

Adult Basic Education

English Language Arts

English 2012

Writing: Sentences and Paragraphs

Curriculum Guide

Suggested Resources: *Reading and Writing for Success*

Level II English Courses

English 2011

English 2012

English 2013

English 2014

English 2015

English 2016



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To the Instructor

ABE Level II English Program

ABE Level II is meant to be a transition program. ABE students who are assessed and placed in Level II will mainly be adults who completed ABE Level I, who did not progress to senior high school, who have very limited Senior High School credits in core subject areas, who have been out of formal schooling for a long time, and/or who need to refresh English, Mathematics and Science skills before entering ABE Level III.

ABE Level II students do not have to complete all six Level II English courses to move into ABE Level III English. The decision to do all or some of the six Level II English courses will be made based the instructor's assessment using all appropriate considerations (school report cards, high school transcripts, standardized test results, interviews, student's intended Level III graduation profile, student's employment history, student's intended post-secondary aspirations, student's employment goals, student's progress in Level II English courses, and/or any other relevant consideration).

The Level II English program is meant to provide adult learners with an education in English Language Arts that is approximately equivalent to that in grades 7 to 9 in the Newfoundland and Labrador school system. There are six strands of English Language Arts that are fundamental to the ABE Level II English curriculum; these are:

- Speaking and Listening
- Reading and Writing
- Viewing and Representing

English 2012 Writing: Sentences and Paragraphs

English 2012 is the second in a series of six Level II English courses. It is meant to provide ABE students with an overview of the Parts of Speech, common sentence writing errors, punctuation marks, spelling, and paragraph writing.

This course is divided into two units. *Unit 1: Writing Sentences* provides ABE students with the opportunity use the Parts of Speech in original sentences. Students will be given the opportunity to complete reinforcement exercises on the Parts of Speech. Run-on-sentences, sentence fragments, and sentences with subject/verb disagreement will be studied. Students will be given the opportunity to use common punctuation marks in original sentences. Spelling tips will be introduced as well as an awareness of the limitations when using computer spell checkers.

Unit 2: Writing Paragraphs introduces students to basic terminology associated with paragraph writing. Students will read a sample paragraph and conduct analysis on the paragraph's structure. The use of graphic organizers as a writing aid will be introduced. Students will be given prompts and be required to plan, draft, revise and finalize a well written paragraph.

The following appendices are included with the Study Guide: *Appendix A* provides reinforcement exercises on the Parts of Speech; *Appendix B* provides reinforcement exercises on common sentence errors; and *Appendix C* provides reinforcement exercises on punctuation marks. These appendices can be used by instructors as assignments counting towards the final grade. Instructors also have flexibility to supplement these appendices with additional/modified exercises in order to address the individual needs of students.

New Approach for ABE Level II English

The previous ABE Level II English program was developed in 1990 and then revised in 1995. The 1995 Level II English curriculum contained five courses. Learning outcomes were stated for these five courses, but Study Guides for students were not a part of the curriculum package. This 2011 Level II English curriculum is modeled after the 2006 Level III curriculum in that now both Curriculum and Study Guides are provided to instructors.

There are now six courses in the Level II English program. These are:

- English 2011 Speaking and Listening
- English 2012 Writing: Sentences and Paragraphs
- English 2013 Reading: Short Stories/Non-Fiction/Research
- English 2014 Reading: Poetry/Novel/Drama
- English 2015 Writing: Essays
- English 2016 Viewing and Representing

Study Guides

Each new ABE Level II English course has a Curriculum Guide for the instructor and a Study Guide for the student. The Study Guides are written so that all suggested **Required Work** is included to fulfill both the General Curriculum Outcomes for ABE Level II English and the specific learning outcomes for each course. The Study Guides allow students to work independently, and it also allows instructors to easily track the progress for each student.

Curriculum Guides

Each ABE Level II Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for each course. In order to assure that the ABE Level II English program remains approximately equivalent to grades 7-9 in the Newfoundland and Labrador school system, these GCO's are basically the same as in K-12. As the same GCO's are used throughout K-12 English Language Arts, and in ABE Level III English courses, students taking ABE Level II English courses are assured that they will be adequately prepared for future study in ABE Level III English courses.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and Learning Outcomes are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult learners. For example, if an instructor feels a suggested short story, poem, writing topic, etc does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to meet the needs of most ABE Level II English students. The GCO's for each ABE Level II English course are set by the Department of Education and are not to be modified.

All the ABE Level II English Curriculum Guides are organized in two sequential sets of columns, as follows:

Learning Outcomes	Required Work
This column lists the specific learning outcomes for each course.	This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of Required Work in their Study Guides.

Suggestions for Teaching and Learning	Suggestions for Assessment
This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.	This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment. Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods. Assessment for Level II English courses should be at a degree of complexity less than expected for Level III English courses. A student who meets outcomes in the Study Guide in a more complex manner should be considered for transition from Level II to Level III.

Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, and supplemental assignments/learning exercises.

Resources

Anthologies, reference books, and instructor resources for each specific ABE Level II English course are identified on the cover page of the Curriculum Guide. The same is true for the Study Guides minus the Instructor resources. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

An overview of the resources used for English 2012 is given below:

Course	Resources
English 2012 Writing: Sentences and Paragraphs	<i>Reading and Writing for Success</i> (www.nelsonschoolcentral.com) <i>Appendix A</i> included in Study Guide <i>Appendix B</i> included in Study Guide <i>Appendix C</i> included in Study Guide

Reading and Writing for Success is a reference resource also used in ABE Level III English. The content overlap between its use in English 2012 and Level III English courses is minimal and actual written work from the text is not duplicated. This text is listed as a recommended resource in one Senior High English course—English 1200. It is not a recommended resource in any of the Senior High Academic or General English courses.

English 1200 is an optional course aimed at addressing the needs of students entering senior high schools who: lack sufficient skills and strategies to handle the reading and writing demands of senior high school courses; have not developed the reading strategies that enable them to decode, interact with, retain, interpret, or reconstruct print; may have learning disabilities, mild cognitive delay or no causative disability but are disabled by a lack of literacy skills; may be characterized by a lack of motivation and interest, avoidance of print and reading tasks, very low self-esteem and dependence on external clues, classmates and teachers for any successful interpretation of print.

This text should be useful for ABE Level II English as many adults entering ABE Level II show some or all of the above characteristics. The text is designed in a manner that is easy to read and contains sufficient examples and exercises. Visuals that may be viewed as age inappropriate are minimal throughout this resource. As this resource is used in

ABE Level III, use of it in Level II English will help ease the transition from Level II to Level III English courses.

Recommended Evaluation

Course Work	60%
Assignment(s)	20%
Final Exam	<u>20%</u>
	100%

The overall pass mark for the course is 50%.

Note: The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of adult learners. The Department of Education has no requirement that a final exam must be given in this course. Instructors/institutions can decide if a final exam is necessary based on their own policies and procedures.

General Curriculum Outcomes for English 2012

Adult students will be expected to:

- Use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and leanings; and to use their imaginations.
- Create writing collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Use a range of strategies to develop effective writing and to enhance their clarity, precision, and effectiveness.
- Use the conventions of written language accurately and consistently in final products.
- Make effective choices of language and techniques to enhance the impact of writing.

Unit 1: Writing Sentences--Learning Outcomes

Learning Outcomes	Required Work
<p>1.1 Define and identify the Parts of Speech.</p> <p>1.2 Understand how the Parts of Speech are used in sentences.</p> <p>1.3 Write sentences expressing complete thoughts.</p>	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. This exercise is based on the section entitled “Guide to Grammar Terms and Punctuation” found on pages 212-218 of <i>Reading and Writing for Success</i>.</p> <p>Write one original sentence containing each of the following Parts of Speech. Underline the Part of Speech indicated in your original sentence. The correct page number from <i>Reading and Writing for Success</i> corresponding to the Part of Speech is given in parenthesis in order to help you complete this exercise.</p> <ul style="list-style-type: none">a) noun (p. 212)b) common noun (p. 213)c) proper noun (p. 231)d) first-person pronoun (p. 231)e) second-person pronoun (p. 213)f) third-person pronoun (p. 213)g) verb (p. 214)h) helping verb (p. 215)i) linking verb (p. 215)j) adjective (p. 215)k) article (p. 216)

Unit 1: Writing Sentences--Learning Outcomes

Learning Outcomes	Required Work
	<ul style="list-style-type: none"><li data-bbox="873 460 1127 492">l) adverb (p. 216)<li data-bbox="873 530 1184 561">m) preposition (p. 217)<li data-bbox="873 599 1295 633">n) prepositional phrase (p. 217)<li data-bbox="873 671 1189 703">o) conjunction (p. 217)<li data-bbox="873 741 1184 772">p) interjection (p. 218) <p data-bbox="829 861 1383 1184">2. Complete the Parts of Speech worksheet found in <i>Appendix A</i>. Use the page references from <i>Reading and Writing for Success</i> in the exercise above to help you complete this worksheet. Try to complete the entire worksheet on your own first before asking for help. After you complete the worksheet, discuss any errors with your instructor.</p>

Unit 1: Writing Sentences--Learning Outcomes

Learning Outcomes	Required Work
1.4 Demonstrate an understanding of avoiding run-on-sentences.	<p>3. Read the section on page 198 of <i>Reading and Writing for Success</i> entitled “Error 1: Run-On Sentences”. Then, respond to the following items in writing:</p> <ul style="list-style-type: none"><li data-bbox="878 639 1367 703">a) Explain what is meant by a run-on sentence.<li data-bbox="878 745 1367 851">b) Write an original run-on sentence and then revise it to correct the error.<li data-bbox="878 893 1367 998">c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 199.
1.5 Demonstrate an understanding of avoiding sentence fragments.	<p>4. Read the section on page 199 of <i>Reading and Writing for Success</i> entitled “Error 2: Sentence Fragments”. Then, respond to the following items in writing:</p> <ul style="list-style-type: none"><li data-bbox="878 1262 1286 1326">a) Explain what is meant by a sentence fragment.<li data-bbox="878 1368 1388 1474">b) Write an original sentence fragment and then revise it to correct the error.<li data-bbox="878 1516 1388 1622">c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 200.

Unit 1: Writing Sentences--Learning Outcomes

Learning Outcomes	Required Work
1.6 Demonstrate an understanding of avoiding subject/verb disagreement.	<p>5. Read the section on page 207 of <i>Reading and Writing for Success</i> entitled “Error 7: Subject/Verb Disagreement”. Then, respond to the following items in writing:</p> <ul style="list-style-type: none">a) Why is subject/verb disagreement a problem when writing sentences?b) Write an original sentence having subject/verb disagreement and then revise it to correct the error.c) Complete “Sentences for You to Repair”, numbers 1-3, <i>Reading and Writing for Success</i>, p. 208. <p>6. <i>Appendix B: Common Sentence Errors</i>, at the end of this Study Guide, contains a worksheet on the sentence writing errors presented in the previous three exercises. Complete all items on this worksheet. Your instructor may ask you to submit this work as an assignment to be evaluated as part of your course overall grade.</p>

Unit 1: Writing Sentences--Learning Outcomes

Learning Outcomes	Required Work
<p>1.7 Demonstrate an understanding of the following punctuation marks:</p> <ul style="list-style-type: none">• periods• question marks• exclamation points• commas• semi-colons• colons• apostrophes• quotation marks	<p>7. This exercise is based on material found on pages 220-223 of <i>Reading and Writing for Success</i>.</p> <p>Write two original sentences demonstrating the correct use of each punctuation mark listed below. Circle the punctuation mark indicated in each original sentence. You will find information and examples for each punctuation mark in <i>Reading and Writing for Success</i> on the page number indicated in parenthesis.</p> <ul style="list-style-type: none">a) periods (p. 220)b) question marks (p. 220)c) exclamation points (p. 220)d) commas (pp. 220-222)e) semi-colons (p. 222)f) colons (p. 222)g) apostrophes (p. 223)h) quotation marks (p. 223) <p>8. <i>Appendix C: Punctuation Marks</i>, at the end of this Study Guide, contains a worksheet on the sentence writing errors presented in the previous three exercises. Complete all items on this worksheet. Your instructor may ask you to submit this work as an assignment to be evaluated as part of your course overall grade.</p>

Unit 2: Writing Paragraphs--Learning Outcomes

Learning Outcomes	Required Work
<p>2.1 Define the following terms related to paragraph writing:</p> <ul style="list-style-type: none">• paragraph• topic sentence• supporting sentences• closing sentences• unity• logical order• space order• time order• coherence	<p>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</p> <p>1. Read the section entitled “Writing Paragraphs” on pages 140-141 of <i>Reading and Writing for Success</i>, and then define the following terms. The specific page where you will find the term is given in parenthesis.</p> <ol style="list-style-type: none">a) paragraph (p. 140)b) topic sentence (p. 140)c) supporting sentences (p. 140)d) closing sentences (p. 140)e) unity (p. 140)f) logical order (p. 141)g) space order (p. 141)h) time order (p. 141)i) coherence (p. 141)

Unit 2: Writing Paragraphs--Learning Outcomes

Learning Outcomes	Required Work
<p>2.2 Identify the topic sentence in a given paragraph.</p> <p>2.3 Identify the supporting details in a given paragraph.</p> <p>2.4 Identify the closing sentence in a given paragraph.</p> <p>2.5 Make suggestions for the improvement of a given paragraph.</p>	<p>2. Read the narrative paragraph (a narrative paragraph tells a story) below and then respond in writing to the items which follow. The paragraph on page 141 of <i>Reading and Writing for Success</i> is an example to follow when completing this exercise.</p> <p>I remember clearly the day that Prince Charles married Lady Diana. I awoke early on the morning of July 29, 1981 at my grandparents' house to watch the royal wedding on CBC. My grandmother made toast and tea for my breakfast, and we sat down in front of the television. We both watched with wonder and awe as Lady Diana walked down the aisle of St. Paul's Cathedral with her father. A funny thing happened during the ceremony—Lady Diana accidentally reversed the order of Prince Charles's first two names. She said "Philip Charles Arthur George" instead of "Charles Philip Arthur George". It was an amazing event that I shared with my grandmother.</p> <ul style="list-style-type: none">a) Identify the topic sentence in the paragraph.b) Identify the supporting sentences in the paragraph.c) Identify the closing sentence in the paragraph.d) What might you suggest to the writer of the paragraph to improve to the overall paragraph?

Unit 2: Writing Paragraphs--Learning Outcomes

Learning Outcomes	Required Work
2.6 Use a graphic organizer to help plan and outline a paragraph.	<p>3. Graphic organizers are excellent tools to help outline and structure writing projects such as paragraphs.</p> <p>Use a graphic organizer (webbing, idea tree, 5w planning sheet etc.) to develop, organize and write a paragraph with approximately 6-10 sentences using one of the prompts listed.</p> <p>Some prompts are given below as suggestions.</p> <ul style="list-style-type: none">• When walking in a large city at night, there is a special urgency to one's steps.• When I was young I hated literature (or substitute another item or activity, such as sports or music) but I now enjoy it.• Nothing is more valuable than a true friend.• Texting on the cellular phone while driving is not safe.• A favorite photograph or picture in my album.• Some other prompt decided in consultation with your instructor. <p>Through consultation with your instructor, decide on a paragraph topic as well the type of paragraph you will write—descriptive, narrative, explanatory, opinion/persuasive.</p>

Unit 2: Writing Paragraphs--Learning Outcomes

Learning Outcomes	Required Work
<p>2.9 Obtain feedback while paragraph writing and consider this feedback in subsequent drafts.</p> <p>2.10 Edit work to improve word choice, sentence structure, sentence variety, unification, coherence, spelling, punctuation, and capitalization.</p>	<p>4. Edit the paragraph written above to improve the following:</p> <ul style="list-style-type: none">• word choice• sentence variety• unity• spelling• punctuation• coherence• capitalization <p>Although not mandatory, the final copy of your paragraph should be typed using a word processor. Check/correct any spelling or grammar recommendations made by the word processor.</p>

Unit 1: Writing Sentences--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. The Parts of Speech have been compared to building blocks that are put together to form a sentence. It is important for students to understand that it is the <u>function</u> of a word in a sentence that determines what Part of Speech it is. In former ABE courses, students have often experienced difficulty with the Parts of Speech. Parts of Speech drill exercises are often straightforward when a student must identify just one specific Part of Speech in a sentence. The level of difficulty significantly increases when students are given an underlined word and are asked to choose the correct response from all the Parts of Speech.</p> <p>2. In this course, it is only necessary for students to have a basic understanding of the Parts of Speech. They should know that there are eight basic Parts of Speech. It is unnecessary for Level II students to master identifying them by doing many drill exercises. Students should write original sentences using the models in the text. Instructors may want to ensure that all students are aware of basic sentence construction and language conventions.</p> <p>3. Students will probably understand nouns, verbs, pronouns, conjunctions and interjections fine. They may find the difference between adverbs and prepositions more difficult. Offer prompts as necessary if students struggle to write an original sentence.</p>	<p>1. Instructors may need to ensure that students understand each Part of Speech. This can be accomplished through informal assessment such as observation, questioning, offering explanations, and providing examples as required.</p> <p>2. Students should be encouraged to write a true original sentence. If a student takes a simple approach such as copying a sentence directly from the text and changing just a word or two, then instructors may want to challenge students to write more original sentences.</p> <p>3. All sentences created by students should be checked for identification and proper use of the given Part of Speech. The sentences should also follow all correct language conventions.</p> <p>4. Instructors may correct any sentence writing errors made by students. Allow students the opportunity to re-do the exercise if they are unsatisfied with their own level of understanding.</p> <p>5. All written work should be in complete sentences, and be neat, organized and legible.</p>

Unit 1: Writing Sentences--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>4. <i>Appendix A</i> is included with the Study Guide to give students the opportunity to further increase their understanding of the Parts of Speech. Students should be encouraged to use their text as a resource while completing this assignment.</p> <p>5. ABE students often write run-on-sentences in all types of writing (paragraphs, essays, demand writing, exams, etc.). This sentence writing error is often seen in Level III. Instructors may reinforce the material contained in the reading through direct instruction. Instructors may provide additional examples and discuss both the sentence error and how to correct it. Students often use commas to join independent clauses together to form a run-on-sentence (comma splice). Use a piece of writing created by the student to point out the error and correction. The correction for this type of sentence writing error is often the use of a conjunction (and/but/or), a semi-colon, or period.</p>	<p>6. The items contained in <i>Appendix A</i> can be used as an assignment and given a mark to count towards the final course mark. The exercises in <i>Appendix A</i> will also give instructors a chance to determine how well a student understands the Parts of Speech.</p> <p>7. Instructors have flexibility to include supplemental exercises if needed by a student.</p> <p>8. If a student is unhappy with their own level of understanding or performance on the exercises in the appendices, instructors may re-teach as required, and provide the student with another similar assignment.</p> <p>9. The focus of the sentence error exercises is for students to improve the quality of their writing. Instructors may make informal assessment through discussion with students. Instructors may teach and re-teach the concept as required. Instructors can assess understanding based on students' written work from the text. If students show competence with the outcome, provide positive feedback. If students show weakness with the outcome, discuss the material in the text and use additional examples. Instructors may allow students to re-do the Required Work to become more competent and confident.</p>

Unit 1: Writing Sentences--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>6. ABE students often write sentence fragments in all types of their writing (paragraphs, essays, demand writing, exams, etc.). This sentence writing error is often seen in Level III. See Suggestions for Teaching and Learning #3 for similar comments.</p> <p>7. ABE students often write sentences containing subject/verb disagreement. Instructors may have to explain/review the following to students prior to completing this exercise: subject, verb, singular and plural. The purpose of this exercise is to make students aware of this type of error. There is no need to use complicated subject/verb agreement examples. ABE Level II students should have sufficient background in language to understand this exercise. See similar comments stated in #'s 3 and 4 above.</p> <p>8. <i>Appendix B</i> contains a worksheet on the three sentence writing errors presented in this unit. Instructors may evaluate this worksheet as part of the course final grade. Ensure students understand the three sentence writing errors before they complete this worksheet.</p>	<p>10. Ensure through informal observation/discussion with students that they understand the punctuation marks presented in this unit. If the worksheet is used as an assignment, allow students to redo a similar assignment if the mark does not demonstrate competence and confidence.</p> <p>11. Instructors may use informal observation/discussion to assess outcomes related to spelling. Students can be given the opportunity to demonstrate the correct use of a computer spell checker. Students may be guided to observe the limitations of such technology through the first-hand use of a computer spell checker.</p>

Unit 1: Writing Sentences--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>9. Students should find understanding the use of the three punctuation end marks (period, question mark, exclamation point) relatively straight-forward. Students will be familiar with the comma, but often they use the comma inappropriately (comma splice). Also, it is not uncommon to see some students place a comma after the word “because” in their demand responses. Ensure students understand how and when to use the comma. The old saying about the comma is also worth mentioning: “When in doubt, leave it out”. Students will be less familiar with the correct use of the semi-colon. Students often associate the colon with lists. Students need to understand, however, that whatever goes before the colon is a complete sentence. ABE students sometimes use an apostrophe before any letter “s” at the end of a word. Instructors may point out that this is not correct usage.</p> <p>10. The material in the text provides a very basic overview of spelling. Level II English students will hopefully improve their spelling as they progress through the program. Sometimes students will ask their instructor how to spell a word. Instructors should encourage students to use a dictionary before spelling a word. If students are inexperienced with computer spell checkers, demonstrate how one works using MS Word or another program. Students may be unaware of what, if any, techniques they use to help with spelling. Instructors may need to offer some prompting.</p>	<p>12. <i>Appendix C</i> contains a worksheet on the punctuation marks covered in this unit. Instructors may evaluate this assignment as part of the final course grade. Ensure students understand the punctuation marks before they complete this worksheet.</p>

Unit 2: Writing Paragraphs--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. The terms stated in the Study Guide are basic terminology associated with paragraph writing. Students will encounter these terms again in Level III English.</p> <p>2. Graphic organizers (webbing, idea tree, 5w planning sheet etc.) are excellent tools to help students begin the writing process. See notes on the right concerning where to locate master copies of graphic organizers.</p>	<p>1. Instructors should informally discuss material in the study guide and observe students during their work to ensure students understand content and expectations.</p> <p>2. Instructors may ask students to explain their plans for writing their paragraph. Students can explain:</p> <ul style="list-style-type: none">• Their topic choice and why they selected it.• The type of paragraph they intend to write (narrative, descriptive, expository, etc.)• The intended purpose and audience for their paragraph.• The previous knowledge they already have on the topic.• The point of view they wish to communicate in their paragraph.

Unit 2: Writing Paragraphs--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>3. Instructors may discuss the choice of topic with students. Students may be indecisive about a topic. If that is the case, ask questions about each possible topic to help lead to a decision. Instructors may also discuss the type of paragraph appropriate for the selected topic: descriptive, narrative, explanatory, opinion/persuasive.</p> <p>4. Instructors may ensure that students spend sufficient time revising paragraphs. Students should be given specific things to focus on during their revisions. Simply having students read their paragraphs will be inadequate as they may not understand what to be checking for. The “Paragraph Checklist” on page 274 of the <i>Making It Work Teacher’s Guide</i> can be helpful. Instructors may emphasize that writing is a process that leads to a written product. Many students struggle with writing because they try to write the final product as quickly as possible.</p> <p>5. Although not mandatory, a final copy of the paragraph should be typed using a word processor. If the final copy is not typed, instructors should insist on a neat presentation. A cover page containing name, course, data, and assignment title should also be included.</p> <p>6. Instructors may have students use the CD Making It Work: Interactive Software for Reading, Writing, Language, and Media included with the <i>Making It Work Teacher’s Guide</i>.</p>	<p>3. Reproducible masters for graphic organizers can be found in the following resources:</p> <ul style="list-style-type: none"> • <i>Communicate!</i> Teacher’s Guide, BLM 3-3, 3-4 • <i>Making it Work: Teacher’s Guide</i>, Line Master 4, pp. 206-207 • http://www.eduplace.com/graphicorganizer/ • Readily available on the internet from reputable sources. Search using Google or other similar search engine. <p>4. The Assessment and Evaluation section of the <i>Making It Work Teacher’s Guide</i> contains a “Paragraph Checklist” on page 274. This checklist, or one similar to it, may be used by students to revise their paragraph.</p> <p>5. The Assessment and Evaluation section of the <i>Making It Work Teacher’s Guide</i> contains a “Paragraph Rubric” on page 273. This rubric, or one similar to it, may be used to evaluate the final copy of the paragraph.</p> <p>6. All written work should be in complete sentences, and be neat, organized and legible.</p> <p>7. The primary focus of assessment in this unit should be ideas and content; however, written conventions such as sentence structure, spelling, and grammar should also form part of the assessment strategy.</p>

Appendix A: The Parts of Speech

(This worksheet may be used as a piece of evaluation towards the overall course grade)

Identify the Part of Speech given by the italicized word in the following sentences. Use the page references from *Reading and Writing for Success* in Unit 1, Exercise #2 to help you complete this worksheet. Try to complete the entire worksheet on your own first before asking for help. After you complete the worksheet, discuss any errors with your instructor. Write your answer in the blank.

Choose from the following Parts of Speech: **nouns, pronouns, verbs, adverbs, conjunctions, adjectives, prepositions, interjections**

1. Don't use your cell phone *during* the movie. _____
2. The students *were* optimistic that they will graduate. _____
3. *Everyone* contributed to the Hurricane Igor relief fund. _____
4. The *television* could be heard all over the house. _____
5. Spencer has always lived in *Vancouver*. _____
6. The doctor *wrote* me a new prescription. _____
7. Does Shelia work *or* attend college? _____
8. Deanne has *two* pets: a dog and a goldfish. _____
9. The snow storm has *almost* stopped. _____
10. The dream he had last night was *very* vivid. _____

Appendix B: Common Sentence Errors

(This worksheet may be used as a piece of evaluation towards the overall course grade)

A. Correct the following run-on sentences by breaking them into two or more shorter sentences. In some cases you may be able to correct the run-on sentence by using a coordinating conjunction (and, but, or).

1. It is nearly half past eight we cannot reach the wharf by dark we'll have to be extremely careful.

2. When Dr. Jekyll changed his form he called himself Mr. Hyde as Mr. Hyde he was very dangerous.

3. Mobile texting is growing by leaps and bounds it seems that everyone now is sending and receiving texts on their cell phones.

4. Have you ever read Macbeth it is one of William Shakespeare's most famous plays?

5. Paula's sister runs the restaurant at the mall, and sometimes Paula goes there on weekends to help her, and that's why she knows so much about cooking.

B. Correct the following sentence fragments.

1. One of the advantages of travelling by plane.

2. When he moved from Newfoundland and Labrador to Alberta.

3. Working offshore on an oilrig.

4. To create an excellent Christmas dinner.

5. Some people spend their leisure time collecting doing adventurous things. Rock climbing, global travelling, skidoo riding.

C. Correct the following sentences so the subjects agree with the verbs.

1. My friends is all planning a hike in Terra Nova National Park next weekend.

2. The box for the new 60 inch plasma TV are in the garage.

3. The new yoga class have a lot of new members.

4. The child take a nap in the afternoon.

5. You and your friend is invited to the party at my house Saturday night.

Appendix C: Punctuation Marks

(This worksheet may be used as a piece of evaluation towards the overall course grade)

1. Use end marks (periods, question marks, exclamation marks) and commas correctly. Add the missing punctuation marks.

- a) The address is 18 Grenfell Avenue St John's Newfoundland
- b) Wow Have you ever seen such a great spot for fishing Dan
- c) Yes there are over 500 satisfied customers in this province alone
- d) Nicole have you ever been on holidays in the Dominican Republic
- e) Uncle George a neighbor of mine was a veteran of World War II

2. Use semicolons and colons correctly. Add the missing punctuation marks.

- a) These are the first steps in starting a barbecue turn on the propane tank, turn on the gas to the burner, then push the igniter button.
- b) On Wednesday, she has to pick up groceries during lunch and go to parent-teacher interviews in the afternoon it will be a very busy day.
- c) Canada became a nation on July 1, 1867 it is considered one of the best countries in the world to live.
- d) The black bear was hungry consequently, it ventured closer to the cabin,
- e) I have made reservations at the restaurant for 800 in the evening.

3. Use apostrophes correctly. Add the missing apostrophes.

- a) This is his mothers car.
- b) She cant meet us tonight because she has a cold.
- c) I haven't seen you cat anywhere in the neighborhood.
- d) Thats the worst winter storm I ever experienced.
- e) The Turners house is going up for sale.