/gerund</i>).	S	S	S	WO 1.0	F2, 6		
129. Identify and use separable and inseparable phrasal/ two-word verbs appropriately (e.g., <i>Take off your hat. Take your hat off. Take it off.</i>).	S	S	S	WO 1.0	F2, 6		
130. Use negatives correctly, and recognize and correct a double negative in a sentence.	S	S	S	WO 1.0	F2, 6		
131. Identify and use troublesome verbs correctly (e.g. <i>sit/set, lend/borrow, let/leave</i>).	S	S	S	WO 1.0	F2, 6		
C. Nouns							
132. Define, identify and use nouns.	S	S	S	WO 1.0	F2, 6		
133. Identify and distinguish between common and proper nouns.	S	S	S	WO 1.0	F2, 6		
134. Form the plural of nouns (regular and irregular).	S	S	S	WO 1.0	F2, 6		

- T observation
- T-generated tests
- Published tests
- S writing samples
- S matches and sorts types of nouns
- S reads a passage and completes a chart to distinguish between nouns and verbs
- T provides additional evaluation options:

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication..

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Nouns (cont.)							
135. Identify, form and use the possessive for singular and plural nouns (e.g., <i>John's car, the girls' jackets, Sally and Joan's tests</i>).	S	S	S	WO 1.0	F 2, 6		
136. Differentiate between count and non-count nouns (e.g., a little <i>traffic, many cars</i>).	I	S	S	WO 1.0	F 2, 6		
137. Identify and form compound nouns (e.g., a <i>runner-up, homework, soap opera</i>) and use a dictionary to determine if a hyphen is used.	S	S	S		F 2, 6		
138. Define, identify and use collective nouns (e.g., <i>family, class</i>).	S	S	S	WO 1.0	F 2, 6		
139. Identify and use nouns in an appositive (e.g. Ms. Garcia, <i>the science teacher, is new.</i>).		I	S	WO 1.0	F 2, 6		
D. Pronouns							
140. Define, identify and use pronouns.	S	S	S	WO 1.0	F 2, 6		
141. Identify and use subject pronouns as the subject of a verb or after a linking verb (e.g., <i>She</i> is happy. The caller was <i>she</i>).	S	S	S	WO 1.0	F 2, 6		
142. Identify and use object pronouns as the direct object, indirect object, or object of a preposition (e.g. Carl forgot <i>them</i> . Mary went with <i>him</i>).	S	S	S	WO 1.0	F 2, 6		

- T observation
- T-generated tests
- Published tests
- S writing samples
- S matches pronoun with the noun it represents
- T provides additional evaluation options:

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication..

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Pronouns (cont.)							
143. Identify and use possessive pronouns. (e.g., That's not <i>my</i> book. <i>Mine</i> is yellow.)	S	S	S	WO 1.0	F 2, 6		
144. Identify and use reflexive pronouns when the subjects and the objects are the same. (e.g., I enjoyed <i>myself</i> at the party.)	I	S	S	WO 1.0	F 2, 6		
145. Use correct word order in compound subjects and objects with <i>I and me</i> . (e.g., Correct: He called <i>Bob and me</i> . Incorrect: He called <i>me and Bob</i> .)	S	S	S	WO 1.0	F 2, 6		
146. Identify the antecedent of a pronoun and use pronouns that agree in number with their antecedents. (e.g., <i>Mary</i> is a teacher. <i>She</i> works at night.)	S	S	S	WO 1.0	F 2, 6		
147. Use a pronoun to refer to its nearest noun to show clarity and avoid ambiguity (e.g., Correct: <i>The boys</i> are at school. <i>They</i> are studying. Incorrect: <i>Mary</i> talked to <i>her</i> sister. <i>She</i> is sad.)	S	S	S	WO 1.0	F 2, 6		
148. Identify and use demonstrative pronouns. (e.g., <i>Those</i> are the new books.)	S	S	S	WO 1.0	F 2, 6		
149. Identify and use indefinite pronouns (e.g., <i>Nobody</i> is home. <i>Most</i> are tired.)	S	S	S	WO 1.0	F 2, 6		

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication..

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Pronouns (cont.)							
150. Distinguish between indefinite pronouns that are singular and use singular verbs and possessive pronouns (e.g., <i>Everyone</i> here must use <i>his</i> or <i>her</i> own book.) and those that are plural and use plural verbs and possessive pronouns (e.g., <i>Many</i> here lose <i>their</i> cards.).	S	S	S	LA 23	F 2, 6		
151. Recognize indefinite pronouns that can be either singular or plural (e.g., <i>all, any, some, most</i>).	I	S	S	WO 1.0	F 2, 6		
152. Identify and use relative pronouns (e.g., <i>that, which, who, whom, whose</i>) that introduce a dependent clause.	I	S	S	WO 1.0	F 2, 6		
153. Identify and use interrogative pronouns (e.g., <i>who, which, whom, whose, what</i>).	S	S	S	WO 1.0	F 2, 6		
E. Adjectives							
154. Define, identify and use adjectives to modify nouns and pronouns.	S	S	S	WO 1.0	F 2, 6		
155. Place adjectives before a noun or after a linking verb.	S	S	S	WO 1.0	F 2, 6		
156. Use two or more adjectives in a phrase or sentence and order them appropriately by number, quality, size, shape, age, color, material and type (e.g., <i>an old blue cotton shirt</i>).	I	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S constructs a sentence from scrambled words • S adds adjectives to a simple sentence • T provides additional evaluation options:

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
E. Adjectives (cont.)							
157. Identify adjectives of quantity and use them appropriately with count and non-count nouns (e.g., many students and much work).	I	S	S	LA.23	F 2, 6		
158. Identify and use proper adjectives correctly (e.g., the Roman alphabet, Chinese food).	I	S	S	WO 1.0	F 2, 6		
159. Differentiate between the usage of the past and present participles used as adjectives (e.g., I felt confused). The directions were confusing).							
160. Identify and use demonstrative adjectives. (e.g., That dress is very expensive.)	S	S	S	WO 1.0	F 2, 6		
161. Identify and use articles appropriately.	S	S	S	WO 1.0	F 2, 6		
a. Use <i>a</i> and <i>an</i> correctly with singular count nouns (e.g., a car, an egg).	S	S	S	WO 1.0	F 2, 6		
b. Use <i>the</i> with specific nouns and <i>a/an</i> with general nouns (e.g. Take the blue pen. A pen is useful.)	S	S	S	WO 1.0	F 2, 6		
162. Identify, form and use adjectives in the positive, comparative (add -er or more), superlative (add -est or most), and equative (as...as) forms.	S	S	S	WO 1.0	F 2, 6		
163. Identify and use an adjective phrase to modify a noun or a pronoun (e.g., The man with the white beard is here.).	I	S	S	WO 1.0	F 2, 6		

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
E. Adjectives (cont.)							
164. Use adjective clauses							
a. to modify nouns (e.g., I remember the day <i>when I was hired</i> . The house <i>that I lived in</i> burned down.)			I	WO 1.0	F 2, 6		
b. to show possession using pronoun <i>whose</i> (e.g., He's the man <i>whose car was stolen</i> .)			I	WO 1.0	F 2, 6		
E. Adverbs							
165. Define, identify and use adverbs to modify verbs, adjectives or adverbs.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S adds adverbs to simple sentence • S constructs a sentence from scrambled words • S classifies adverbs that tell how, when, where, how often • T provides additional evaluation options:
166. Identify adverbs of manner, place, frequency and time, and use them correctly in sentences (e.g., Beth <i>always</i> walks <i>quickly</i> into the kitchen.)	S	S	S	WO 1.0	F 2, 6		
167. Identify, form and use adverbs in the positive, comparative (adding <i>-er</i> or <i>more</i>), superlative (adding <i>-est</i> or <i>most</i>), and equative (<i>as...as</i>) forms.	S	S	S	WO 1.0	F 2, 6		
168. Recognize and use adverb phrases (e.g., He went to the <i>movies</i> .)	I	S	S	WO 1.0	F 2, 6		
169. Recognize and use adverb clauses (e.g., Mary left <i>when the movie ended</i> . <i>If it rains</i> , we won't go to the beach.)		I	S	WO 1.0	F 2, 6		

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
G. Prepositions							
170. Define and identify prepositions and prepositional phrases.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S adds prepositional phrases to simple sentences T provides additional evaluation options:
171. Use common prepositions of time and place correctly (e.g., <i>at noon, in L.A., for a week</i>)	S	S	S	WO 1.0	F 2, 6		
172. Identify verbs and adjectives that must be followed by a specific preposition (e.g., be worried <i>about</i> , stop <i>from</i> , interested <i>in</i>).	S	S	S	WO 1.0	F 2, 6		
H. Conjunctions							
173. Identify, define and use conjunctions.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S creates compound elements in simple sentences T provides additional evaluation options:
174. Use coordinating conjunctions to join words, phrases and clauses (e.g., <i>and, but, for, or, so, yet</i>).	S	S	S	WO 1.0	F 2, 6		
175. Use subordinating conjunctions to begin a dependent clause (e.g., <i>when, because, since, if</i>).		I	S	WO 1.0	F 2, 6		
176. Use correlative conjunctions in pairs to indicate a reciprocal relationship (e.g., <i>either...or, neither...nor, as...as</i>).		I	S	WO 1.0	F 2, 6		
177. Use conjunctive adverbs to join independent clauses (e.g., <i>however, moreover, nevertheless</i>).		I	S	WO 1.0	F 2, 6		

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
I. Interjections							
178. Define, identify and use interjections.	S	S	S	WO 1.0	F 2, 6		<ul style="list-style-type: none"> T observation T-generated and published tests S writing samples T reads a series of sentences and student puts appropriate mark S fills in blanks with correct interjection marks T provides additional evaluation options:
179. Use an exclamation point or comma to separate interjections from the rest of the sentence (e.g., <i>Wow!</i> You look great! <i>Oh</i> , I can't go.).	S	S	S	WO 1.0	F 2		
J. Verbals							
180. Identify and use gerunds and gerund phrases in any way that a noun can be used (e.g., <i>Reading</i> is fun. He's interested in <i>reading about airplanes</i> .).	I	S	S	WO 1.0	F 2, 6		
181. Identify and use the participle (past and present) forms of the verb as adjectives (e.g., <i>a broken arm</i> , the <i>screaming child</i>)	I	S	S	WO 1.0	F 2, 6		
182. Identify and use an infinitive or infinitive phrase to express purpose or intention (e.g. I came here <i>to study</i> .) or after certain verbs (e.g., I decided <i>to come</i> to school.).	I	S	S	WO 1.0	F 2, 6		
K. Sentences and Parts of the Sentence							
183. Define and identify the elements of a complete sentence: a complete thought that includes a subject and a predicate.	S	S	S	WO 1.0	F 2, 6	7.2	<ul style="list-style-type: none"> Write-On worksheets (R sheets) Language Chits Capitalization and Punctuation sections S writes complete sentences using vocabulary words S indicates subject and predicate in simple sentences

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
K. Sentences and Parts of the Sentence (cont.)							
184. Define and identify the subject of a sentence and	S	S	S	WO 1.0	F 2, 6	7.2	<ul style="list-style-type: none"> • T writes sentences on board with errors, S correct errors • T provides additional evaluation options:
a. differentiate between a simple and complete subject.	S	S	S	WO 1.0	F 2, 6	7.2	
b. recognize an understood subject in imperative sentences.	S	S	S	WO 1.0	F 2, 6	7.2	
c. identify a compound subject.	S	S	S	WO 1.0	F 2, 6	7.2	
d. recognize the subject when it is found at the beginning, middle or end of the sentence (e.g., <i>George dove into the lake. Into the lake, George dove. Into the lake, dove George.</i>).	I	S	S	WO 1.0	F 2, 6	7.2	
185. Define and identify the predicate of a sentence and	S	S	S	WO 1.0	F 2, 6	7.2	
a. identify the verb and verb parts within the predicate.	S	S	S	WO 1.0	F 2, 6	7.2	
b. identify a compound predicate.	S	S	S	WO 1.0	F 2, 6	7.2	
c. differentiate between simple and compound predicate.	S	S	S	WO 1.0	F 2, 6	7.2	
d. define and identify direct and indirect object.	S	S	S	WO 1.0	F 2, 6	7.2	
186. Identify and correct sentence fragments.	S	S	S	WO 1.0	F 2, 6	7.2	

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IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
K. Sentences and Parts of the Sentence (cont.)							
187. Identify and correct run-on sentences.	S	S	S	WO 1.0	F 2, 6	7.2	
188. Identify and use declarative, interrogative, imperative and exclamatory sentences.	S	S	S	WO 1.0	F 2, 6	0.1, 7.2	
189. Write simple sentences using correct word order, capitalization and punctuation.	S	S	S	WO 1.0	F 2	0.1, 7.2	
190. Define and identify phrases.	S	S	S	WO 1.0	F 2, 6	7.2	
191. Define and identify independent/main clauses and dependent/subordinate clauses.	I	S	S	WO 1.0	F 2, 6	7.2	
192. Write compound sentences with conjunctions.	S	S	S	WO 1.0	F 2	0.1, 7.2	
193. Write compound sentences with semicolons.	I	S	S	WO 1.0	F 2	0.1	
194. Write complex sentences.		I	S	WO 1.0	F 2	0.1	
195. Differentiate among phrases, clauses and sentences.	S	S	S	WO 1.0	F 2, 6	7.2	
196. Use conditional sentences to add variety to writing. (e.g., <i>If I had a million dollars, I would buy a house.</i>)		I	S	WO 1.0	F 2, 6	7.2	
L. Applications							
197. Rewrite a paragraph by changing the tense.	S	S	S	LA 23	F 2		
198. Rewrite a paragraph by changing the person.	S	S	S	LA 23	F 2		

I = Introduce
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CBE
 Competency-Based Education
 Competency-Based Components For Intermediate Language Course Outline 4-6

Level 4 = 4.0-5.5
 Level 5 = 5.0-6.5
 Level 6 = 6.0-7.5

IV. COMPETENCY AREA: GRAMMAR AND USAGE

Students apply basic grammatical concepts and rules in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
L. Applications (cont.) 199. Describe in detail a member of the family, orally or in writing. 200. Identify and correct basic grammatical errors in a classmate's paragraph.	S	S	S	WO 1.0	F 2, 6	0.1, 0.2	
	S	S	S	WO 1.0	F 2, 6, C 9	7.2	

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V. COMPETENCY AREA: CRITICAL THINKING

Students demonstrate and apply critical thinking skills in oral and written communication.

30 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Critical Thinking Skills							
201. Classify, group, categorize and prioritize information.	S	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	<ul style="list-style-type: none"> T observation S oral presentation S writing samples S finds or lists statements from a reading selection that are facts, opinions, conclusions, contrasting ideas, inferences. T provides additional evaluation options:
202. Summarize information by identifying main ideas and supporting details from oral sources, articles or fiction.	S	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	
203. Sequence actions and events.	S	S	S	R 2.0	C 5-6; F 2, 6	7.2	
204. Rank ideas according to order of importance.	S	S	S	R 2.0	C 5, 7; F 2, 6, 12	7.2	
205. Draw a conclusion or predict an outcome.	I	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	
206. Compare and contrast.	S	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	
207. Distinguish between fact and opinion.	S	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	
208. Retell, make predictions, make inferences and evaluate passages from culturally diverse literature, graphics, and other reading materials.	S	S	S	R 2.0	C 5-7; F 2, 6, 12	2.7, 7.2	
209. Identify and make cause and effect relationships.	I	S	S	R 2.0	C 5-7; F 2, 6, 12	7.2	
210. Identify a problem / conflict and evaluate its possible solutions.	S	S	S	R 2.0	C 5-7; F 2, 6, 9	7.3	
211. Compare and analyze different perspectives on an issue found in literature or other sources.	I	S	S	R 2.0	C 5-7; F 2, 6, 7.2	7.2	
212. Identify and use various methods of persuasion (e.g., snob appeal, generalization).	I	S	S	R 2.0	C 5-7; F 2, 6	7.2	

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V. COMPETENCY AREA: CRITICAL THINKING

Students demonstrate and apply critical thinking skills in oral and written communication.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Applications							
213. Compare and contrast political candidates or issues.	S	S	S	R 2.0	C 5-7; F 2, 6	7.2	
214. Discuss pros and cons of testing in schools or another current topic.	S	S	S	R 2.0	C 5-7; F 2, 6	7.2	
215. Rank benefits of a potential job.	S	S	S	R 2.0	C 5-7; F 2, 6	7.2	
216. Prioritize tasks.	S	S	S		C 5-7; F 2, 6	7.1.7.2	
217. Read or listen to commercials and distinguish between fact and opinion.	S	S	S	LS 1.0	C 5-7; F 2, 6	7.2	
218. Make a personal schedule for a period of time.	S	S	S		C 1, 6	7.1	
219. Create a time line using personal information.	S	S	S		C 1, 6	7.1	
220. Write an ad using a method of persuasion.	I	S	S	R 2.0	C 7; F 2, 12	7.2	

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VI. COMPETENCY AREA: REFERENCE AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

30 HOURS

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Personal Organization							
221. Bring all necessary materials to class each day (e.g., pen/pencil, notebook, dictionary, glasses.)	S	S	S		C 3, F 13	7.1	<ul style="list-style-type: none"> T periodically reviews students notebooks to determine if assignments are properly organized. T provides additional evaluation options:
222. Organize papers, class notes, exercises and assignments in a 3-ring binder with labeled dividers.	S	S	S		C 3, 6; F 13	7.1	
223. Use a calendar to track assignments, tests, school events and appointments.	S	S	S		C 3, F 13	7.1	
224. Follow and explain school and classroom rules and procedures.	S	S	S		C 1, 6; F 16	7.1	
225. Work cooperatively with a partner, in a group or as a team.	S	S	S		F 1	7.1	
226. Work individually to complete assignments.	S	S	S		F 1	7.1	
B. Textbooks							
227. Identify plain, bold and italicized print.	S	S	S	W 1.0	F 1	7.4	<ul style="list-style-type: none"> T gives S a book and list of parts of the book. S indicates page numbers where each part is found. T provides additional evaluation options:
228. Identify and use parts of a book (e.g., titles, table of contents, index) to find information.	S	S	S	W 1.0	F 1	7.2, 7.4	
229. Locate and identify a copyright notice, preface and acknowledgment page to gain information.	I	S	S	W 1.0	F 1	7.2, 7.4	
230. Identify and use footnotes.	I	S	S	W 1.0	F 1	7.2	

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VI. COMPETENCY AREA: REFERENCE AND STUDY SKILLS
Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Reference Materials and Skills							
231. Demonstrate understanding of alphabetical order by alphabetizing							
a. words using the first through fourth letter.	S	S	S		F10	7.4	<ul style="list-style-type: none"> S locates words in dictionary and indicates the guide words on the page where the words are found. S alphabetizes word lists. S indicates page number where certain information is found. T uses a checklist to have students identify what information is found in different kinds of reference books. T provides specific information and S identifies where that information is found in the newspaper. T-generated map test S identifies location of familiar places on map T provides additional evaluation options:
b. numbers and abbreviations (e.g., 21st Century Insurance Co.).	S	S	S			7.4	
c. titles of books, movies, magazines.	I	S	S			7.4	
232. Apply alphabetizing skills when using reference materials.	S	S	S		C 5	7.4	
233. Identify the library services in the community and obtain a library card.	S	S	S	W 1.0	C 5, F 11	7.4	
234. Identify and use a dictionary to find meanings and spellings of words by						7.4	
a. identifying and using guide words to find entry words.	S	S	S	W 1.0	C 5, F 1	7.4	
b. identifying and using components of an entry (e.g., phonetic entry, parts of speech, multiple definitions).	S	S	S	W 1.0		7.4	
c. interpreting dictionary abbreviations.	S	S	S	W 1.0		7.4	
d. interpreting phonetic symbols.		I	S	W 1.0		7.4	

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VI. COMPETENCY AREA: REFERENCE AND STUDY SKILLS

Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Reference Materials and Skills (cont.)							
235. Use a thesaurus to locate synonyms and antonyms.	I	S	S	W 1.0	C 5, F1	7.4	
236. Identify and use the organization and structure of an encyclopedia to locate and gather information.	I	S	S	W 1.0	C 5, F1	7.4	
237. Use maps, globes and atlases to							
a. demonstrate understanding of basic geographical terminology (e.g., city, country, continent, region).	S	S	S		C 5, F1	5.2, 7.4	
b. identify, locate and use the parts of a map (e.g., scale, legend, directional points, mileage markers, index).	S	S	S		C 5, F1	5.2, 7.4	
c. identify and use a map grid and lines of latitude and longitude.	I	S	S		C 5, F1	5.2, 7.4	
d. identify different time zones and calculate time by using time zone maps.	I	S	S		C 5, F1	5.2, 2.3	
238. Identify and use the contents of a telephone book to obtain information.	S	S	S	R 1.0	C 5, F1	2.1	
239. Read a newspaper to obtain information by							
a. identifying the sections of a newspaper and indicating their content.	S	S	S	R 1.0	C 5, F1	7.2	

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Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Reference Materials and Skills (cont.)							
b. identifying and reading headlines, captions, by-lines and articles.	I	S	S	R 1.0	C 5, F 1		
c. differentiating between a news story and an opinion piece.	S	S	S	R 1.0	C 5, 7; F 1	7.2	
240. Identify and use the contents of an almanac to locate information.	I	S	S	W 1.0	C 5, F 1	7.3	
241. Use other authentic materials such as periodicals, brochures, or pamphlets to obtain information.	S	S	S	W 1.0	C 5, F 1	7.2	
242. Interpret charts, graphs, and tables to gather information to use in writing or for discussion.	S	S	S	W 1.0	C 5, F 1	7.2	
D. Test-Taking Skills							
243. Fill out forms, answer sheets and test forms by bubbling or writing in answers and responses.	S	S	S		F 2	0.1, 0.2	<ul style="list-style-type: none"> • T observation • T has students answer questions using a Scantron answer sheet • S takes timed standardized test • S takes other multiple-choice test • T provides additional evaluation options:
244. Identify and practice effective test strategies to take a standardized multiple-choice test by	S	S	S				
a. eliminating inappropriate or incorrect choices.	S	S	S		C 7; F1, 8	7.2	
b. using allotted time efficiently.	S	S	S		C 1, 7; F 2	7.1	

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VI. COMPETENCY AREA: REFERENCE AND STUDY SKILLS
Students use a variety of resources to locate, interpret and use information.

Minimal Competencies	Level 4	Level 5	Level 6	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Test-Taking Skills (cont.)							
c. analyzing a question to determine its nature (e.g. simple recall, main idea).	S	S	S		C7, F2	7.2	
E. Technology							
245. Operate cassette and video players and use audio and video tapes to complete classroom assignments.	S	S	S		C19	7.4	<ul style="list-style-type: none"> S performs teacher-directed computer tasks T provides additional evaluation options:
246. Identify and use basic computer equipment and terminology (e.g., mouse, disk, click, cursor).	S	S	S	W1.0	C8	7.4	
247. Perform simple computer tasks to operate and respond to classroom software.	S	S	S	W1.0	C8	7.4	
248. Identify and use the internet to find information.	I	I	I	W1.0	C5, 8; F1	7.4	<ul style="list-style-type: none"> T may use Applications to assess student competency.
F. Applications							
249. Take a timed and untimed test.	S	S	S			7.4	
250. Using scale or mileage markers, determine distance from one location to another.	I	S	S	R2.0	C5; F1, 10	5.2	
251. Use an index in an atlas to locate countries, cities and capitals.	S	S	S	W1.0	C5, F1	5.2	
252. Point to and name continents, countries and bodies of water on a globe or world map.	S	S	S		C7	5.2	

Section III

- Evaluation Procedures
- Instructional Strategies
- Instructional Resources

EVALUATION PROCEDURES

The following evaluation procedures and instruments are used to assess and place students into the appropriate class with the correct materials, evaluate their progress, and determine when they are ready to move to another level. Students are monitored on a regular basis so that they can advance as quickly as possible through the program and do not remain in a level longer than needed.

PLACEMENT

The most effective placement of students into Basic Language Arts-Intermediate is done by means of a fourfold process, which provides a comprehensive evaluation of students' skills.

Interview

The student interview is used in conjunction with placement tests. An interview is an effective tool for evaluating the students and determining their backgrounds, needs and goals. The teacher can then tailor the instructional program to address these goals and needs.

Standardized Reading Tests

The Tests of Adult Basic Education (TABE) Locator Test and/or Reading Comprehension section of TABE D7/8 (or newer) Survey Test or Complete Battery are used to determine reading ability. Placement into Beginning Language Arts-Intermediate corresponds to a reading grade level score of at least 4.0-6.9.

Standardized Language Test

TABE D7/8 (or newer) Language and Spelling sections are used to evaluate mechanics, grammar and usage. This grade level obtained from the test can assist in determining placement.

Writing Sample

Placement must include a Student Writing Sample (a written response to a prompt) that is a minimum of six sentences in length. Sentence structure, paragraph cohesion, as well as grammar and mechanics should be evaluated and utilized for placement and pretest purposes. See Diploma Plus' "Guide to Evaluating Student Writing Samples" (available through the Curriculum Office) for sample paragraphs and placement guidelines.

A combination of the four parts of this assessment process should enable the teacher to determine an accurate placement of the student into Basic Language Arts-Intermediate.

Although this course outline is for grades 4.0-6.9, students with a reading level higher than 6.9 may be placed into the course based on their grammatical and writing skills as determined by assessment.

MONITORING PROGRESS AND EVALUATION

Teacher Observation

Teacher observation is imperative and stipulated on the course outline chart in Section II under Evaluation Options. Teachers are in the position to observe and assess a student's progress on a continuous basis while the student works individually, in small groups or in the whole group. Teacher observation is particularly valuable in assessing the competencies of listening and speaking, critical thinking, and reference and study skills.

Evaluation of Writing

Evaluation of written expression should include sentences, paragraphs, letters, responses to literature, and content area writing. Evaluation should be ongoing to assess progress in sentence structures and paragraph development, as well as mechanics, grammar, and usage. Completed writing products and draft versions can be retained in a Student Writing Portfolio.

Evaluation Options and Applications in Course Outlines

This course outline chart in Section II contains suggested evaluation options and procedures for monitoring progress and assessing student acquisition of competencies in a tangible way. Applications are also provided at the end of each Competency Area as assessment tools.

Tests and Quizzes

Publishers provide tests that accompany their materials, which are valuable for placement, monitoring progress and evaluation. Additionally, teacher-created materials may be also be to assess progress.

CREDIT FOR BASIC LANGUAGE-INTERMEDIATE AND PROMOTION INTO BASIC LANGUAGE-ADVANCED

Credit for Basic Language Arts-Intermediate and promotion into Basic Language Arts-Advanced are based on a threefold process:

- ◆ A final writing sample is the primary evaluation tool for this course, with minimal competencies attained in composition, mechanics, grammar and usage. (Refer to the Diploma Plus "Guide to Evaluating Student Writing Samples" for model paragraphs.)
- ◆ The student's complete body of written course work and unit tests published for the primary text selected for use should be evaluated for attainment of the Exit Competencies listed on I-9 in this course outline.
- ◆ Students must have attained a reading score of at least 7.0 on the TABE D 7/8, Reading Comprehension Test.

PROMOTION INTO THE DIPLOMA PLUS PROGRAM

The Division of Adult and Career Education uses the reading section of the TABE Level D, a writing sample and math score to determine if a student is ready to receive the Adult Basic Studies Eighth Grade Certificate and/or transition into the high school (Diploma Plus) program. (See "Adult Basic Studies Promotion" in the Division of Adult and Career Education Bulletin No. 63-Rev.).

INSTRUCTIONAL STRATEGIES

SMALL GROUP INSTRUCTION

Small group instruction is the method of instruction for this course outline. Organizing the class into homogeneous small groups of 6 to 8 students with the same reading level allow the teacher to move from group to group giving appropriate instruction. With this teacher-directed instruction students work with other students, giving and receiving help, and the teacher is able to assist a greater number students. Small group instruction also meets the SCANS competencies regarding cooperative team work and developing interpersonal skills.

WHOLE GROUP INSTRUCTION

There is also the need for students to participate in a whole group when activities make no distinction between various levels, and all students feel a sense of being "part of the whole," on equal footing with all other students. Whole group instruction is appropriate when the entire class is working on the same skill, reading the same material, having a discussion, doing a warm up activity or participating in any other multilevel activity. Students may also work individually or in homogeneous small groups to complete reinforcement exercises.

INDIVIDUALIZED INSTRUCTION

Individual instruction is used when student's goals and needs are quite different from the class and an appropriate small group is not available. Students may work on certain project individually or may need certain skills that are best addressed through individual instruction.

SPECIAL PROJECTS

Special projects may involve the individual student, whole class or a particular group working on activities such as writing biographies, which may be published and presented to the whole class in oral presentations or research on particular topics, such as Black History Month or Women's History Projects.

MULTIMEDIA PRESENTATIONS

Multimedia presentations should include hearing and/or viewing media beginning with a pre-discussion followed up with post-discussion reading and writing.

INSTRUCTIONAL RESOURCES

For sources for materials, please refer to the lists of publishers and equipment companies. Contact the Adult Basic Studies office for these lists.

The materials for this course outline can be used in a program with a separate language lab/classroom or in a program in which reading and language are taught together. The materials included are multimodal and multilevel and designed to meet the literacy needs of adults and secondary students. Teachers are encouraged to use appropriate supplemental materials.

The following list indicates recommended texts. It is necessary for each school to select needed texts in three categories: writing, levels 4, 5, 6; grammar and mechanics, levels 4, 5, 6; and literature, levels 4, 5, 6.

DO NOT ORDER ALL THE BOOKS ON THE LIST.

Textbooks may be previewed in the Adult Basic Studies office or at a school using the materials.

RECOMMENDED WRITING, GRAMMAR, AND LITERATURE TEXTS

Comprehensive Writing and Grammar Texts

- *The Writer's Craft*: McDougal Littell

For level 6; too difficult for levels 4 and 5. Text designed for middle school students. Upper level used in adult high school English contracts. Assessment tools and teacher's resource book available.

- *Language Network*: McDougal Littell

For level 6; too difficult for levels 4 and 5. Text designed for middle school students. Assesments, tests, workbook, and other support material available.

Grammar and Mechanics Texts

- *Basic Language Units*: Continental Press

Readability, levels 3, 4. Separate booklets for elements of grammar, mechanics, and writing. Short, simple lessons on concise topics. Easy to understand and use.

- *Basic English, Third Edition*: Globe Fearon

Comprehensive grammar text with student workbook and classroom resource binder that has tests, assessments, and some writing practice.

Writing Texts

- *Success in Writing: Writing to Tell a Story*
- *Success in Writing: Writing to Explain*
- *Success in Writing: Writing to Persuade*
- *Success in Writing: Writing to Describe* (Copyright 1996): Globe Fearon
Extensive step-by-step writing instruction in each of the four types of writing. Can be used easily at levels 5, 6; at level 4 with more difficulty.

Response to Literature/Reading

- *The Reading and Writing Sourcebook* (Copyright 2001): Globe Fearon
For levels 6, 7, 8. Teacher's guide available.
- *Voices in Literature, Bronze* (level 4)
- *Voices in Literature, Silver* (level 5)
- *Voice in Literature, Gold* (level 6); (Copyright 1996): Heinle and Heinle
Teacher support available includes assessments, activity masters, skill builder 2 and 3.
- *Bridges to Literature, Level 1* (Copyright 2002): McDougall Littell
Assessment and CD-ROM Reading Coach available.
- *Reading Literature Red*: McDougall Littell
Out of print, but many schools still have copies because it was used on English contracts.

RECOMMENDED SUPPLEMENTAL MATERIALS

Grammar Practice Books

- *Exercises in English, Levels D, E, F* (2003 edition): Loyola Press, Chicago
- *Language Skills Practice Book, Levels D, E, F* (Copyright 1988): Curriculum Associates, Inc.
Similar to Basic Language Units, but one book has some controlled writing. A CD-ROM component is available also.

Current Events-Newspaper

- *News for You*: New Readers Press

Student Resources

- *All Write*: Great Source
- *English at Hand*: Townsend Press

COMPUTER SOFTWARE

- *Plato*: Language Arts
- *Skills Bank 4-Language Practice Series, Writing Series*: The Learning Company
- *Editor-in-Chief*, Levels A, B, C: Critical Thinking Books and Software
- *Spell It Deluxe*: Havas Interactive

AUDIOVISUAL EQUIPMENT NEEDED FOR AN ADULT BASIC STUDIES LAB/CLASSROOM

TV/VCR

Cassette player or tape recorder

Headphones or headsets

Listening centers (listening posts) with individual audio adjustments

Card reader

Blank audio cards for the card reader

Overhead projector

Heavy duty extension cord

RECOMMENDED COMPUTER HARDWARE

Macintosh

IBM or IBM-compatible

Compatible headphones with microphones

Section IV

- **English-Language Arts Content Standards for California Public Schools, Grades 4-6**
- **Secretary's Commission on Achieving Necessary Skills (SCANS)**
- **Comprehensive Adult Student Assessment System (CASAS)**

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS GRADES 4-6

The English-Language Arts Content Standards for California Public Schools represent a strong consensus on the skills, knowledge and abilities that all students should be able to master in reading-language arts at specific grade levels. These standards are benchmarks that serve as common reference points for the instructional program. The standards included represent Levels 4-6.

GRADE FOUR

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- *Word Recognition*
- *Vocabulary and Concept Development*

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

- *Structural Features of Informational Materials*
- *Comprehension and Analysis of Grade-Level-Appropriate Text*

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

- *Structural Features of Literature*
- *Narrative Analysis of Grade-Level-Appropriate Text*

Grade Four (cont.)

WRITING

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

- *Organization and Focus*
- *Research and Technology*
- *Evaluation and Revision*

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate for this grade level.

- *Sentence Structure*
- *Grammar*
- *Punctuation*
- *Capitalization*
- *Spelling*

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Grade Four (cont.)

- *Comprehension*
- *Organization and Delivery of Oral Communication*
- *Analysis and Evaluation of Oral Media Communication*

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

GRADE FIVE

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- *Word Recognition*
- *Vocabulary and Concept Development*

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

- *Comprehension and Analysis of Grade-Level-Appropriate Text*
- *Expository Critique*

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

- *Structural Features of Literature*
- *Narrative Analysis of Grade-Level-Appropriate Text*
- *Literary Criticism*

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

- *Organization and Focus*
- *Research and Technology*
- *Evaluation and Revision*

Grade Five (cont.)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

- *Sentence Structure*
- *Grammar*
- *Punctuation*
- *Capitalization*
- *Spelling*

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

- *Comprehension*
- *Organization and Delivery of Oral Communication*
- *Analysis and Evaluation of Oral and Media Communications*

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

GRADE SIX

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- *Word Recognition*
- *Vocabulary and Concept Development*

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

- *Structural Features of Informational Materials*
- *Comprehension and Analysis of Grade-Level-Appropriate Text*
- *Expository Critique*

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works

- *Structural Features of Literature*
- *Narrative Analysis of Grade-Level-Appropriate Text*
- *Literary Criticism*

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

- *Organization and Focus*
- *Research and Technology*
- *Evaluation and Revision*

Grade Six (cont.)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

- *Sentence Structure*
- *Grammar*
- *Punctuation*
- *Capitalization*
- *Spelling*

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

- *Comprehension*
- *Analysis and Evaluation of Oral and Media Communications*

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

SCANS - SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

The Secretary's Commission on Achieving Necessary Skills (SCANS) was formed by the Secretary of Labor, United States Department of Labor, to examine the demands of the workplace and determine if students in school were being instructed to meet these demands. Representatives from the business and education communities were charged with examining the skills employers require of employees and ascertaining if the educational institutions were indeed teaching these skills. The Commission determined that *workplace know-how* encompasses two elements: competencies and foundation skills. To this end, it identified 5 competency areas (Resources, Information, Interpersonal, Systems and Technology) and a 3-part foundation of skills (Basic Skills, Thinking Skills and Personal Qualities) as necessary skills that employees must possess in order to be competitive in the workplace.

SCANS COMPETENCIES

Resources	C1	Allocates Time
	C2	Allocates Money
	C3	Allocates Material and Facility Resources
	C4	Allocates Human Resources
Information	C5	Acquires and Evaluates Information
	C6	Organizes and Maintains Information
	C7	Interprets and Communicates Information
	C8	Uses Computers to Process Information
Interpersonal	C9	Participates as a Member of a Team
	C10	Teaches Others
	C11	Serves Clients/Customers
	C12	Exercises Leadership
	C13	Negotiates to Arrive at a Decision
	C14	Works with Cultural Diversity
Systems	C15	Understands Systems
	C16	Monitors and Corrects Performance
Technology	C17	Improves and Designs Systems
	C18	Selects Technology
	C19	Applies Technology to Task
	C20	Maintains and Troubleshoots Technology

SCANS FOUNDATION SKILLS

Basic Skills	F1	Reading
	F2	Writing
	F3	Arithmetic
	F4	Mathematics
	F5	Listening
	F6	Speaking
Thinking Skills	F7	Creative Thinking
	F8	Decision Making
	F9	Problem Solving
	F10	Seeing Things in the Mind's Eye
	F11	Knowing How to Learn
	F12	Reasoning
Personal Qualities	F13	Responsibility
	F14	Self-Esteem
	F15	Social
	F16	Self-Management
	F17	Integrity/Honesty

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

In 1980, the California Department of Education established the Comprehensive Student Assessment System (CASAS) to provide an integrated system linking curriculum, instruction and assessment. Assessment materials are provided for Adult Basic Education (ABE), English As a Second Language (ESL), high school diploma and employability programs. CASAS test items assess reading, math and listening in a variety of life situations and contexts. Scores from the tests are identified as scale scores. The test items reflect the 5 knowledge areas adopted from the Adult Performance Level (APL) study funded by the U. S. Office of Education in 1977. The areas are consumer economics, community resources, health, occupational knowledge, and government and law. CASAS has added learning to learn and domestic skills to this list.

The major CASAS areas and subareas are included here. The subareas are included in the Basic Language Arts-Intermediate course outline. Under the 57 subareas there are lists of over 317 specific competencies; however, those specific competencies are not included below or on the course outline. Copies of these specific competencies may be obtained from the Adult Basic Studies Program office.

CASAS COMPETENCIES

0. Basic Communication

- 0.1 Communicate in interpersonal interactions
- 0.2 Communicate regarding personal information

1. Consumer Economics

- 1.1 Using weights, measures, measurements scales, and money
- 1.2 Apply principles of comparison shopping in the selection of goods and services
- 1.3 Understand methods and procedures used to purchase goods and services
- 1.4 Understand methods and procedures used to obtain housing and related services
- 1.5 Apply principles of budgeting in the management of money
- 1.6 Understand consumer protection measures
- 1.7 Understand procedures for the care, maintenance, and use of personal possessions
- 1.8 Use banking and financial services in the community
- 1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

2. Community Resources

- 2.1 Use the telephone and telephone book
- 2.2 Understand how to locate and use different types of transportation and interpret related travel information
- 2.3 Understand concepts of time and weather
- 2.4 Use postal services
- 2.5 Use community agencies and services
- 2.6 Use leisure time resources and facilities
- 2.7 Understand aspects of society and culture

3. Health

- 3.1 Understand how to access and utilize the health care system
- 3.2 Understand medical and dental forms and related information
- 3.3 Understand how to select and use medications
- 3.4 Understand basic health and safety procedures
- 3.5 Understand the basic principles of health maintenance

4. Employment

- 4.1 Understand basic principles of getting a job
- 4.2 Understand wages, benefits, and concepts of employee organizations
- 4.3 Understand work-related safety standards and procedures
- 4.4 Understand concepts and materials related to job performance and training
- 4.5 Effectively utilize common workplace technology and systems
- 4.6 Communicate effectively in the workplace
- 4.7 Effectively manage workplace resources
- 4.8 Demonstrate effectiveness in working with other people
- 4.9 Understand how social, organizational, and technological systems work, and operate effectively with them

5. Government and Law

- 5.1 Understand voting and the political process
- 5.2 Identify historical and geographical information
- 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice
- 5.4 Understand information about taxes
- 5.5 Understand governmental activities
- 5.6 Understand civic responsibilities and activities
- 5.7 Understand environmental and science-related issues
- 5.8 Understand concepts of economics

6. Computation

- 6.0 Demonstrate pre-computation skills
- 6.1 Compute using whole numbers
- 6.2 Compute using decimal factors
- 6.3 Compute using fractions
- 6.4 Compute with percents, rate, ratio, and proportion
- 6.5 Use expressions, equations, and formulas
- 6.6 Demonstrate measurement skills (see also 1.1)
- 6.7 Interpret data from graphs and compute averages
- 6.8 Use statistics and probability
- 6.9 Use estimation and mental arithmetic

7. Learning to Learn

- 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
- 7.2 Demonstrate ability to use thinking skills
- 7.3 Demonstrate ability to use problem solving skills
- 7.4 Demonstrate study skills
- 7.5 Understand aspects of and approaches to effective personal management

8. Independent Living

- 8.1 Perform self-care skills
- 8.2 Perform home-care skills

Section V

- Glossary

GLOSSARY

active voice: a verb form in which the subject of the verb carries out some action. *Example: He hit the ball.*

affix: a prefix (i.e., pre-, anti-, or post-) or suffix (i.e., ed, ing, ment) added to a word to change its meaning.

antecedent: a word, phrase, or clause to which a following pronoun refers. *Example: Mary tried, but she couldn't find the book. Mary is the antecedent of she.*

antonym: a word that is opposite in meaning from another word (i.e., hot/cold).

appositive: a word or phrase that restates or modifies an immediately preceding noun. *Note: An appositive is often useful as a context clue for determining or refining the meaning of the word or words to which it refers. Example: My son John (appositive) is twelve years old.*

base word: a word to which affixes may be added to create related words. *Example: Play in replay, playing, or player.*

basic skills: those skills relating to the general categories of reading, writing, computation, communication, problem solving and interpersonal skills.

CASAS: Comprehensive Adult Student Assessment System that integrates functionally-based assessment, curriculum and instruction.

character: a person in a story or play

CLOZE: Technique in which words or parts of words are left out of a text so that readers can supply the missing word using context clues.

clustering: a content field technique or strategy to help students freely associate ideas in their experience with a keyword proposed by the teacher, thus forming a group of related concepts; a teaching process of relating a target word to a set of synonyms and other word associations. *Note: Clustering may be used to stimulate the recall of related ideas in reading and writing, especially in prewriting.*

competency: the demonstrated ability to perform a given task.

competency-based education (CBE): a performance-based process leading to demonstrated mastery of basic and life skills necessary for one to function proficiently in society.

complement: the word (or words) that completes the meaning in the predicate of a sentence. *Example: Robert is a policeman (complement).*

complex sentence: a sentence consisting of one independent clause and one or more dependent clauses. *Example: When they finished their work, they celebrated.*

compound sentence: a sentence consisting of two or more independent clauses. *Example: George talked and Harry listened.*

cooperative learning: use of small groups of students or teams working together to facilitate learning.

cursive (writing): handwriting using connected letters.

description: one of the four traditional forms of composition in speech and writing that is meant to give a verbal picture of the character and event, including the setting.

dyslexia: a reading disability that impairs one's ability to learn, retain and express information.

EDL: Educational Developmental Laboratories referred to as Steck-Vaughn-EDL.

EEF Standards: Equipped for the Future Standards for Adult Literacy and Lifelong Learning build on SCANS and address 16 core skills that will equip adults to prepare for the future and perform their roles as workers, parents and family members, and citizens and community members more effectively.

entry: a piece of information in a dictionary, diary, computer, etc. Each word explained in a dictionary is an entry.

etymology: the history of words; the study of the history of words.

exposition: one of the four traditional forms of composition in speech and writing that is intended to set forth or explain. *Note:* Good exposition is clear in conception, well organized, and understandable. It may include limited amounts of argumentation, description, and narration to achieve that purpose.

expressive writing: highly personal writing, such as in diaries, personal letters, and autobiographies.

fluency: the clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity; the ability to execute motor movements smoothly, easily and readily.

forms of composition: exposition, narration, persuasion, description (each is defined in glossary).

guide word: word put at the top/bottom of page in an alphabetical reference work (dictionary, glossary, etc.) indicating the alphabetical first and last words on a page.

homograph: a word with the same spelling as another word but having a different meaning or sometimes a different pronunciation. *Example: Bow,* as in bow and arrow compared to the *bow* of a ship.

homonyms: words that have the same sounds but different spellings and meanings (i.e., hear/here).

homophone: a word with a different origin and meaning but having the same pronunciation as another word whether or not spelled alike. *Example: Hair and hare; scale, as in scale of a fish compared to scale a ladder. Also two or more graphemes that represent the same sound. Example: The /k/ sound in /c/andy, /k/ing, and s/ch/ool.*

idiom: a use of words peculiar to a language or dialect of a particular people, region, etc..

intransitive verb: a verb that does not take a direct object. He *runs* very fast.

irregularity: an exception to a linguistic pattern or rule. *Example: Good, better, and best are exceptions to the usual -er, -est pattern of comparatives and superlatives in English (sweet, sweeter, sweetest).*

learning disability: some type of neurological dysfunction that interferes with one's ability to learn.

learning style: refers to how a person learns. Students may be visual, auditory or tactile/kinesthetic learners.

life skills: those skills that are needed in daily life situations.

main idea: the gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; the topic sentence of a paragraph; a statement that gives the explicit or implied major topic of a passage and the specific way in which the passage is limited in content or reference.

media sources: the means of communication, especially of mass communication, such as books, newspapers, magazines, radio, television, motion pictures, recordings.

metaphor: a figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them. *Example: He was drowning in money.*

modal: auxiliary verb (e.g., can, may, must, shall, will) expressing the mood of a verb.

Model Program Standards: developed by the California Department of Education that identify the essential elements that should be addressed in a program.

narration: one of the four traditional forms of composition in speech and writing that tells a story or gives an account of something dealing with sequences of events and experiences, though not necessarily in strict order.

needs assessment: the ongoing process of gaining information from persons that is used to plan instruction or activities.

nonverbal: a nonlanguage communication, such as a noise, gesture, or facial expression.

oral histories: the stories and histories kept alive by the spoken word rather than the written word. *Note:* Although an oral tradition is characteristic of an oral culture, it may coexist in a writing culture.

parallelism: a repetition of grammatical forms. *Example:* He read a book, wrote a story, and finished his homework.

passive voice: a verb form in which the subject of the verb is the receiver of some action or state indicated by the verb. *Example:* *He was hit* by the ball.

performance criteria: standards used to judge a student's performance.

persuasion: one of the four traditional forms of composition in speech and writing that is meant to move the reader by argument or entreaty to a belief or position.

plot: the main story or plan of a narrative or drama, events that create the action in the story.

prefix: syllable added to the beginning of a word to change its meaning.

prewriting: the initial creative stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize the information; planning.

principal parts of verbs: the set of inflected forms of a grammatical class, such as *sing, sang, sung*.

root word: the meaningful base form of a complex word after all affixes are removed. *Note:* A root may be independent or free, such as *read* in *un/read/able*, or may be dependent, or bound, such as *-liter-* (from the Greek for *letter*) in *il/liter/ate*.

SCANS: Secretary's Commission on Achieving Necessary Skills addresses how schools should prepare students for the world of work.

sentence: a group of words containing a subject and predicate and expressing a complete thought.

setting: the location, time and condition in which the events of a story or play take place.

simile: a figure of speech in which "like" or "as" indicates a comparison (e.g., *Her lips are like a red rose.*)

Standard American English: the language in which most educational texts and government and media publications are written in the United States. *Note:* Standard American English, a

relative concept, varies widely in pronunciation and in idiomatic use but maintains a fairly uniform grammatical structure.

strip story: a technique using cartoons or other materials that are cut apart by the teacher and reassembled by the student to demonstrate sequence of events.

suffix: a sound or syllable added to the end of a word to change its meaning.

syllabication: the division of words into syllables (the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination, such as /a/, /ba/, /ab/, /bab/).

synonym: a word that is similar or nearly the same as another word (i.e., pretty, beautiful).

syntax: the way words are put together in phrases, clauses and sentences to create meaning.

theme: a topic of discussion or writing; a general truth about life or human nature that is suggested in a literary work.

thesis: the basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

topic: the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong.

topic sentence: a sentence intended to express the main idea in a paragraph or passage.

transitive verb: a verb that takes a direct object that receives the action. *Example: Carmen read (transitive verb) the book (direct object).*

voice: a syntactic pattern that indicates the verb-subject relationship; the principal voices in English and many other languages are *active* (subject acts) and *passive* (subject is acted upon). *Active* = The car hit the tree. *Passive* = The tree was hit by the car.