
Upping the Rigor

— Vertically aligning the curriculum —
from ESL to ASE

WIPPEA Lesson Plan Format

Lesson Plan Title:

Learner Level:

Objective: *By the end of the lesson, students will*

Know:

Understand:

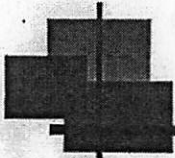
Be able to do:

Standard(s) addressed:

Task Analysis: *List the subskills or concepts you must teach or review, so students will be able to successfully perform the stated objective.*

Segment	What and How? Describe Activities	Time
<p>1. Warm up and/or review</p> <p><i>Review previously learned content to begin a new lesson. Create an environment for learning</i></p>		
<p>2. Introduction</p> <p><i>Create motivation for the new topic. What's in it for them? Don't start teaching your lesson yet, just create interest in it.</i></p>		
<p>3. Presentation</p> <p><i>Teach the new information or skill using a variety of</i></p>		

<p><i>strategies; check for student comprehension.</i></p>		
<p>4. Practice</p> <p><i>Let the students practice the new skill Model the activity. Make it safe for them to make mistakes. Remember that the best lessons have more practice than presentation</i></p>		
<p>5. Evaluation</p> <p><i>Evaluate the students to see if they can perform the skill just practiced. Use a checklist, quiz, a report-back session or other means of assessment.</i></p>		
<p>6. Application</p> <p><i>Create an activity in the classroom where students apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible..</i></p>		
<p>7. Reflection</p> <p><i>Create an activity that asks students to reflect on what they have learned and how and when they will use it, whether they enjoyed learning about it and found it easy or difficult</i></p>		

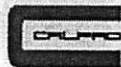


LEVELS: GLE/CASAS/CCRS

CASAS and NRS Educational Functioning Levels for WIA Title II ABE and ASE

GLE	Educational Functioning Levels	CASAS/ CCR	Reading and Math Scale Score Ranges	Functional Writing Scale Score Ranges	ELA/ABE/ASE
K-1	1 Beginning ABE Literacy	A	200 and below	136* - 200	
2-3	2 Beginning Basic Education	B	201-210	201 - 225	Advanced Low, NS 2
2-3	3 Low Intermediate Basic Education	B	211 - 220	226 - 242	Advanced High, NS 3 Fluency, NS 4
4-5, 6+	4 High Intermediate Basic Education	C	221 - 235	243 - 260	Foundations, NS 5
+6, 7-8	5 Low Adult Secondary Education	D	236 - 245	261 - 270	Writer's Wkshp
High School	6 High Adult Secondary Education	E	246 and above	271 and above	ERWC

* Estimated score below the accurate range



NorthStar Level 2 Final Writing Tasks			
Unit	Final Writing Task	Corresponding NorthStar Levels and Units	CCR Anchors addressed
1.	Write a paragraph with a topic sentence and supporting details and examples.	3.1 5.3	2.B
2.	Write a paragraph telling a story with a topic sentence, supporting details and a conclusion.	3.2 5.3	2.B
3.	Write a well-organized paragraph with clear explanations.	5.3	2.B
4.	Write an informational Web page.	3.1 4.10	6.B 8.B
5.	Write a well organized paragraph	5.3	2.B
6.	Write a paragraph telling a story	3.2 5.7	3.B
7.	Write a personal narrative paragraph	5.7	3.B
8.	Write a paragraph that makes a prediction	3.8 4.5 5.6	1.B 2.B

NorthStar Level 3 Final Writing Tasks			
Unit	Final Writing Task	Corresponding NorthStar Levels and Units	CCR Writing Anchors addresse
1.	Write a one-paragraph news report	4.10	2.C, 4.C
2.	Write a paragraph telling a story	5.7	3.C
3.	Write a paragraph about the pros and cons of building a colony on Mars	4.6 5.5, 5.8	1.D.
4.	Write a point-by-point contrast paragraph with supporting examples	4.3 , 4.4 5.4	2.C.D.
5.	Write a cover letter with appropriate content and format.	None noted	4.C 6.C
6.	Write an opinion essay with an introduction, body, and conclusion	4.6, 4.7 5.8	1.C 4.C.
7.	Write a point-by-point paragraph	5.3	2.C
8.	Write a cause and effect essay	4.5 5.6	2.C 4.C 9.C

NorthStar Level 4 Final Writing Tasks			
Unit	Final Writing Task	Corresponding NorthStar Levels and Units	CCR Writing Anchor Addressed
1.	Write a comparison paragraph	5.4	1. C.
2.	Write a biographical paragraph	5.1	1.C. 7.C
3	Write a compare/contrast paragraph	5.4	1.C
4.	Write a compare/contrast essay	5.4	2.C
5.	Write a cause/effect essay	5.6	2.C.
6.	Write an opinion paragraph	3.6, 5.4, 5.5, 5.8	1.C.
7.	Write an opinion essay	3.6,5.4,5.5,5.8	1.C. 2.C. 4.C. 9.C.
8.	Write an opinion letter	3.6, 5.4, 5.5, 5.8	1.C. 2.C. 4.C.
9.	Write an opinion letter with examples from text	3.6, 5.5, 5.5, 5.8	1.C. 2.C. 4.C. 9.C.
10.	Write a summary in journalistic style	3.1, 5.2,5.3	2.D.
11.	Write a descriptive essay	5.7	2.B.C. 3.B-E
12.	Write a persuasive essay	3.3, 3.4, 5.4, 5.5, 5.6	1.C. 4.C. 5.C

NorthStar Level 5 Final Writing Tasks			
Unit	Final Writing Task	Corresponding NorthStar Levels and Units	CCR Writing Anchor Addressed
1.	Write an autobiographical narrative	4.2	3.C-E
2.	Write an introductory paragraph with thesis statement	2.5, 3.6	1.C.a.
3.	Write a topic sentence, illustrations and conclusion	2.5, 3.6	1.C.
4.	Write a compare/contrast essay	3.4, 4.3 4.4	1.D. 2.D. 4.D.
5.	Write an essay describing advantages and disadvantages	3.3, 4.7, 4.12	1.D. 2.D. 4.D
6.	Write a cause/effect essay	3.8, 4.5	2.D
7.	Write a descriptive/narrative essay	3.2, 4.11, 5.1	3.D-E
8.	Write an argumentative essay	3.6, 4.7, 4.12	1.D.

NorthStar Reading Anchor Standards Level 2

Common Repeated Skills Throughout Units 1-8 (or specified)	CCRS Reading Anchor
<ul style="list-style-type: none"> • Make and confirm predictions (Units 1-6) • Identify the main ideas in a reading (Units 1-4; 6-8) • Identify different types of supporting details (Units 1-7) • Scan a text to locate specific information (units 1; 3-8) 	<p>1,C</p> <p>2,B</p> <p>2,B</p> <p>2,B; 5, A & B</p>
Unit Specific Skills (in addition to above)	CCRS Reading Anchor
<p>Unit 1</p> <ul style="list-style-type: none"> • Predict context of a reading from visuals 	<p>7,B</p>
<p>Unit 2</p> <ul style="list-style-type: none"> • Scan a text to understand chronology • Recognize examples in a text 	<p>3,B; 5, A & B</p> <p>1,C</p>
<p>Unit 3</p> <ul style="list-style-type: none"> • Follow chronological sequence • Compare information from two readings 	<p>3,B</p> <p>9,B</p>
<p>Unit 4</p> <ul style="list-style-type: none"> • Identify the main elements of a story (background, information, conflict, climax, and resolution) • Compare and contrast information from two readings 	<p>1,B</p> <p>9,B</p>

Unit 5 <ul style="list-style-type: none"> • Analyze advantages and disadvantages 	8,B
Unit 6 <ul style="list-style-type: none"> • Follow chronological sequence in a reading 	3,B
Unit 7 <ul style="list-style-type: none"> • Use title and headings to predict content • Take double entry notes to interact with the text 	1,B 2,B
Unit 8 <ul style="list-style-type: none"> • Study a map • Use a title to predict content • Understand the purpose of quoted speech in a text • Support general statements in one text with examples from another text 	7,B 1,B 6,B 9,B

NorthStar Reading Anchor Standards by Level and Unit

NorthStar Reading and Writing Level 3

Common Repeated Skills Throughout Units 1-8 (or specified)	CCRS Reading Anchor
1. Make and confirm predictions (Units 1, 2, 3, 4, 6, 7)	1C
2. Identify the main ideas (Units 1-8)	2B
3. Identify different types of supporting details (Units 1, 2, 3, 4, 6, 7, 8)	1B, 2 B,C
4. Scan a text to locate specific information (Units 1, 3, 4, 5, 6, 7, 8)	1 B,C,D 2B 5B
Unit Specific Skills (in addition to above)	CCRS Reading Anchor
Unit 1	
Recognize quotations and reported speech	4C
Organize information using a Venn Diagram	7E
Unit 2	
Scan a text to understand chronology	3B, 5 C
Identify detailed examples	1B, 2B
Unit 3	
Analyze problems and solutions	5C, 8D
Unit 4	
Recognize opinions and supporting examples	6B, C, E, 8D
Unit 5	
Predict content from a title and subheading in a reading	5 A, B
Recognize details paraphrased from a reading	2C, 6D
Categorize information from two texts	6E
Unit 6	
Follow chronological sequence in a reading	3D
Categorize information from two texts	6E, 9B
Unit 7	
Recognize and understand metaphors in a reading	4C

Unit 8	
Predict content from a title and subheading in a reading	5B
Analyze information in a chart	7C
Identify cohesive devices of contrast	6 C, D
Understand and complete a causal chain	3D

NorthStar Reading Anchor Standards Level 4

Common Repeated Skills Throughout Units 1-8 (or specified)	CCRS Reading Anchor
Make and confirm predictions Identify the main idea of a reading Identify and categorize supporting details and examples Scan a text to locate specific information	1A, 2B, 2C 1A, 2B, 2C 1C, 2B, 2C, 2D 2B, 5A, 5B
Unit Specific Skills (in addition to above)	CCRS Reading Anchor
Unit 1: <ul style="list-style-type: none"> • Distinguish voice in quotations 	6D
Unit 2: <ul style="list-style-type: none"> • Construct a chronology from a reading • Recognize use of synonyms/antonyms to reinforce word meaning 	3B, 3E 4D
Unit 3: <ul style="list-style-type: none"> • Demonstrate understanding of and use a timeline to sequence events 	3B, 3E
Unit 4: <ul style="list-style-type: none"> • Recognize the role of quoted speech 	1D
Unit 5: <ul style="list-style-type: none"> • Analyze titles and headings to improve comprehension 	5A
Unit 6 : <ul style="list-style-type: none"> • Recognize persuasive language 	4D, 6B, 6D, 6E
Unit 7: <ul style="list-style-type: none"> • Recognize the speaker in direct speech 	1D

<p>Unit 8 :</p> <ul style="list-style-type: none">• Identify referents for the pronoun <i>it</i>• Identify and categorize problems and solutions from a text	<p>8B, 8C, 8D, 8E</p>
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NorthStar Reading Anchor Standards by Level and Unit

NorthStar Reading and Writing Level 5

Common Repeated Skills Throughout Units 1-8 (or specified)	CCRS Reading Anchor
<ul style="list-style-type: none"> • Make and confirm predictions • Identify the main idea of a reading • Identify different types of supporting details • Scan a text to locate specific information 	<p>3.A-E 2.B-E</p> <p>1.A-E; 2.A-E</p> <p>2.A-E</p>
Unit Specific Skills (in addition to above)	CCRS Reading Anchor
<p>Unit 1:</p> <ul style="list-style-type: none"> • Create timeline to enhance note taking • Summarize information 	<p>3</p> <p>2.A-E</p>
<p>Unit 2:</p> <ul style="list-style-type: none"> • Recognize irony 	<p>6.E; 4.C-E</p>
<p>Unit 3:</p> <ul style="list-style-type: none"> • Identify and categorize keywords to aid comprehension • Summarize the main ideas in a reading • Identify connecting themes between two texts 	<p>4.A-E 2.C-E</p> <p>9. A, B</p>
<p>Unit 4:</p> <ul style="list-style-type: none"> • Compare, contrast and categorize information in two readings • Create an outline and take effective notes while reading 	<p>6.E; 9.E</p> <p>5</p>

Unit 5: <ul style="list-style-type: none"> • Take effective notes that compare positive and negative ideas 	9.A, D
Unit 6: <ul style="list-style-type: none"> • Create sub-headings for note-taking and summarizing • Summarize problems and solutions using information from two texts 	5 2.B, E ; 9.E
Unit 7: <ul style="list-style-type: none"> • Identify and analyze figurative language • Categorize information from two texts 	4.C, E 9.A-E
Unit 8: <ul style="list-style-type: none"> • Summarize problems and solutions using information from two texts. 	9.E; 7. C, E

WIPPEA Lesson Plan Format

Lesson Plan Title: Unit 1 Extreme Sports/Sports and Obsession,

Reading One: 2.0 -2.5 hours

NorthStar Reading and Writing Level 3

Learner Level: ESL Advanced High

Objective: *By the end of the lesson, students will*

Know: how to make predictions, identify details, recognize quotations, create an outline, use a Venn diagram

Understand: it is necessary to be able to infer a writer's degree of certainty in order to validate their claims. (ethos, pathos, logos)

Be able to do: Write a 1 paragraph news report

Standard(s) addressed: (note: Standards apply to entire Unit)

CCR Reading Anchor 1.C

CCR Reading Anchor 2.C

CCR Reading Anchor 6.C

CCR Reading Anchor 8.C

CCR Writing Anchor 1.C a-d

Task Analysis: *List the subskills or concepts you must teach or review, so students will be able to successfully perform the stated objective.*

CCR Reading and Writing Anchors listed above at Level B

Segment	What and How? Describe Activities	Time
1. Warm up and/or review	Review making predictions, scanning a text for specific information. Activity could include using a	20 min

<p><i>Review previously learned content to begin a new lesson. Create an environment for learning</i></p>	<p>current news summary to review these concepts.</p>	
<p>2. Introduction</p> <p><i>Create motivation for the new topic. What's in it for them? Don't start teaching your lesson yet, just create interest in it.</i></p>	<p>Pg. 3 Have students look at the picture and engage in a discussion around the questions. Confirm vocabulary comprehension.</p>	<p>20 min</p>
<p>3. Presentation</p> <p><i>Teach the new information or skill using a variety of strategies; check for student comprehension.</i></p>	<p>Say: today we are going to begin finding out more about extreme sports and what connection there may or not be to obsession in general. We just talked about the water sport of surfing extreme waves, let's start thinking about rock climbing and find out a little more about Travis Binns. Sometimes it helps to know how something developed over time. Let's look at our timeline on pg. 4 and learn some words that will help us understand this topic. Do as a class activity. Now you will read an interview with Travis Binns, but before you begin, write down three questions you think the interviewer might ask. Read the interview as a class or in pairs. Guide students through the activities on pg. 7-8. Introduce the Inference activity on pg. 8</p>	<p>45 min</p>
<p>4. Practice</p> <p><i>Let the students practice the new skill Model the activity. Make it safe for them to make mistakes. Remember that the best</i></p>	<p>Have students complete independently and then discuss with a partner. Follow the suggestions in the text. Extend the practice by having students share out about their choices . Discuss as a class why the answers are the best choices. Refer back to the example activity for clarification.</p>	

<p><i>lessons have more practice than presentation</i></p>		
<p>5. Evaluation</p> <p><i>Evaluate the students to see if they can perform the skill just practiced. Use a checklist, quiz, a report-back session or other means of assessment.</i></p>	<p>Pg. 9 Express Opinions This activity can evaluate if students understand inferring certainty. This can be done as an independent activity, in pairs or as the directions state.</p>	<p>30 min</p>
<p>6. Application</p> <p><i>Create an activity in the classroom where students apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible..</i></p>	<p>Students could then write up their response to one of the questions on pg. 9. This could be done in class or as homework.</p>	<p>20 min</p>
<p>7. Reflection</p> <p><i>Create an activity that asks students to reflect on what they have learned and how and when they will use it, whether they enjoyed learning about it and found it easy or difficult</i></p>	<p>Have students discuss and reflect on 3 things that they gained from this activity.</p>	<p>15 min</p>

****Continue with Reading Two using an additional plan that would list the news paragraph as the evaluative tool for the whole unit.**

WIPPEA Lesson Plan Format

**Lesson Plan Title: Unit 1 The Brian/ Neuroscience and Empathy/ Reading One
NorthStar Reading and Writing Level 5**

*****Note: this complete unit should be covered over 2-3 weeks**

Learner Level: English Foundations 201 (Bridge)

Objective: By the end of the lesson, students will

Know: how to make and confirm predictions, identify main ideas, details, scan a text, create timelines to enhance note-taking, summarize information, organize events, understand elements of clear narrative, use quotes appropriately, edit, revise for content and language

Understand: that writing skills develop over time and with effort

Be able to do: Write an Autobiographical Narrative

Standard(s) addressed:

CCR Writing Anchor 3.A,B: Students' narrative skills continue to grow in levels C,D,E as students work to incorporate narrative elements into their arguments and informative/explanatory texts.

CCR Language Anchor 1.C

CCR Language Anchor 2.C

Task Analysis: *List the subskills or concepts you must teach or review, so students will be able to successfully perform the stated objective.*

Anchor Standards listed above at Level B at a minimum

Segment	What and How? Describe Activities	Time
1. Warm up and/or review <i>Review previously learned</i>	Review the above stated skills with students. If students have been in the program, they will have been exposed to these skills in levels 3 and 4. If	10 min

<p><i>content to begin a new lesson. Create an environment for learning</i></p>	<p>students are new, pair them with continuing students for these activities.</p>	
<p>2. Introduction</p> <p><i>Create motivation for the new topic. What's in it for them? Don't start teaching your lesson yet, just create interest in it.</i></p>	<p>Pg. 3 Focus on the Topic.</p> <p>Have students look at the picture in detail and then discuss the questions in pairs or as a group. Confirm vocabulary comprehension. Analyze the word neuroscience by showing its origin and formation. With academic vocabulary it is very important to de-mystify words.</p>	<p>20 min</p>
<p>3. Presentation</p> <p><i>Teach the new information or skill using a variety of strategies; check for student comprehension.</i></p>	<p>Review synonyms before beginning activity on pg. 4-5. Ask students why it is important to know synonyms of words. Have students identify 1 piece of information that was of particular interest to them from this activity.</p> <p>Pg. 5 Preview</p> <p>Say: today we are to begin reading more about neurons and empathy; specifically about mirror neurons.(Clarify vocabulary comprehension.)Take a look at the Preview section on page 5. Turn to the person next to you and discuss questions 1&2. Draw 2 columns on your paper and write your name at the top of one and the name of the person next to you on the other. Now discuss questions 1 & 2 with each other and record your responses." Keep your responses in mind as you read." Remind students that the paragraphs of the article are numbered so that they can find details more easily as they refer back to the reading. Have students read as a group, in pairs or in small groups. They should read aloud.</p>	<p>30 min</p>

<p>4. Practice</p> <p><i>Let the students practice the new skill Model the activity. Make it safe for them to make mistakes. Remember that the best lessons have more practice than presentation</i></p>	<p>Read the article aloud in pairs, small groups or as a class. Do Main Idea and Details activities on pg. 7-8. Either independently or in pairs.</p> <p>Review Making Inferences as a way of measuring the author's degree of certainty. Guide students through pg. 8 activity. Then have them practice by creating the chart on pg.9 in their notebooks.</p> <p>Working in pairs, have them complete the chart. Share out the responses with the class.</p>	<p>45 min</p>
<p>5. Evaluation</p> <p><i>Evaluate the students to see if they can perform the skill just practiced. Use a checklist, quiz, a report-back session or other means of assessment.</i></p>	<p>Express Opinions pg.9</p> <p>Have students discuss the questions in small groups.</p> <p>Then have them write a draft of their opinion to share with the class providing feedback to other students and accepting feedback as well.</p>	<p>30 min</p>
<p>6. Application</p> <p><i>Create an activity in the classroom where students apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible..</i></p>	<p>Have students review and re-write their opinion and return to class with a second draft . Have students share the revised draft. Following pre-established protocol, students can comment if the opinions have a stronger degree of certainty than the first draft.</p>	<p>10min start then HW 2o min share</p>
<p>7. Reflection</p> <p><i>Create an activity that asks students to reflect on what they have learned and how and when they will use it, whether they enjoyed learning about it and found it easy or difficult</i></p>	<p>Have students reflect and comment how doing 2 drafts helped them improve their ability to express an opinion. Responses could be recorded on board and students could record in notebooks for future reference.</p>	<p>20 min</p>

Continue with Reading Two: lesson culminates with stated objective of writing an autobiographical narrative.

I Am Malala Study Guide Lesson Plan

Instructor: DeAnne Berryhill

Lesson Plan Title: I AM MALALA CHAP. 9-11

Learner Level: ASE/ ERWC

Objective: *By the end of the lesson, students will be able to respond to and express ideas clearly and persuasively.*

Know: Individual responses can vary widely to a similar situation.

Understand: Experiences can impact impressions positively and negatively and all responses are valid even though a person may disagree with the response.

Be able to do: Express another's response to events as well as speculate their own response in a similar situation.

Standard(s) addressed:

CCRS Speaking and Listening Anchor 1 B. C.

CCRS Reading Anchor 3.B.C.E.

Task Analysis: *List the subskills or concepts you must teach or review, so students will be able to successfully perform the stated objective.*

CCRS Speaking and Listening Anchor 1 A.

CCRS Reading 3.A

Segment	What and How? Describe Activities	Time
1. Warm up and/or review <i>Review previously learned content to begin a new lesson. Create an environment for learning</i>	Review question 8. From chapter 8, discussing the impact of the earthquake on October 8, 2005. In particular, address the last paragraph on pg. 107 and ask students their response to what the Mullahs said about the quake. Revisit Malala's reaction to those comments.	10-15 min.

<p>2. Introduction</p> <p><i>Create motivation for the new topic. What's in it for them? Don't start teaching your lesson yet, just create interest in it.</i></p>	<p>Spend some time on Part Two intro page. Have a student read the quote in English. Talk about the transliteration above and the original language above that. Ask: What do you think the title of this part predicts about this section of the book.</p>	<p>5 min.</p>
<p>3. Presentation</p> <p><i>Teach the new information or skill using a variety of strategies; check for student comprehension.</i></p>	<p>Say: Today's discussion revolves around 2 questions.</p> <p>The first is : How would you respond to the events Malala was dealing with? (The Taliban have taken over her town)</p> <p>Have you ever been in a similar situation to what she describes? Let's identify the events and then we can begin our discussion.</p> <p>Review protocol for discussions:</p> <p>Everyone's opinion is valid</p> <p>Everyone is allowed a chance to speak</p> <p>Respect for everyone is a good thing</p> <p>Listen to others when they are speaking</p> <p>Agree when appropriate</p> <p>Disagree with courtesy</p> <p>(This is a continuation of discussions previously held about chapters 1-8)</p>	<p>30 min.</p>
<p>4. Practice</p> <p><i>Let the students practice the new skill Model the activity. Make it safe for them to make mistakes. Remember that the best lessons have more practice than presentation</i></p>	<p>Have students discuss the second question while facilitating only.</p> <p>What do you think is the proper role of religion in making laws for civil society?</p> <p>Keep a list of important comments that students make .</p> <p>Share back to the students their key thoughts.</p>	<p>30 min</p>
<p>5. Evaluation</p>	<p>What additional questions would be good for additional</p>	<p>15 min</p>

<p><i>Evaluate the students to see if they can perform the skill just practiced. Use a checklist, quiz, a report-back session or other means of assessment.</i></p>	<p>class discussions?</p> <p>Have students write 1 or 2 questions that can be used in future discussions.</p>	
<p>6. Application</p> <p><i>Create an activity in the classroom where students apply the new information or skill to their own lives. Simulate real world application of the skill as much as possible..</i></p>	<p>Students can have a discussion with someone outside of class about the questions they wrote down and report the responses back to class during the next session.</p> <p>Have a discussion about what that would look like, how they would do it, how they would encourage responses.</p>	<p>15 min.</p>
<p>7. Reflection</p> <p><i>Create an activity that asks students to reflect on what they have learned and how and when they will use it, whether they enjoyed learning about it and found it easy or difficult</i></p>	<p>What was engaging about this activity?</p> <p>What was easy?</p> <p>What was hard?</p> <p>What new insight did you gain from participating in this activity?</p>	<p>10 min.</p>

Generic Paragraph

Objective: Write an informative/explanatory paragraph that examines a topic and conveys ideas and information clearly.

	Approaches Standard	Meets Standard	Exceeds Standard
Does the paragraph have a topic sentence that expresses the controlling idea?			
Is the topic developed with facts, definitions, details, and illustrations?			
Do ideas logically connect and flow from one sentence to another?			
Do linking words and phrases (e.g., also, another, and, more, but) connect related ideas and information?			
Are sentences clear and complete, with no sentence fragments or run-on sentences?			
Is there a concluding statement?			
<i>Autobiography/Biography</i>			
<i>Narrative</i>	•		
<i>Compare and Contrast</i>			
<i>Cause and Effect</i>			
<i>Persuasive</i>			
This assignment:			

On other side, please see checklist for this unit.

English Foundations 201

Unit 5 Final Writing Task

Advantages and Disadvantages of Big Business

Essay has an effective introduction

Essay has 3 or more body paragraphs

Essay has a strong conclusion

Essay has a thesis statement which forecasts the point of view taken by the writer

Essay supports thesis statement

Essay has transitional words and phrases that create a logical flow of thoughts that shows connection between thoughts and ideas

Gerunds and infinitives are used correctly

Essay shows use of new vocabulary and expressions

APPENDIX K

Essay Evaluation Form *(Based on the CSU English Placement Test Scoring Guide)*

Part I: Revising Checklist Mark the appropriate categories.

	Superior Response	Strong Response	Proficient Response	Limited Response	Inadequate Response	Fundamentally Flawed Response	Comments
Response to the topic	Addresses the topic clearly and responds effectively to all aspects of the task.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others.	Addresses the topic but may not respond to all parts of the task thoroughly.	Misunderstands or does not respond to all parts of the task.	Indicates confusion about the topic or neglects important aspects of the task.	Fails to respond meaningfully to the topic.	
Understanding and use of the passage	Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response.	Demonstrates a sound critical understanding of the passage in developing a well reasoned response.	Demonstrates a generally accurate understanding of the passage in developing a reasonable response.	Demonstrates a limited understanding of the passage, or makes poor use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all.	Demonstrates little or no understanding of the passage or does not use it to respond to the topic.	
Quality and clarity of thought	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	Provides basic analysis, but may treat the topic repetitively.	Lacks focus, sometimes fails to communicate ideas, or has weak analysis.	Lacks focus and coherence, and often fails to communicate ideas.	Is unfocused, illogical, or incoherent.	
Organization, development, and support	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well-organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations.	Has very weak organization, development, and support.	Is disorganized and undeveloped, providing little or no relevant support.	
Sentence structure and command of language	Has an effective, fluent style marked by sentence variety and a clear command of language.	Displays some sentence variety and facility in the use of language.	Demonstrates adequate control of sentence structure and language.	Demonstrates limited control of sentence structure and language.	Demonstrates inadequate control of sentence structure and language.	Lacks basic control of sentence structure and language.	
Grammar, usage, and mechanics (See next page for details)	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors, but generally demonstrates control of grammar, usage, and mechanics.	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Has numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.	

Part II: Editing Checklist

Problem	Questions	Comments
Sentence boundaries	Are there fragments, comma splices, or run-on sentences?	
Word choice	Are word choices appropriate in meaning, connotation, and tone?	
Subject-verb agreement	Do main verbs agree with the subject in person and number?	
Verb tense	Is the tense appropriate to the topic and style? Does the writing shift back and forth from present to past inappropriately?	
Word forms	Are any parts of verb phrases missing or incorrect? Are verb endings correct? Do other words have correct endings and forms?	
Noun plurals	Do regular plurals end in "s"? Are irregular plurals correct? Are there problems with count and non-count nouns?	
Articles	Are articles (a, an, and the) used correctly? (Note: Proper nouns generally don't have an article, with exceptions like "the United States" and "the Soviet Union.")	
Spelling	Are words spelled correctly?	
Punctuation and Capitalization	Are periods, commas, and question marks used correctly? Are quotations punctuated correctly? Are capital letters used appropriately?	
Pronoun reference	Does every pronoun have a clear referent?	
Other problems	Are there other important problems?	

4/5

Christina [REDACTED]

11/10/15

Success

FINAL DRAFT CHECKLIST

- Is your essay divided into clear paragraphs with one main point in each paragraph?
- Are the main points written in topic sentences?
- Are all the main ideas well supported through proper illustration?
- Are identifying and nonidentifying adjective clauses used to define, describe, or add information?
- Have you used new vocabulary and expressions (including hyphenated adjectives) in the essay?

Very well done. Keep up this level of work and work on expanding your vocabulary. You are very much on track.

Christina Guzman

11.5.15

Eng L. 201

Success

Intro
There are three main qualities necessary for Success: Positive attitude, passion and patience. These are needed for Success because these traits would be useful in the workforce.

One of the main qualities necessary for Success is a positive attitude.

1. A positive attitude will help you get on the road to Success because you would be outgoing and you would stay positive even when you're falling out of place. For example, Katie stayed positive and she learned all the dances by watching videos. Even when she didn't get the steps right away she would practice until she got all the steps. Katie also stayed positive when her brother passed away. Another example would be that I have to stay positive and work to get a diploma and in the end it would be worth the hard work and staying positive through the process.

2. Another main quality for Success is passion. Passion will help you on your way to becoming successful because it shows that you love what you do. Having passion shows that you care about what you do and it shows that you

are interested in learning and growing in your job. One example is you come on time and make sure you are prepared to show that your care. Also when you're passionate about your job you apply all your skills and knowledge. You also put all your energy into your job. If you come to work every day on time, it shows that you are motivated to work and that you are very passionate about your job.

Lastly, The third quality you will need to become

3.

Successful is patience. When you are being patient and letting things fall into place and do all your work right with no trouble it could lead to you getting a promotion or a raise. Also having patience could make you a better worker. Patience has a lot of benefits. It could make you a lot better with working with others and that would be beneficial

because then your boss would see that you're a team player and they would move you to a better position or maybe give you a

raise. Patience is key to being Successful because if you're nice to people and give them good service that will allow you to become more effective and respected in your work environment.

Concl
In order to be successful there are three main qualities that you will need. One of the main qualities for success is having a positive attitude. A positive attitude is needed for success because being able to stay positive through tough times and being able to be outgoing and always having a smile on your face makes you a good worker and this trait will help you along the road to a successful life. Also while having a positive attitude you might seem to gain passion for your job as well as patience.

4.8
5

Leonardo
4/10/15
Success

FINAL DRAFT CHECKLIST

- Is your essay divided into clear paragraphs with one main point in each paragraph?
- Are the main points written in topic sentences?
- Are all the main ideas well supported through proper illustration?
- Are identifying and nonidentifying adjective clauses used to define, describe, or add information?
- Have you used new vocabulary and expressions (including hyphenated adjectives) in the essay?

Very well done!

Leonardo [REDACTED]

Drafts # Final

November 5, 2015

English 201

Deanne Berryhill

SUCCESS

1.

great opening paragraph!

All successful people are passionate about what they are doing. In order to achieve success many people have to make a lot of decisions in their life. Success is the ability to be passionate and enthusiastic about the hard work they do. Most people believe that success is a word that sometimes becomes difficult to reach and without passion they will not have the ability or joy necessary for creative thinking. Having ^{2.} dreams is another essential ingredient in order to become successful in the life, but some people disagree with that. On the other hand, most people think that having a positive ^{3.} attitude keeps them motivated to achieve their dreams.

1. To become successful many people have to make a lot of hard decisions and have passion about the work they do. For example; Katie “The Road To Success” was a young girl who loves dancing and she wants to become a successful dancer. Katie has the passion for dancing and the only thing she wants to do is just dance to become a successful dancer, ~~she~~ ^{have} might of thought that without passion she would never be a



great dancer. From my own personal experience, my passion for technology is something that makes me feel great working with phones, computers and other technologies. My other passion is for food, I work in a restaurant and I really enjoy working there because I like everything I make. My goal is to become a successful chef one day in the future.

2. Many people today still fight for their dreams. Having dreams is something that motivates everyone to continue looking ahead to reach in what they want to be a success. For instance, Rosemary was a young girl who loves ballroom dancing, she wanted become a successful dancer too. Her dream was to be in a competition program in which she would learn swing, rumba, foxtrot, tango and merengue. Her dream motivated her to continue with her successful career. In particular, one of my dreams is to become a software developer in which I would be able to make my own apps for my iPhone. This dream motivates me to continue studying while working for my future career. I work at several part time jobs in order to go to school.

3. Having a positive attitude is ^{also} one of the main ingredients to become successful. In my personal opinion people who have positive attitude can achieve many successful things. Many people argue that having a positive attitude is something that contributes in a successful future career. For example, I always have a positive attitude even if the situation is not going well. In my type of work it pays to have a good attitude in which I receive the respect from others. This is one of the steps that helps me to continue developing my future goals. In comparison, most people have a

negative attitude when they fail^{and} they begin losing hope. On the other hand, Steve Jobs was sure he would succeed even though he failed several times. However, he never lost the enthusiasm for his positive ideas.

Concl.
In order to achieve success ~~things~~, people need to work with enthusiasm, not because they are forced to, but because they love what they are doing about the work they do. Without passion people will not have the ability to be creative thinkers. People have dreams for the future and without these dreams people would not be successful in what they want. Similarly Katie and Rosemary~~x~~ are both presented as successful dancers. They have passion, dreams and a positive attitude about dancing. In my opinion, people who have all the necessary qualities to become successful ~~is~~ ^{are} someone ~~who~~ ^{that} works hard because success cannot be achieved without passion, dreams, and a positive attitude.

Your well-organized essay will include:

- 1. An introduction with a thesis statement as the last sentence in that paragraph.**
- 2. Three body paragraphs (one for each quality) showing support with illustrations and examples.**
- 3. A conclusion that should refer back to the main idea of the thesis but should not just repeat the exact words.**

Try these suggestions for a thesis statement:

**There are three main qualities necessary for success: _____,
_____, and
_____.**

**Of the qualities needed for success,
_____,
_____, and
_____ are the most important.**

**Success cannot be achieved without _____,
_____, and
_____.**

Mevludin [REDACTED]
English
Letter to the Editor
1/31/2016

TALK OF THE TOWN

Two Ar-15 semiautomatic assault rifles, two 9-mm handguns with enough ammo for each weapon to take down a well guarded militia was legally purchased by either Syed Rizwan Farook or a friend. These weapons were not used to protect a home, they were not used to put Food on a table, instead they were used injury thirty-five Men and Women leading to the death of 14 them. The fact the anybody can just purchase and firearm in this country without any sort of medical background test is just wrong, It seems as though the guns laws are getting more lax instead of trying to fix the problem were are making it worse by not acting .There are as many guns in private hands in America as there are people. If we don't as a tighten up on our guns control laws our society will continue to treat mass shootings are a social norm. Thank you Amy Davidson for this article It really got me thinking about what our societies views on guns and gun control are.

Mevludin [REDACTED]
San Jose, Ca

