

Course Outline

REVISED: September/2003



Program: Adult Literacy/High School Diploma

Course of Study: Adult Basic Education

Course: English Language Arts

Adult Education No.: 1:1001

53-03-83

Basic Language Arts - Advanced

Credits: 5

Hours: 300

Prerequisites:

Ability to read at a minimum of 7.0 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 two grade levels -- Levels 7 and 8. Emphasis is placed on

- listening and oral skills, composition, mechanics, grammar and usage;
- critical thinking skills;
- skills for content area writing;
- life and workplace skills;
- reference and study skills.

Adults are provided with the basic language skills that integrate the 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 300 hours indicated for the completion of this course are based on a student entering at Level 7.0 and advancing to Level 8.9. However, students enter the language program at various abilities and skill levels and may not need 300 hours to complete this course outline. **The completion time will differ for each student.** This course outline also includes 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 state 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: **ELIZABETH GRIFFIN, ELLA MAE LORACK, BARBARA POLANSKY** and **LAURIE PINCUS**. Special appreciation is extended to **STEPHEN DOLAINSKI** for his expertise and assistance to this effort.

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TABLE OF CONTENTS

A MESSAGE TO CBE COURSE OUTLINE USERS	i
THE DEVELOPMENT OF A COMPETENCY-BASED COURSE OUTLINE	ii
COMPETENCY-BASED EDUCATION	iii
ACKNOWLEDGMENTS	iv
SECTION I	I-1 - I-8
Introduction	I-2
The Adult Basic Studies Program.....	I-3 - I-4
How to Use the Basic Language Arts-Advanced Course Outline	I-5 - I-6
Competency Area Statements	I-7
Basic Language Arts-Advanced Exit Competencies	I-8
SECTION II	II-1 - II-31
Basic Language Arts-Advanced Course Outline Chart	II-2 - II-31
SECTION III	III-1 - III-12
Evaluation Procedures	III-2 - III-4
Instructional Strategies	III-5
Instructional Resources	III-6 - III-12
SECTION IV	IV-1 - IV-11
English-Language Arts Content Standards for California Public Schools	IV-2 - IV-6
Secretary's Commission on Achieving Necessary Skills (SCANS)	IV-7 - IV-8
Comprehensive Adult Student Assessment System (CASAS)	IV-9 - IV-11
SECTION V	V-1 - V-7
Glossary	V-2 - V-7

Section I

- **Introduction to the Basic Language Arts-Advanced Course Outline**
- **The Adult Basic Studies Program**
- **How to Use the Basic Language Arts-Advanced Course Outline**
- **Competency Area Statements**
- **Basic Language Arts-Advanced 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-Advanced 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 7 through 8 (Basic Language Arts-Advanced). It was developed and written to complement the course outline for Basic Reading-Advanced. This Basic Language Arts-Advanced course outline presents those skills that are considered imperative for an advanced student and necessary for the successful progression to the adult academic (high school) program.

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 System (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-caliber 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 Literacy Student

Adult 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. Advanced 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- ADVANCED COURSE OUTLINE

The Basic Language Arts-Advanced 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-Advanced course outline, exit competencies based on 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, but is not formally developed.
 - b. **S** = Stress -- a skill is emphasized or taught in great detail with examples and practices until the student achieves mastery.
 - c. **R** = Review -- a skill is restudied or reviewed as a refresher for those students needing it, but not in great detail.
2. **Levels 7 - 8** = 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 7 and 8. 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: MECHANICS

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

COMPETENCY AREA III: GRAMMAR AND USAGE

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

COMPETENCY AREA IV: 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 V: WRITING IN THE CONTENT AREA

Students use critical thinking skills to respond in writing to literature, social studies and science subject matter.

COMPETENCY AREA VI: LIFE AND WORKPLACE SKILLS

Students use written communication for a variety of work and lifeskill tasks.

COMPETENCY AREA VII: REFERENCE AND STUDY SKILLS

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

EXIT COMPETENCIES

BASIC LANGUAGE ARTS-ADVANCED

LEVELS 7-8

The following exit competencies specify minimally what students should be able to demonstrate when they complete the Basic Language Arts-Advanced course outline. However, this course outline includes other competencies that are needed for a student to advance to higher level courses. The exit competencies listed below are based on the California Department of Education Model Standards for Adult Basic Education (1996) and 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 notes from an oral presentation and organize them.
4. Listen actively to recorded or face-to-face speech to gather specific information such as main ideas, details, sequence and facts and opinions.
5. Retell, paraphrase or summarize a story, article, event or oral presentation.
6. Make requests, express needs and ask for clarification.
7. Explain a process, answer or situation.
8. Participate actively and critically in a group discussion.

Writing

1. Complete job applications and other needed forms.
2. Create a resume.
3. Write a personal letter or note.
4. Write a business letter.
5. Write sentences using correct capitalization and punctuation and spelling.
6. Identify parts of speech and use them correctly.
7. Identify and correct sentence problems.
8. Use the steps of the writing process (prewriting, drafting, evaluation, revising, editing, publishing) in written work.
9. Analyze and write a standard paragraph.
10. Identify and write narrative, descriptive, expository and persuasive paragraphs.
11. Write a summary of an oral presentation or written text.
12. Locate and use appropriate reference materials for written work.
13. Use effective test strategies to take a standardized test.
14. Apply appropriate critical thinking skills to respond to literature, social studies and science subject matter.
15. Write clear, substantive sentences which utilize a variety of structures.

Section II

- **Basic Language Arts-Advanced Course Outline with Competency Areas:**
 - I. **Listening and Oral Skills**
 - II. **Mechanics**
 - III. **Grammar and Usage**
 - IV. **Composition**
 - V. **Writing in the Content Area**
 - VI. **Life and Workplace Skills**
 - VII. **Reference and Study Skills**

I = Introduce
S = Stress
R = Review

CBE
Competency-Based Education
Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

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.

20 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Listening Skills						
1. Follow oral instructions and directions.	S	S	LS1.0	C7; F5, 12	2.2	<ul style="list-style-type: none"> S carries out a set of instructional directions S answers questions about main idea, details, sequence, facts, and opinions found in a selection S interprets the effect of a speaker's mannerisms on what is said S makes inference or draws conclusions about what is heard
2. Listen actively to recorded or face-to-face speech to gather specific information (e.g., the main idea, details, sequence of events, facts and opinions), make inferences or draw conclusions.	S	S	LS1.0	C5-7 F11-12	7.2	<ul style="list-style-type: none"> S interprets the effect of a speaker's mannerisms on what is said S makes inference or draws conclusions about what is heard
3. Interpret a speaker's perspective from his/her intonation, inflection, gesture, expression and language.	S	S	LS1.0	F5-6, 11-12	7.2	<ul style="list-style-type: none"> S interprets the effect of a speaker's mannerisms on what is said S makes inference or draws conclusions about what is heard S interprets the effect of a speaker's mannerisms on what is said S makes inference or draws conclusions about what is heard
B. Oral Skills						
4. Give directions and instructions.	S	S	LS1.0	F5-6, 12	0.1-0.2	
5. Ask for and give clarification.	S	S	LS1.0	F5-6, 11-12,	0.1	
6. Ask and answer questions to obtain and give information.	S	S	LS1.0	C5-7	0.1, 7.2	<ul style="list-style-type: none"> T observation S gives directions to location in the community or gives instructions for performing a certain task
7. Make requests and express needs.	S	S	LS1.0	C5-7, F6	0.1-0.2	<ul style="list-style-type: none"> S gives oral autobiographical presentation to group, class, partner or teacher T provides additional evaluation options:
8. Describe people, common objects and places in both general and specific language.	S	S	LS1.0	C5-7 F6	0.1, 7.2	
9. Express and support an opinion or agreement/disagreement.	S	S	LS1.0	F6, 8, 12	0.1, 7.3	
10. Relate a personal experience, story or incident.	S	S	LS2.0	C5-7; F6-7	0.1-0.2	
11. Retell, paraphrase or explain a story, event or what has been said by a speaker.	S	S	LS2.0	C5-7 F5-6	7.2	

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CBE

Competency-Based Education

Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

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.

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Oral Skills (cont.)						
12. Summarize major ideas and supporting evidence in stories, articles, events or oral presentations.	S	S	LS1.0	C5-7, F5-6	7.2	
13. Explain a process or situation.	S	S	LS2.0	C5-7, F6, 12	7.2	
14. Use details, examples or anecdotes to explain or clarify.	S	S	LS1.0	C5-7, F6	7.2	
15. Demonstrate oral skills of pace, volume, emphasis, pronunciation, audibility and appropriate choice of words.	S	S	LS1.0	F6	7.2	
16. Engage audience with positive body language (e.g., eye contact, posture, facial expressions and gestures).	S	S	LS1.0	F6	0.1, 7.2	
17. Participate in a group discussion.	S	S	LS1.0	C9, F5-6	0.1, 4.8	
C. Applications						
18. Take notes from an oral presentation, audiotape or videotape.	S	S	LS1.0	C5-6, F2, 5	0.1, 2.2	
19. Listen to directions or description of a route (e.g., the Oregon Trail) and trace the route on a map.	S	S	LS1.0	C7, F5, 11		
20. Interview someone to gather information.	S	S	LS1.0-2.0	C5, F5-6	0.1, 7.2	
21. Sequence the events shown in a short video presentation.	S	S	LS1.0	C5-6, F2, 5	7.2	
22. Retell or summarize an historical event.	S	S	LS1.0-2.0	C5-6, 10 F6	5.2, 7.2	
23. Explain how to do something (e.g., make a favorite recipe).	S	S	LS2.0	C6-7, 10 F6, 12	0.1, 7.2	

• T may use applications to assess student competency.

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Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

II. COMPETENCY AREA: MECHANICS

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

40 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Capitalization						
24. Capitalize the personal pronoun "I" and all proper nouns and proper adjectives.	R	R	WO1.0	F2	0.2	<ul style="list-style-type: none"> • 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:
25. Capitalize the first word of a sentence or direct quotation (e.g., <i>It's sunny and hot.</i> Lucy said, <i>"My vote has not been counted."</i>).	R	R	WO1.0	F2	0.1-0.2	
26. Capitalize the words in the greeting of a letter and first word in the closing (e.g., <i>To Whom It May Concern:</i> / <i>Yours truly</i>).	R	R	WO1.0	F2	0.2	
27. Capitalize all important words of a title including the first and last word (<i>The Island of the Blue Dolphins</i>).	R	R	WO1.0	F2	0.2	
28. Capitalize the names of planets and other heavenly bodies (e.g., <i>Venus, the Milky Way</i>).	R	R	WO1.0	F2	0.2	
29. Capitalize the names of buildings and monuments (e.g., <i>the White House</i>).	R	R	WO1.0	F2	0.2	
B. Punctuation						
30. Use a period						<ul style="list-style-type: none"> • S matches abbreviations with words • 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:
a. to end all declarative and imperative sentences.	R	R	WO1.0	F2	0.1-0.2	
b. after initials and most abbreviations (e.g., <i>J.R. Smith, 6:00 a.m., but: AM/FM radio station</i>).	R	R	WO1.0	F2	0.1-0.2	
c. in an outline or in a list.	R	R	WO1.0	F2	0.1-0.2	

II. COMPETENCY AREA: MECHANICS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)						
31. Use a question mark to end interrogative sentences.	R	R	WO1.0	F2	0.2	<ul style="list-style-type: none"> • T observation • S writing samples • S adds punctuation to sentences or paragraph • 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:
32. Use an exclamation mark to end exclamatory sentences and interjections.	R	R	WO1.0	F2	0.2	
33. Use apostrophes with all contractions and possessive nouns and pronouns.	R	R	WO1.0	F2	0.2	
34. Use commas appropriately						
a. with dates and addresses.	R	R	WO1.0	F2	0.1-0.2	
b. after the greeting and closing in a letter or note.	R	R	WO1.0	F2	0.1-0.2	
c. in a series of words, phrases or clauses.	R	R	WO1.0	F2	0.1-0.2	
d. in direct address (e.g., No, John, you can't use a calculator for the test.).	R	R	WO1.0	F2	0.1-0.2	
e. between two or more reversible adjectives before a noun (e.g., a long, hard ride).	I	S	WO1.0	F2	0.1-0.2	
f. to set off appositives (e.g., Barbara Boxer, the senator from California, gave the speech.).	R	R	WO1.0	F2	0.1-0.2	
g. before a conjunction in a compound sentence (e.g., Many students work, so they can't attend regularly.).	R	R	WO1.0	F2	0.1-0.2	

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II. COMPETENCY AREA: MECHANICS <i>Students apply the rules of capitalization and punctuation to written communication and demonstrate competency in spelling.</i>						
Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)						
h. to set off transitional and sequence words (e.g., <i>First</i> , we went <i>Therefore</i> ,).	S	R	WO1.0	F2	0.1-0.2	<ul style="list-style-type: none"> • T observation • S writing samples • S finds errors from text, teacher-generated samples or student writing samples • S adds punctuation to sentences or paragraph • T-generated exercises • T-administered or S-administered dictation exercises • T provides additional evaluation options:
i. before many introductory words, phrases or clauses (e.g., <i>Patently</i> , he sat/ <i>After the meeting</i> , they/ <i>Because it rained</i> ,).	S	R	WO1.0	F2	0.1-0.2	
j. to set off interrupters (e.g., The teacher, <i>however</i> , remained calm.).	I	R	WO1.0	F2	0.1-0.2	
k. with direct quotations (e.g., "I think," Bob answered, "that everyone should take the test.").	R	R	WO1.0	F2	0.1-0.2	
35. Identify and use a semicolon						
a. to separate independent clauses in a compound sentence without a conjunction (e.g., Skiing is an exciting sport; it can also be dangerous.).	S	S	WO1.0	F2	0.1-0.2	
b. before a conjunctive adverb that connects the clauses of a compound sentence (e.g., The weather was windy and cool; nevertheless, they held the party outside.).	I	S	WO1.0	F2	0.1-0.2	
36. Identify and use a colon						
a. between the hour and minutes in writing the time (e.g., 8:15)	R	R	WO1.0	F2	0.1-0.2	

I = Introduce
S = Stress
R - Review

CBE

Competency-Based Education
Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

II. COMPETENCY AREA: MECHANICS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)						
b. in business correspondence after the greeting or salutation and other standard conventions (e.g., Dear Ms. Kim:/ re: / Attention:).	R	R	WO1.0	F2	0.1-0.2	<ul style="list-style-type: none"> • T observation • S writing samples • S finds errors from text, teacher-generated samples or student writing samples • S adds punctuation to sentences or paragraph • T-generated exercises • T-administered or S-administered dictation exercises • T provides additional evaluation options:
c. to introduce a list (e.g., I bought it for the following reasons:...).	S	S	WO1.0	F2	0.1-0.2	
d. before direct speech written in a dialogue or play format.	I	S	WO1.0	F2	0.1-0.2	
37. Identify and use a hyphen						
a. to divide a word at the end of a line of writing.	S	R	WO1.0	F2	0.1-0.2	
b. to form compound adjectives that precede a noun (e.g., well-known author) and other compound nouns (e.g., sister-in-law).	R	R	WO1.0	F2	0.1-0.2	
c. to write compound numbers (e.g., twenty-nine).	R	R	WO1.0	F2	0.1-0.2	
d. to write a date numerically (e.g., 2-15-95).	R	R	WO1.0	F2	0.1-0.2	
38. Identify and use quotation marks						
a. in direct quotations (e.g., "Where is your boss?" he asked.).	S	S	WO1.0	F2	0.1	

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Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

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II. COMPETENCY AREA: MECHANICS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)						
b. with titles of songs, poems, short stories, essays, chapters of books and articles found in newspapers, magazines or encyclopedias.	S	S	WO1.0	F2	0.1	<ul style="list-style-type: none"> • T observation • S writing samples • S finds errors from text, teacher-generated samples or student writing samples • S adds punctuation to sentences or paragraph • T-generated exercises • T-administered or S-administered dictation exercises • T provides additional evaluation options:
c. with inclusion of passages from any printed material or information from a computer source.	I	S	WO1.0	F2	0.1	
39. Identify and use a single quotation mark to include a title or direct quotation within another quotation (e.g., "Who shouted 'Help! Help!' during the movie?").	I	S	WO1.0	F2	0.1	
40. Identify and use italics to indicate titles of books, plays, newspapers, magazines, television shows, movies and works of art in word-processed work (e.g., <i>The Pearl</i> , <i>Los Angeles Times</i>).	R	R	WO1.0	F2	0.1	
41. Underline titles of books, plays, newspapers, magazines, television shows, movies and works of art in handwritten work.	R	R	WO1.0	F2	0.1	
42. Identify and use parentheses						
a. to enclose supplemental material.	S	S	WO1.0	F2	0.1	
b. to enclose a letter or number that labels items in a list, series or outline.	S	S	WO1.0	F2	0.1	

I = Introduce
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Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Punctuation (cont.)						
43. Recognize an ellipsis (...) to indicate deleted material or to mark an interruption in speech or unfinished thought.	I	S	WO1.0	F2	0.1	
44. Identify and use a slash						
a. to separate paired items (e.g., his/her, and/or, pass/fail).	I	S	WO1.0	F2	0.1	
b. to separate two or three lines of poetry within a text.	I	S	WO1.0	F2	0.1	
c. to write dates (e.g., 12/4/89).	I	S	WO1.0	F2	0.1	
C. Outline Format						
45. Use correct sequence of Roman and Arabic numerals with capitals and small letters to create an outline.	S	R	WO1.0	F2	7.4	<ul style="list-style-type: none"> T outlines sample S adds letters and numbers to T-generated outline T provides additional evaluation options:
46. Use correct punctuation and spacing to copy or create an outline.	S	R	WO1.0	F2	7.4	
D. Spelling						
47. Identify and spell common abbreviations for						<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-administered or S-administered dictation exercises T provides additional evaluation options:
a. time, weight, distance, capacity and heat (e.g., a.m., lb., mi., qt., F)	R	R	WO1.0	F2	0.1	
b. place names used in addresses (e.g., St., U.S.)	R	R	WO1.0	F2	0.1	
c. titles used with a person's name (e.g., Mr., Ms., Dr.)	R	R	WO1.0	F2	0.1	

II. COMPETENCY AREA: MECHANICS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Spelling (cont.)						
48. Identify and spell common homophones (e.g., male/mail).	R	R	WO1.0	F2	0.1	<ul style="list-style-type: none"> • T observation • S identifies misspelled words in sentences and corrects them • S writing samples • T-generated exercises • T-administered or S-administered dictation exercises • T provides additional evaluation options:
49. Spell compound nouns correctly (e.g., homework/hot dog/high-rise).	R	R	WO1.0	F2	0.1	
50. Form the plural of all regular nouns by adding "s" or "es" (e.g., boxes, ladies, days, shelves, roofs, pianos, potatoes).	R	R	WO1.0	F2	0.1	
51. Form the plural of all irregular nouns (e.g., foot/feet).	R	R	WO1.0	F2	0.1	
52. Add suffixes to words ending with a consonant, a "y" or silent "e" (e.g., live/living, hope/hoped, stop/stopped, wait/awaited, easy/easily/easier).	R	R	WO1.0	F2	0.1	
53. Spell irregular verbs (e.g., write/wrote/written).	R	R	WO1.0	F2	0.1	
54. Identify and spell troublesome words (e.g., accept/except, quiet/quiet).	R	R	WO1.0	F2	0.1	
55. Identify and define a syllable, root word, suffix and prefix.	R	R	WO1.0	F2	0.1	
56. Use rules of syllabication to divide multi-syllable words.	S	R	WO1.0	F2	0.1	
57. Identify and use suffixes (e.g., -ate, -en, -fy, -ize) to create verbs (e.g., dark/darken).	S	S	WO1.0	F2	0.1	
58. Identify and use suffixes (e.g., -ist, -ness, -ment, -ship) to create nouns (e.g., kind/kindness, organize/organization).	S	S	WO1.0	F2	0.1	

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II. COMPETENCY AREA: MECHANICS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Spelling (cont.)						
59. Identify and use suffixes (e.g., -able, -ous, -less, -ful, -ish) to create adjectives (e.g., fool/foolish, avoid/avoidable).	S	R	WO1.0	F2	0.1	
60. Identify and use suffixes to create adverbs (e.g., happy/happily).	S	R	WO1.0	F2	0.1	
61. Identify, define and use prefixes (e.g., anti-, dis-, mal-, mis-, mid-).	S	R	WO1.0	F2	0.1	
E. Applications						
62. Add punctuation and capitalization to a business letter.	S	S	WO1.0	F2	4.6	• T may use Applications to assess student competency.
63. Take a spelling dictation.	R	R	WO1.0	F2	0.1	
64. Identify and correct misspelled words in a composition.	R	R	WO1.0	F2	0.1	
65. Identify and correct basic grammatical errors in a classmate's composition.	R	R	WO1.0	F2	0.1	
66. Outline a chapter or section of a chapter in a textbook.	S	S	WO1.0	F2	0.1	
67. Write a short conversation using quotation marks and other appropriate punctuation.	S	S	WO1.0	F2	0.1	

III. COMPETENCY AREA: GRAMMAR AND USAGE

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

60 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Parts of Speech						
68. Name and define the eight parts of speech and identify the part of speech for a given word in a sentence.	R	R	WO1.0	F2,6	7.4	<ul style="list-style-type: none"> • T observation • T-generated tests • S matches a word in sentence with its part of speech • Published tests • S writing samples
69. Identify and use words that function as different parts of speech (e.g., I <i>watch</i> TV. I bought a <i>watch</i> .).	S	S	WO1.0	F2	7.4	
B. Verbs						
70. Identify the forms of the verb (e.g., present, past) and distinguish between main/principal and helping/auxiliary verbs.	R	R	WO1.0	F2	7.4	<ul style="list-style-type: none"> • T observation • T-generated tests • Published tests • S writing samples • S identifies verb tense errors and corrects them • S changes sentences from active to passive voice • S rewrites paragraph changing the time (e.g., from present to past) or person (e.g., I to he/she) • T provides additional evaluation options:
71. Use verbs in correct tenses and maintain tense consistency in writing.	R	R	WO1.0	F2	7.4	
72. Use modals and verbals correctly.	R	R	WO1.0	F2	7.4	
73. Recognize and correct double negatives in a sentence.	R	R	WO1.0	F2	7.4	
74. Use passive and active voices correctly.	S	S	WO1.0	F2	7.4	
75. Identify and use verbs in the subjunctive form (e.g., It is essential that <i>we be</i> on time.).	S	S	WO1.0	F2	7.4	
76. Use correct subject-verb agreement.	R	R	WO1.0	F2	7.4	

III. COMPETENCY AREA: GRAMMAR AND USAGE

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Verbs (cont.)						
77. Use verbs in correct moods:						
a. indicative for facts, opinions and factual questions.	S	S	WO1.0	F2,6	7.4	
b. imperative for commands, requests and advice.	S	S	WO1.0	F2,6	7.4	
c. subjunctive for wishes (e.g., I wish she were here); in <i>if</i> clauses (e.g., If you were here, we could go on vacation); <i>that</i> clauses expressing demands, recommendations or requests (e.g., She demands that all students turn in the tests on time.).	I	S	WO1.0	F2,6	7.4	
C. Nouns						
78. Use common, proper and possessive nouns.	S	S	WO1.0	F2,6	7.4	
79. Use collective, count, non-count and compound nouns.	S	S	WO1.0	F2,6	7.4	
80. Form the plural of nouns (regular and irregular).	R	R	WO1.0	F2,6	7.4	
81. Identify and use nouns as modifiers or adjectives (e.g., vegetable soup, bus stop).	S	S	WO1.0	F2,6	7.4	
82. Identify and use nouns that are plural in form, but singular in meaning (e.g., news, electronics).	S	S	WO1.0	F2,6	7.4	
83. Identify and use nouns in an appositive (e.g., Ms. Garcia, the science teacher, is absent.).	S	R	WO1.0	F2,6	7.4	

- T observation
- T-generated tests
- Published tests
- S writing samples
- S matches and classifies 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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CBE

Competency-Based Education
Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

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III. COMPETENCY AREA: GRAMMAR AND USAGE

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
D. Pronouns						
84. Use subject, object, and possessive pronouns in both singular and plural forms.	S	S	WO1.0	F2,6	7.4	<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S rewrites paragraph changing designated nouns to their appropriate pronoun form T provides additional evaluation options:
85. Use demonstrative, indefinite, relative and interrogative pronouns.	S	S	WO1.0	F2,6	7.4	
86. Identify and use <i>you</i> , <i>one</i> and <i>they</i> as impersonal pronouns (e.g., <i>One</i> should be careful crossing streets.).	S	S	WO1.0	F2,6	7.4	
87. Distinguish between and use reflexive and intensive pronouns (e.g., I called <i>myself</i> a fair person [reflexive]; I <i>myself</i> called home [intensive]).	S	S	WO1.0	F2,6	7.4	
88. Maintain pronoun consistency (e.g., <i>May and Tom</i> knew <i>they</i> looked silly when <i>they</i> looked at <i>themselves</i> in <i>their</i> mirror.).	R	R	WO1.0	F2,6	7.4	
E. Adjectives						
89. Use, place and order adjectives and proper adjectives to modify nouns and pronouns.	S	R	WO1.0	F2,6	7.4	<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:
90. Use adjectives in positive, comparative and superlative forms.	R	R	WO1.0	F2,6	7.4	
91. Identify and use articles and demonstrative adjectives correctly.	S	S	WO1.0	F2,6	7.4	

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Competency-Based Education
Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

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III. COMPETENCY AREA: GRAMMAR AND USAGE

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
E. Adjectives (cont.)						
92. Use hyphens in compound adjectives that precede the nouns they modify (e.g., Maya Angelou is a <i>well-known</i> writer. She is well known.).	I	S	WO1.0	F2,6	7.4	
F. Adverbs						
93. Identify and use adverbs of manner, place, frequency and time to modify verbs, adjectives and adverbs.	S	S	WO1.0	F2,6	7.4	<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:
94. Use adverbs in positive, comparative and superlative forms.	S	S	WO1.0	F2,6	7.4	
95. Distinguish between and use troublesome adjectives and adverbs correctly (e.g., <i>good/well, hard/hardly</i>).	R	R	WO1.0	F2,6	7.4	
G. Prepositions						
96. Identify and use prepositions and prepositional phrases.	S	R	WO1.0	F2,6	7.4	<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:
97. Use prepositional phrases as adjectives or adverbs.	S	S	WO1.0	F2,6	7.4	
98. Identify verbs and adjectives that must be followed by a specific preposition (e.g., be <i>worried about</i> my job, <i>stop</i> someone <i>from</i> parking).	S	S	WO1.0	F2,6	7.4	

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III. COMPETENCY AREA: GRAMMAR AND USAGE

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
H. Conjunctions						
99. Use coordinating and subordinating conjunctions correctly.	S	S	WO1.0	F2,6	7.4	<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S adds punctuation and conjunctions to sentences T provides additional evaluation options:
100. Use correlative conjunctions properly (e.g., <i>neither...nor, either...or, as...as</i>).	S	S	WO1.0	F2,6	7.4	
I. Interjections						
101. Identify, define and use interjections.	S	S	WO1.0	F2,6	7.4	
102. Use an exclamation point or comma to separate interjections from the rest of the sentence (e.g., <i>Wow! You look great! Oh, I can't go.</i>).	S	S	WO1.0	F2,6	7.4	
J. Verbals						
103. Identify and use gerunds and gerund phrases in any way that a noun can be used (e.g., <i>Dancing</i> is great exercise. She loves <i>dancing the tango</i>).	S	S	WO1.0	F2,6	7.4	<ul style="list-style-type: none"> T observation T-generated tests Published tests S writing samples S identifies errors in a text and corrects them T provides additional evaluation options:
104. Identify and use the appropriate participle or participial phrase (past or present) as an adjective (e.g., <i>a broken arm, the screaming child</i>).	S	S	WO1.0	F2,6	7.4	
105. Identify and use an infinitive or infinitive phrase as a noun, adjective or adverb (e.g. She went home <i>to study biology</i> . Her dream was <i>to become a doctor</i>).	S	S	WO1.0	F2,6	7.4	
106. Distinguish between an infinitive (e.g., <i>to dance</i>) and the object of the preposition (e.g., <i>to a dance</i>).	S	S	WO1.0	F2,6	7.4	

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III. COMPETENCY AREA: GRAMMAR AND USAGE

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
J. Verbals (cont.)						
107. Avoid using split infinitives (e.g., Correct: I came only to study. Incorrect: I came to only study.)	S	S	WO1.0	F2,6	7.4	
K. Sentences and Parts of the Sentence						
108. Identify and define the elements of a complete sentence.	R	R	WO1.0	F2	7.4	
109. Identify and define phrases, clauses and sentences.	S	S	WO1.0	F2	7.4	
110. Identify the four types of sentences (declarative, interrogative, imperative and exclamatory) and their simple and complete subjects and predicates.	R	R	WO1.0	F2	7.4	
111. Write simple and compound sentences using correct punctuation and conjunctions.	R	R	WO1.0	F2	7.4	
112. Identify and use subordinate clauses in complex sentences.	S	S	WO1.0	F2	7.4	
113. Write compound-complex sentences.	S	S	WO1.0	F2	7.4	
114. Identify and correct fragments and run-on sentences.	R	R	WO1.0	F2	7.4	

- T observation
- T-generated tests
- Published tests
- S writing samples
- S creates compound elements in simple sentences
- T provides additional evaluation options:

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
L. Applications						
115. Add appropriate adjectives and adverbs to a paragraph.	S	S	WO1.0	F2,6	7.4	* T may use Applications to assess student competency.
116. Rewrite a paragraph by changing the person or tense.	R	R	WO1.0	F2,6	7.4	
117. Identify and use nouns functioning as adjectives in a paragraph.	R	R	WO1.0	F2,6	7.4	
118. Combine short, choppy sentences with appropriate conjunctions.	S	S	WO1.0	F2,6	7.4	
119. Write a paragraph using a combination of simple, compound and complex sentences.	S	S	WO1.0	F2,6	7.4	
120. Identify and correct basic grammatical errors in a classmate's paragraph.	S	S	WO1.0	F2,6	7.4	

IV. 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.

100 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. The Writing Process						
121. Utilize prewriting techniques to						
a. choose and focus on a topic.	R	R	WO1.0	C5 -7; F7,8	7.1,7.2	
b. gather and organize supporting details.	R	R	WO1.0	C5-7; F8,12	7.1,7.2	
122. Write a first draft with a topic sentence, supporting details and a conclusion.	R	R	WO1.0	C5 -7 F2,7,8,10,12	7.1,7.2	
123. Revise a draft for content and organization using an appropriate checklist.	R	R	WO1.0	C5 -7 F2,8,12	7.1,7.2	
124. Create a final draft using revisions, corrections and suggestions from peers and/or instructor.	R	R	WO1.0	C5 -7 F2,7,8,10,12	7.1,7.2	
125. Maintain a writing portfolio.	R	R	WO1.0	C5 -7 F2,7,8,12,16	7.2	
B. Sentences--Improving, Combining and Expanding						
126. Distinguish among formal and informal English, slang and idioms, and use appropriately.	S	S	WO1.0	C5 -7 F2,7,8,12,16	0.1,7.2	
127. Write complete, substantive sentences in standard English using correct word order.	S	S	WO1.0	C5 -7 F2,7,8,12,16	0.1,7.2	
128. Expand and improve sentences using descriptive words, phrases or clauses and sensory details.	S	S	WO1.0	C5 -7 F2,7,8,12,16	0.1,7.2	
						<ul style="list-style-type: none"> • S identifies slang words in sentences and rewrites sentences using formal English • S adds descriptive words and sensory details to a paragraph • S writing samples

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IV. 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 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Sentences (cont.)						
129. Use parallel structure when writing sentences with coordinating conjunctions (e.g., <i>Incorrect</i> : I like cooking, cleaning and to iron. <i>Correct</i> : I like cooking, cleaning and ironing.).	S	R	WO1.0	C5,7; F2,12	0.1, 7,2	<ul style="list-style-type: none"> S writing samples T provides sentences for editing.
130. Identify and correct common sentence problems (e.g., empty sentences, stringy sentences, overloaded sentences, padded sentences).	S	R	WO1.0	C5,7; F2,12	0.1, 7,2	
131. Identify and correct misplaced modifiers (e.g. <i>Incorrect</i> : The school district is issuing new desks to students made of molded plastic. <i>Correct</i> : The school district is issuing new desks made of molded plastic to students).	S	S	WO1.0	C5,7 F2,7,8,12	0.1, 7,2	
132. Identify and combine choppy sentences (e.g., <i>Incorrect</i> : There is a famous dog sled race in Alaska. It is held every year. It's known as the Iditarod. <i>Correct</i> : There is a famous dog sled race held every year in Alaska, and it's known as the Iditarod).	S	R	WO1.0	C5,7 F2,7,8,12	0.1, 7,2	
133. Use transition words in sentences to						<ul style="list-style-type: none"> S adds transition words to a paragraph
a. show sequence (e.g., <i>first, next, before</i>).	S	R	WO1.0	C7; F2,7	0.1, 7,2	
b. demonstrate cause and effect (e.g., <i>so, consequently</i>).	S	R	WO1.0	C7; F2,7	0.1, 7,2	
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>).	S	R	WO1.0	C7; F2,7	0.1, 7,2	
d. add information (e.g., <i>in addition, besides, also</i>).	S	R	WO1.0	C7; F2,7	0.1, 7,2	

I = Introduce
S = Stress
R = Review

CBE

Competency-Based Education

Competency-Based Components For Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

IV. 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 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
134. Identify and use figurative language (e.g., similes, metaphors, personification).	I	S	WO1.0	C7; F2,7	0.1, 7.2	• S underlines similes or metaphors in text
C. Analyzing Paragraphs						
135. Analyze a model paragraph by						
a. identifying topic sentences (controlling or main idea), supporting ideas, transition words and conclusion.	S	S	W1.0	C5,7,8,12 F2,12	0.1, 7.2	• S given paragraphs and asked to label the parts of each paragraph
b. identifying author's purpose and audience.	S	S	W1.0	C5,7,8,12 F2,12	0.1, 7.2	
136. Classify and distinguish among narrative, descriptive, expository and persuasive writing.	S	S	W1.0	C5-7 F2,7,8,9,12	0.1, 7.2	
D. Writing Paragraphs						
Use the steps of the writing process in all of the following competencies:						
137. Write a narrative paragraph to relate an experience or event.	S	S	W1.0	C5-7 F2,7,9,10,12	0.1, 7.2	
138. Write a descriptive paragraph to describe a person, place or object.	S	S	W1.0	C5-7 F2,7-10,12	0.1, 7.2	
139. Write an expository paragraph to explain a process or situation or to give information.	S	S	W1.0	C5-7 F2,7-10,12	0.1, 7.2	

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Competency-Based Components For Basic Language Arts-Advanced Course Outline, Levels 7-8

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Level 8 = 8.0-9.5

IV. 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 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
140. Write a persuasive paragraph to express an opinion or present a point of view in order to influence the reader.	S	S	W 1.0	C5-7 F2,7,-10,12	0.1,7.2	
E. Multiparagraph Essays						
141. Analyze a model essay by identifying the three main parts: introduction, body and conclusion.	S	S	W1.0	C5-7 F2,7,-10,12	0.1,7.2	
142. Write a three-paragraph essay including the three main parts.	S	S	W1.0	C5-7 F2,7,-10,12	0.1,7.2	
F. Applications						
143. Identify and correct sentence problems in a classmate's paragraph.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	
144. Write a personal narrative paragraph describing a memorable event.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	• S writing samples (prewriting and all drafts)
145. Write a character sketch of a significant person in one's life.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	
146. Write an expository paragraph comparing the advantages and disadvantages of married life vs single life or other topic.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	
147. Write an opinion piece/editorial.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	
148. Use a revising/editing checklist from a textbook to revise and correct the first draft of an essay.	S	S	W1.0	C5-7,9 F2,7,-10,12	0.1,7.2	

Y. COMPETENCY AREA: WRITING IN THE CONTENT AREA*Students use critical thinking skills to respond in writing to literature, social studies and science subject matter.***30 HOURS**

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Academic Skills						
149. Demonstrate understanding of key terminology (e.g. describe, identify, discuss, analyze, compare and contrast, define) used in social studies, science and literature assignments by						
a. restating the question or assignment.	S	S	R1.0	C5-7; F2,12	7.2	<ul style="list-style-type: none"> S restates specific text questions assigned by the teacher and then answers them S follows a series of written or oral directions
b. answering text question correctly.	S	S	R1.0	C5-7; F2,12	7.2	
150. Follow directions on all assignments including tests, contracts and texts.	S	S	R1.0	C5-7; F2,7-9	7.2	
151. Answer text questions by						
a. using the appropriate critical thinking skills (e.g. drawing conclusions, cause and effect, distinguishing between fact and opinion).	S	S	R3.0	C5-7; F2,7-9	7.2	<ul style="list-style-type: none"> S answers text question using a quote from the text S answers text question by paraphrasing a section of the text
b. supporting answers with relevant examples and/or evidence.	S	S	R3.0	C5-7; F2,7-9	7.2, 7.3	<ul style="list-style-type: none"> T provides additional evaluation options:
c. paraphrasing rather than copying appropriate text selection.	S	S	R3.0	C5-7; F2,7-9	7.2	
d. quoting from text where appropriate.	S	S	R3.0	C5-7; F2,7,8	7.2	
e. using complete sentences.	S	S	R3.0	C5-7; F2, 12	7.2	
f. incorporating text questions where appropriate.	S	S	R3.0	C5-7 F2,7-9, 12	7.2	

V. COMPETENCY AREA: WRITING IN THE CONTENT AREA

Students use critical thinking skills to respond in writing to literature, social studies and science subject matter.

60 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Academic Skills (cont.)						
g. expressing and supporting an opinion or point of view.	S	S	R3.0	C5-7 F2,7-9, 12	7.2	<ul style="list-style-type: none"> • S listens to report by classmate or teacher and takes notes • S writing samples • T provides additional evaluation options:
h. using appropriate grammatical structures.	S	S	R3.0	C5-7 F2,7-8, 12	7.2	
152. Take notes on an oral presentation or written selection.	S	R	R3.0	C5-7 F2,5,7,8, 12	7.2	
153. Write a summary from notes, an outline or text selection.	S	R	R3.0	C5-7 F1,2,7,8, 12	7.2	
B. Responding to Literature						
154. Read and respond to a variety of literary forms (e.g., short story, poetry, drama, diary, biography, essay, news/magazine article).	S	S	R3.0	C5-7 F1,2,7-9, 12	7.2	<ul style="list-style-type: none"> • S writing samples
155. Paraphrase or summarize a short literary work (e.g. poem or essay).	S	S	R2.0	C5-7 F1,2,7,8, 12	7.2	
156. Identify conflicts in a literary work and suggest solutions to similar problems in everyday life.	S	S	R3.0	C5-7 F1,2,7-9, 12	7.2, 7.3	
157. Describe character, setting, plot, conflict and theme in a literary work.	S	S	R3.0	C5-7 F1,2,7-9, 12	7.2	
C. Writing in Social Studies and Science						
158. Create a time line based on written text.	S	S	W1.0	C5-7 F1,2,7-9, 12	7.2, 7.3	
	S	S		C5-7 F1,2,7-9, 12	7.2	

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CBE

Competency-Based Education

Competency-Based Components For Basic Language Arts- Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
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V. COMPETENCY AREA: WRITING IN THE CONTENT AREA

Students use critical thinking skills to respond in writing to literature, social studies and science subject matter.

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Writing in Social Studies and Science (cont.)						
159. Gather and synthesize information to write a paragraph, essay, short report or to make a presentation.	S	S	W1.0	C5-7 F1,2,7-9, 12	7.2	<ul style="list-style-type: none"> S restates information from a graph in complete sentences S outlines steps in an experiment and explains outcome S writing samples
160. Explain purpose and process of a scientific experiment or civic or legal action.	I	S		C5-7 F1,2,7-9, 12	7.2	
161. Interpret data to support an opinion, point of view or hypothesis.	S	S		C5-7 F1,2,7-9, 12	7.2	<ul style="list-style-type: none"> T may use applications to assess student competency
D. Applications						
162. Interpret a political cartoon.	S	S	R2.0	C5-7 F1,2,7-9, 12	7.2	
163. Compare and contrast maps of the same area in two or three historical periods.	S	S		C5-7 F1,2,7-9, 12	7.2	
164. Perform a simple scientific experiment and summarize the hypothesis and results.	S	S		C5-7 F1,2,7-9, 12	7.2	
165. Identify causes and effects of a major historical event or scientific discovery.	S	S		C5-7 F1,2,7-9, 12	7.2	
166. Write a biographical sketch of a historical or scientific figure.	S	S	W1.0	C5-7 F1,2,7-9, 12	7.2	

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Competency-Based Education

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Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

VI. COMPETENCY AREA: LIFE AND WORKPLACE SKILLS

Students use written communication for a variety of work and lifeskill tasks.

20 HOURS

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Life Skill Writing						
167. Write notes and short messages using correct form and punctuation in order to						<ul style="list-style-type: none"> • S writing samples • S resume • T provides additional evaluation options:
a. express thoughts and feelings appropriately for specific occasions (e.g., thank you, sympathy, get well).	S	R	W01.0	C7, F2	0.2, 2.5	
b. make requests, express needs or communicate with school personnel (e.g., notes of absence, permission, request/cancel meeting).	S	R	W01.0	C7, F2	0.2, 2.5	
168. Write a friendly letter using correct form and punctuation.	S	R	W01.0	C7, F2	0.2, 4.6	
B. Workplace Writing						
169. Write a business letter using correct form and punctuation to						
a. request information or assistance.	S	S	W01.0	C7, F2		
b. express a complaint in order to solve a problem.	S	S	W01.0	C7, F2	0.2	
c. express an opinion/point of view (e.g., legislator, editor).	S	S	W01.0	C7, F2		
B. Workplace Writing						
170. Complete job applications and other needed forms (e.g., change of address, credit application, tenant agreement).	S	S	W01.0	C7, F2	0.2, 1.1 1.3, 2.5	
171. Write a resume.	S	S	W01.0	C7, F2	4.1	
172. Write a cover letter or letter of introduction/application.	I	S	W01.0	C7, F2	4.1	

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Competency-Based Components for Basic Language Arts-Advanced Course Outline, Levels 7-8

Level 7 = 7.0-8.5
Level 8 = 8.0-9.5

VI. COMPETENCY AREA: LIFE AND WORKPLACE SKILLS

Students use written communication for a variety of work and lifeskill tasks.

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Workplace Writing (cont.)						
173. Use standard forms to send faxes, and write messages, memos, e-mails or notes to a boss, colleague or customer.	I	R	W01.0	C7, F2	0.2, 4.6	
174. Write directions and instructions.	S	S	W01.0	C7, F2	2.2, 4.6	
175. Report information by completing all forms and following necessary procedures (e.g., work incident/accident, traffic accident).	S	S	W01.0	C7, F2	2.2, 4.6	
C. Applications						
176. Write a short thank you note.	S	R	W01.0	C7, F2	0.2	
177. Write a business letter to request information or assistance.	S	S	W01.0	C7, F2	0.2, 2.5	
178. Complete a job application.	S	R	W01.0	C7, F2	0.2, 4.1	
179. Write a memo to a boss.	S	S	W01.0	C7, F2	4.6	
180. Complete an accident report.	S	S	W01.0	C7, F2	0.2, 4.6	
						• T may use applications to assess student competency.

VII. COMPETENCY AREA: REFERENCE AND STUDY SKILLS*Students use a variety of resources to locate, interpret and use information.***20 HOURS**

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
A. Personal Study Skills						
181. Organize papers, class notes, exercises and assignments.	R	R		C3, 6, F13	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:
182. Identify and set long-term, short-term and daily goals.	S	S				
183. Make lists, prioritize items on a list and create schedules.	S	S				
184. Use a calendar to track assignments, tests, school events and appointments.	S	R		C3, F13	7.1	
B. Classroom Study Skills						
185. Follow and explain school and classroom rules and procedures.	S	S		C1, 6, F16	7.1	<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:
186. Ask for and give clarification of assignments, directions or exercises.	S	S				
187. Work cooperatively with a partner, in a group or as a team member.	S	S		F1	7.1	
188. Use outlines, word webs or other graphic aids to organize information.	S	S				
189. Locate and identify parts of a textbook (e.g., table of contents, index, glossary) and use them effectively.	R	R		F1	7.2	

VII. COMPETENCY AREA: REFERENCE AND STUDY SKILLS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
B. Classroom Study Skills (cont.)						
190. Identify and use textbook reading strategies (e.g., scan/skim headings, question, read).	S	S		F1	7.4	
191. Take notes from a textbook by organizing the information using an outline or word web.	S	S		F1-2	7.4	
192. Take notes from an oral presentation.	S	S		F2, 5	7.4	
193. Interpret and record information on charts, graphs, diagrams and tables.	S	S		F7, 9	7.4	
194. Demonstrate an understanding of plagiarism and how to avoid it by using paraphrasing techniques or quotations in all written work.	R	R		F17		
C. Reference Materials						
195. Apply alphabetizing skills when using reference materials.	R	R	R2.0	F10	7.4	
196. Use a dictionary to find meanings, spellings and pronunciations of words.	R	R	R1.0	C5, F1	7.4	
197. Use a thesaurus to locate synonyms and antonyms.	R	R	R1.0	C5, F1	7.4	
198. Use maps, globes and atlases to locate places (e.g., countries, cities, streets), calculate distance or obtain other needed information.	R	R	R2.0	C5, F1	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.

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
C. Reference Materials (cont.)						
199. Identify and use an encyclopedia to locate and gather information.	R	R	R2.0	C5, F1	7.4	
200. Read and scan newspaper and magazine headlines, captions, articles and cartoons.	S	R	R2.0	C5, F1	7.2	
201. Identify and use the contents of a telephone book and other authentic materials (e.g., brochures, catalogs) to obtain information.	R	R		C5, F1	2.1	
202. Identify the library services in the community and obtain a library card.	S	R		C5, F11	7.4	
D. Test-Taking Skills						
203. Fill out forms, answer sheets and test forms by bubbling or writing in answers and responses.	R	R		F2	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:
204. Identify and practice effective test strategies to take a standardized multiple-choice test.	S	S		C7, F1, 8	7.2	
205. Use an allotted time efficiently to complete a test, paragraph or essay.	S	S		C1, 7, F2	7.1	

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VII. COMPETENCY AREA: REFERENCE AND STUDY SKILLS

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

Minimal Competencies	Level 7	Level 8	CA Standards	SCANS	CASAS	Evaluation Options (T=Teacher S=Student)
E. Technology						
206. Identify and use basic computer equipment and terminology (e.g., mouse, disk, cursor).	S	R				
207. Perform simple computer tasks to operate classroom software.	S	R		C8	7.4	
208. Identify and use the internet to find information.	S	S		C5, 8, F1	7.4	
209. Use a computer to type and print out written work.	S	R		C8	7.4	
F. Applications						
210. Organize a 3-ring binder with papers, class notes, exercises and assignments.	S	S		C3, 6 F13	7.1	• T may use Applications to assess student competency.
211. Explain an assignment to class or group.	S	S		C7, 10	0.1	
212. Match appropriate reference tool to assignment or task.	S	S		F9	7.3	
213. Take a timed test.	S	S		F1	7.4	
214. Scan a newspaper or magazine article to find answers to specific questions.	S	S		C5, F1	7.2	
215. Work with a partner or group to record information on a chart or in a graph.	S	S		C7	6.7	

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, 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-Advanced is done by means of a fourfold process, which provides a comprehensive evaluation of students' skills.

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 Basic Language Arts-Advanced corresponds to a reading grade level score from 7.0 to 9.0.

Diagnostic Grammar/Mechanics/Writing Test

This diagnostic test will assist the teacher in determining whether the student is prepared to enter Basic Language Arts-Advanced or needs to be placed in Basic Language Arts-Intermediate.

Interview

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

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 Adult Basic Studies Program's "Guide to Evaluating Basic Language Arts 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-Advanced.

Note: Although this course outline is for grades 7.0-9.0, students with a reading level higher than 9.0 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, and content area writing including responses to literature. 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

The 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 and can be used 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 also be used to assess progress.

CREDIT FOR BASIC LANGUAGE ARTS-ADVANCED & PROMOTION INTO THE ADULT ACADEMIC INSTRUCTION PROGRAM

Credits (5) for Basic Language Arts-Advanced and promotion into the Adult Academic Instruction Program are based on a fourfold 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 should be evaluated for attainment of the Exit Competencies listed in this course outline.
- Students must have attained a reading score of at least 9.0 on the TABE D 7/8, Reading Comprehension Test.
- Students must achieve 80%+ on the grammar/mechanics/writing posttest designed for this course.

PROMOTION INTO THE ADULT ACADEMIC INSTRUCTION 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 Adult Academic Instruction 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

The list of recommended instructional resources beginning on the next page is designed to assist teachers and administrators fulfill the requirements of this course outline. The texts on the list meet the standards upon which this course outline is based. They are appropriate for use with adults and concurrent secondary students. By using the recommended resources on the list, schools help ensure that students receive consistent, high-quality instruction throughout the district. Books on the list may be previewed at the Adult Basic Studies office.

Books necessary for implementing this course outline are found in the **CORE LANGUAGE ARTS MATERIAL** section and are marked with an asterisk (*) on the following chart.

The Instructional Resources List is organized into the following sections:

CORE LANGUAGE ARTS MATERIALS

COMPOSITION, GRAMMAR AND MECHANICS

These materials are used to develop skills in composition, grammar and mechanics at grade levels 7 and 8.

HIGH SCHOOL/PRE-GED PREPARATION

These materials are used to develop reading and writing skills related to the content areas of literature, social studies and science and prepare students to enter the Adult Academic Instruction (high school) program or GED preparation classes.

LIFE/WORKPLACE SKILLS

These materials focus on acquiring life and workplace skills and are effective for students entering vocational programs or the world of work.

SUPPLEMENTAL MATERIALS

Teachers are encouraged to incorporate appropriate supplemental materials into lessons. Materials listed here may be used for remediation, extra practice or to build critical thinking skills.

REFERENCE MATERIALS

These materials are used to develop study and learning skills and increase students' abilities to use a variety of reference tools.

AUDIO-VISUAL EQUIPMENT

A model ABS classroom/lab is a multimodal learning environment minimally equipped with the items listed on the following chart.

COMPUTER EQUIPMENT

A model ABS classroom/lab would be equipped with these minimum components listed on the following chart.

Adult Basic Studies Program

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED				
Vendor	Title	Edition	ISBN or Item No.	Description
Loyola Press 800-621-1008 www.loyolaeducationgroup.org Mike Stone 402-965-4810	CORE LANGUAGE ARTS MATERIALS Composition, Grammar and Mechanics <i>* Voyages in English: Writing and Grammar (Level 7-Orange)</i> * Student Edition * Teacher's Edition Also available: Test booklets	1999	0-8294-0994-7	A textbook at reading/writing level 7. Student edition is divided into writing and grammar sections. Writing section gives ample examples and exercises in a variety of types of writing. Follows writing process. Grammar section includes a variety of exercises. Teacher's edition includes teaching suggestions and answer keys.
		1999	0-8294-0993-9	Package of 25 test booklets and teacher's edition with answer key.
			0-8294-1313-8	
Houghton Mifflin McDougal Littell 800-462-6595 800-323-5435 www.mcdougallittell.com	<i>* Voyages in English: Writing and Grammar (Level 8-Yellow)</i> * Student Edition * Teacher's Edition Also available: Test booklets	1999	0-8294-0996-3	
		1999	0-8294-0995-5	See description above.
			0-8294-1315-4	See description above.
	<i>* Language Network Grammar, Usage & Mechanics Workbook-Level 7</i> <i>* Grammar, Usage & Mechanics Book Answer Key-Level 7</i>	2002	Item #2-04131	Grammar/mechanics/usage workbook with a variety of skill-building exercises.
		2002	Item #2-04132	

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED

Vendor	Title	Edition	ISBN or Item No.	Description
<p>Pearson Learning Group Globe Fearon 800-321-3106 www.pearsonlearning.com Carol Wingate 310-414-9236</p> <p>Steck-Vaughn 800-531-5015 www.steck-vaughn.com Teresa Perkins 559-535-4622 tperkins@stockvaughn.com</p>	<p>CORE LANGUAGE ARTS MATERIALS (cont.) High School/Pre-GED Preparation</p> <p>* <i>Be a Better Reader Level D (7th Grade)</i></p> <p>* <i>Be a Better Reader Level D Teacher's Edition</i></p> <p>* <i>Pre-GED Language Arts, Writing</i></p>	<p>2003</p> <p>2003</p> <p>2003</p>	<p>0-13-023871-6</p> <p>0-13-023879-1</p> <p>0-7398-6696-6</p>	<p>Content area (literature, science, social studies, math) reader with numerous short-answer comprehension, critical thinking, and skill-focus questions. Teacher's edition includes answer keys, teaching suggestions, reproducible, assessment, graphic organizers.</p> <p>Modeled on GED prep books. Provides practice with creative, personal, and workplace writing and language skills. Includes answer key, pre and post tests.</p>
<p>KET Kentucky Network 800-354-9067 www.ket.org/ged</p>	<p>Life/Workplace Skills</p> <p>* <i>Workplace Essential Skills</i> (Includes 4 separate workbooks: Reading, Employment, Communication & Writing, and Math)</p> <p>* <i>Be a Better Reader Level D</i> (see description above)</p>	<p>1999</p>		<p>Set of 25 videos and 10 workbooks in 4 titles sent to schools 11/02. Communication and Writing workbook has several lessons on workplace writing.</p>

Adult Basic Studies Program

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED				
Vendor	Title	Edition	ISBN or Item No.	Description
Loyola Press 800-621-1008 www.loyolaeducationgroup.org Mike Stone 402-965-4810	SUPPLEMENTAL RESOURCES			
	Grammar/Mechanics			
	<i>Voyages in English: Writing and Grammar (Level 7-Orange)</i>			
	Student Workbook	1999	0-8294-1327-8	Student workbook offers additional exercises in both writing and grammar.
	Teacher Workbook	1999	0-8294-1328-6	
		<i>Voyages in English: Writing and Grammar (Level 8-Yellow)</i>		
	Student Workbook	1999	0-8294-1329-4	
	Teacher Workbook	1999	0-8294-1330-8	
McGraw-Hill Higher Education 800-338-3987 www.mhhe.com	<i>Better Writing Through Editing</i>	1999	0-07-049885-7	Writing and editing book focusing on ESL student writing problems.
PCI Educational Publishing 210-377-1999 ext. 180 www.pcicatalog.com Susan Archer 800-594-4263	Writing <i>Oodles of Journal Ideas</i>			
Walch Publishing 800-341-6094 www.walch.com	<i>Daily Warm-up Journal Writing</i>			Quotations, organized by general topics, that can be used as prompts for journal writing.

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED

Vendor	Title	Edition	ISBN or Item No.	Description
Pearson Learning Group Globe Fearon 800-321-3106 www.pearsonlearning.com	SUPPLEMENTAL RESOURCES (cont.) High School/Pre-GED Preparation <i>Writing Across the Curriculum Series</i> <i>Writing About Literature</i>	1996	0-8359-1910-2	Separate books with writing exercises in each of the content areas. Topics include taking notes, summarizing an article, writing up an experiment, etc. Teacher's guide available.
Carol Wingate 210-414-9236	<i>Writing in Science</i> <i>Writing in Social Studies</i>	1996	0-8359-1901-3	
Educators Publishing Service 800-338-5270, ext. 183 Patti Yoshihara www.epsbooks.com	<i>Reasoning and Reading, Level 2</i>	1996	0-8359-1897-1	Critical thinking exercises cover such topics as similarities and differences, relationships, and following directions.
Paradigm Publishing 800-328-1452 www.emcp.com Daphne Cates 626-791-1574	Life/Workplace Skills <i>Writing for Workplace Success</i>	2000	0-8388-3004-8	Sixteen lessons on specific workplace writing, such as telephone messages, memos, forms, letters. Uses problem-solving strategies. Includes grammar/usage skill exercises and answer key.

Adult Basic Studies Program

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED

Vendor	Title	Edition	ISBN or Item No.	Description
	REFERENCE MATERIALS Atlas	n/a	n/a	4-6 copies of an edition appropriate for ABS students (such as Rand McNally's <i>Classroom Atlas</i>).
	Dictionary	n/a	n/a	4-6 copies of an edition appropriate for ABS students (such as <i>Longman's Dictionary of American English</i> , <i>Heinle's Newbury House Dictionary of American English</i> , <i>Thorndike Barnhart Dictionary</i>).
	Thesaurus	n/a	n/a	An A-Z thesaurus is recommended.
Great Source 800-289-4490 www.greatsource.com Suzanne Vittioe 562-494-7352	<i>All Write: A Student Handbook for Writing and Learning</i>	2003	C9-049950 (softcover) C9-049951 (hardcover)	A basic reference handbook containing writing skills with guidelines and models, reading and learning strategies, study skills and an almanac to support learning across the curriculum.
	Globe	n/a	n/a	

Adult Basic Studies Program

INSTRUCTIONAL RESOURCES FOR BASIC LANGUAGE ARTS-ADVANCED

Vendor	Title	Edition	ISBN or Item No.	Description
	<p>AUDIO-VISUAL EQUIPMENT NEEDED FOR THE ABS CLASSROOM/LAB</p> <p>Overhead projector</p> <p>Heavy-duty extension cord</p> <p>TV/VCR and headphones</p>			<p>6 ft- 9ft</p>
	<p>COMPUTER EQUIPMENT RECOMMENDED FOR ABS CLASSROOM/LAB</p> <p>Personal computer(s) equipped with word-processing software</p> <p>Compatible headphones</p> <p>Printer</p>			<p>2 or more computers are recommended (Windows or Apple System).</p>

Section IV

- **English-Language Arts Content Standards for California Public Schools, Grades 7-8**
- **Secretary's Commission on Achieving Necessary Skills (SCANS)**
- **Comprehensive Adult Student Assessment System (CASAS)**

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS GRADES 7-8

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 7-8.

GRADE SEVEN

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.

- *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*

Grade Seven (cont.)

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*

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. The 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 the grade level.

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

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the

Grade Seven (cont.)

background and interests of the audience. Students evaluate the content of oral communication.

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

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.

- *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 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 Eight (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 and 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.

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
	C17	Improves and Designs Systems
Technology	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 Reading-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: see **voice**.

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

analogy: a resemblance or similarity in some particulars between things that are otherwise not alike.

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

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.

California High School Exit Exam (CAHSEE): a two-part exam, English language-arts and mathematics, administered to 10th-grade students. Beginning with the class of 2006, all students must pass the exam to earn a high school diploma and may retake the exam up to 5 times.

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

choppy sentences: a series of short sentences without a lot of details.

climax: the point of highest dramatic tension or the major turning point in the action of a play, story or other literary composition.

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 prewriting technique used to help students organize their ideas into groups, or clusters, of main ideas and the details related to them.

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: a word or phrase that follows a verb and completes the subject of the sentence (e.g., Robert is a *policeman*.)

complex sentence: a sentence consisting of one independent clause and one or more dependent clauses (e.g., When they finished their work, they celebrated.).

compound sentence: a sentence consisting of two or more independent clauses (e.g., George talked and Harry listened.).

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

critical thinking skills: cohesive and logical reasoning patterns of the kind involved in solving problems, formulating inferences and determining likelihoods.

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. The other forms are exposition, narration and persuasion.

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

editor's marks: proofreading symbols to indicate errors in spelling, punctuation, grammar or capitalization.

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.

empty sentence: sentence which repeats an idea or makes a generalization lacking supporting details.

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

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.

figurative language: language used to suggest a meaning different or beyond its literal meaning.

flow chart: an organizational tool used to structure instruction, materials and activities into a logical, preplanned sequence on a page grid.

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 this glossary).

fragment: a group of words that is written and punctuated as a sentence but does not express a complete thought.

GED: General Educational Development, a test developed in 1942 to allow veterans to get a credential equivalent to a high school diploma so they could enter college. The test is given in five parts (language-arts-writing, social studies, science, math and reading) and tests students on the skills they have acquired through life experience.

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. (e.g., *Bow*, as in *bow* and arrow and the *bow* of a ship.)

homonyms: words that are spelled and pronounced alike but have different meanings (e.g., the noun *bear* and the verb *bear*).

homophones: words pronounced alike but different in meaning, derivation or spelling (e.g., *to*, *too* and *two*). Also two or more graphemes that represent the same sound. (e.g., The /k/ sound in candy, king, and school).

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 (e.g., He *runs* very fast.).

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

journal: frequent writing entries that stem from teacher- or student-supplied prompts. Entries may or may not lead to finished product and may or may not be viewed or corrected by the teacher.

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.

manuscript writing: printed letters shaped separately.

metaphor: figurative language used to describe two unlike things in a direct comparison without use of signal words *like* or *as* (e.g., He was *drowning in money*; *a river of tears*).

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.

mood: a feeling about a scene or subject that is expressed through a writer's choice of words or details.

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. The other three forms are exposition, persuasion and description.

needs assessment: the ongoing process of gaining information from people 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.

padded or wordy sentence: a sentence containing unnecessary or repetitive words or phrases which make it difficult or confusing to read.

parallelism: use of similar grammatical constructions to express ideas of equal importance (e.g., He *read* a book, *wrote* a story, and *finished* his homework).

paraphrase: a restatement of a text in one's own words which keeps the ideas, tone and length of the passage.

passive voice: see **voice**.

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. The other three forms are exposition, narration and description.

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 present, the past and the past participle (e.g., *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*.

run-on sentence: two or more sentences written together and punctuated as if they were one sentence.

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.

stringy sentence: a sentence which overuses the word *and* to connect several ideas.

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.

style: a manner of writing which involves how something is said rather than what is said.

subjunctive: a verb form used in order to express doubt, wishes or possibility (e.g., She wishes she were at home.).

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

summary: a brief restatement in one's own words of the main idea of a text or passage without including nonessential details.

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/).

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

TABE: *Tests of Adult Basic Education* which assesses basic reading, mathematics and language skills.

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.

tone: the writer's attitude toward a subject or audience (e.g., angry, serious, sarcastic).

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. (e.g., Carmen *read* [transitive verb] the book [direct object]).

verbal: a word formed from a verb that does not function as a verb (e.g., *Reading* is fun).

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.

writing process: the five main steps involved in writing—prewriting, drafting, revising, editing and publishing.