

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 1 (pages14-41)</p> <p>TOPIC: SENTENCE BASICS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 19-34, 75-82</i></p> <p><i>English Exercises: Building Punctuation Skills, pages 3-4</i></p> <p><i>English Exercises: Improving Spelling and Capitalization, pages 3-4</i></p> <p><i>English Exercises: Mastering Parts of Speech, pages 3-11, 19-22</i></p> <p><i>English Exercises: Using Correct Sentence Structure, pages 3-7, 14-16, 23-24</i></p> <p><i>Vocabulary Exercises: Using a Dictionary, pages 20-23</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 8</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 2</i></p> <p><i>Writer's Manual, pages 84-86, 93-94</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 1.1-1.4, 2.1</i></p> <p><i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 1</p> <p>CHAPTER TITLE: 1- SENTENCE BASICS</p> <p>LESSON(S) TITLE: 1.1- Sentences; 1.2- Nouns and Pronouns</p> <p>TEXT LESSON OBJECTIVES:</p> <p>1.1- Identify sentences; Identify different types of sentences</p> <p>1.2- Identify categories of nouns and apply correct usage; Identify functions of pronouns and apply correct usage; Edit to correct errors in usage of nouns and pronouns</p> <p>BEFORE, DURING & AFTER READING STRATEGIES:</p> <p>Word Bench- divide vocabulary words into syllables (<i>de-ter'-mine</i>) emphasizing the second syllable and relate to similar words (<i>determination, deter</i>)- IRB 47</p> <p>Multiple Meaning Words- create a word web for the different meanings of the word <i>conventions</i>, then identify the one that most probably has to do with lesson- IRB49</p> <p>Look for Context Clues- use an online article with fragments to explain how context helps with comprehension of sentence fragments- IRB 48</p> <p>ADDITIONAL STRATEGIES:</p> <p>Apply Knowledge of Language-Use an example of a fragment and what is missing (<i>Missed the bus.</i>) then discuss when fragments are okay (spoken language, informal e.g. text messages, notes). Determine which situations use complete sentences- page 19, IRB 47-48</p> <p>Demonstrate Command of Standard English Conventions- role-play an administrative assistant calling a local convention center to reserve a meeting place; some conventions apply to using two or more nouns or pronouns in a sentence- IRB 49, page 26</p> <p>HOME LEARNING:</p> <p>21st Century Skill- Media Literacy-use a print or digital advertisement that uses pronouns to analyze how the text and images work together to clarify the pronouns- page 30</p> <p>Write to Learn- pages 18, 21, 32</p>	<p>BELL RINGER:</p> <p>1.1-Ask students: <i>What is a sentence?</i> (a group of words that forms a complete thought and have to make sense together)- IRB 47</p> <p>1.2-Respond to the question: <i>What is a noun?</i> With the identification of “<i>who</i>” or “<i>what</i>” is a clue that the word is a noun. List nouns that describe things in the classroom.- IRB 49</p> <p>VOCABULARY:</p> <p>1.1- determine, fragment, predicate, sentence, subject, identify</p> <p>1.2- abstract, antecedent, gender, possessive, singular, noun, pronoun, conventions</p> <p>STUDENT PRODUCT/PROJECT:</p> <p>Compare and Contrast- explain that to compare means how things are alike, while contrast is how they are different- then create a four-column chart (labeled <i>Command, Question, Statement, Exclamation</i>) with one sentence of each type comparing structure and punctuation- page 20, IRB 47-48</p> <p>Use Precise Language- Precise or exact language is used in order to be understood properly- use <i>products, hardware store</i> to build more precise words (<i>Elm Street Hardware sold thousands of tools.</i>)- IRB 49</p> <p>EXTENSION/ENRICHMENT ACTIVITY:</p> <p>ELL Instruction: rephrase sentences in the lesson (page 21) to aid comprehension (<i>Brian slowly got to his feet. / Brian stood up slowly.</i>)-IRB 48; provide yes/no exercises and cloze sentences using nouns and pronouns so that students can be scaffolded to a higher level of English production- IRB 50</p> <p>Extension Activity: begin a journal (what the students did over the weekend, review of a movie) with a variety of sentence types- IRB 48; groups make charts categorizing examples and non-examples of language conventions (concrete and abstract nouns, plural nouns, subject and object pronouns, possessive pronouns, pronoun-antecedent agreement, number, gender, person, unclear pronoun reference, relative pronouns, restrictive and nonrestrictive clauses)- IRB 50</p> <p>EXIT SLIP:</p> <p>Think About Writing activities: pages 19, 20, 21, 27, 30, 32</p>
<p>CCR STANDARDS EMBEDDED IN TEXT:</p> <p>CCRL.1, CCRL.3</p>	<p>TABE CORRELATION TO TEXT:</p> <p>Sentence Formation- Sentence Recognition Usage- Pronouns; Antecedent Agreement</p>	<p>EVALUATION/ASSESSMENT:</p> <p>In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 40-41</p>

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TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 2 (pages 42-73)</p> <p>TOPIC: VERBS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 35-54</i> <i>English Exercises: Improving Spelling and Capitalization, pages 3-4, 10-11</i> <i>English Exercises: Mastering Parts of Speech, pages 10, 12-18</i> <i>English Exercises: Using Correct Sentence Structure, pages 8-9, 11-15</i> <i>Vocabulary Exercises: Analyzing Word Parts, page 24</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 6</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 8, 19</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 8, 9</i> <i>Writer’s Manual- pages 89-92</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 1.5-1.12</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 2</p> <p>CHAPTER TITLE: 2- VERBS</p> <p>LESSON(S) TITLE: 2.1- Verbs and Verb Tenses; 2.2- Subject – Verb Agreement</p> <p>TEXT LESSON OBJECTIVES: 2.1- Identify two types of verbs: action and linking; Demonstrate an understanding of the various verb tenses; Understand the difference between active and passive voice 2.2- Identify subject- verb agreement in sentences; Identify clauses; Identify collective nouns</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word History- explain the etymology of the word <i>regular</i>, and list other words with the same root (<i>regulation, regularity</i>) meaning something that is <i>standard, normal or in the correct order.</i>- IRB 51 Use Syllables- divide each vocabulary word into syllables to help in pronunciation (<i>as-cer-tain</i>) and find similar words (<i>ascertainment, ascertainably, certain</i>)- IRB 53 Base Words and Suffixes- create principal parts (base, past participle) of regular verbs (as on page 49) and irregular verbs (as on page 50) – IRB 52 Identify Sequence- display three sentences out of order and ask students to put in order using clue words (<i>first, next, after, yesterday, next month</i>) and verb tense-IRB 53 Comprehension- Ask Questions- encourage students to ask questions while they read (<i>How do I know which verb form to use in different kinds of sentences?, What should I pay attention to in sentences when choosing verbs?</i>) to determine simple subject, compound subject, interrupted sentences and inverted sentences- IRB 54</p> <p>ADDITIONAL STRATEGIES: Form and Use Verbs- Use sentences that are examples of verbs: action (<i>I clap my hands.</i>), linking (<i>The pen is blue.</i>), and modal auxiliary (<i>I can sing. May I sit with you?</i>)- IRB 51 Understand Organization- demonstrate simple sentences in the subject-predicate format then rewrite them inverted, have students write sentences in inverted format, some beginning with <i>here</i> or <i>there</i>- page 64, IRB 53-54</p> <p>HOME LEARNING: Technology Connection- Technology Verbs- use technology –specific verbs in sentences with context clues [<i>Please post (verb) the file on the server (context clue) so I can review it.</i>]- page 50, IRB 52 Write to Learn-page 63</p>	<p>BELL RINGER: 2.1- Use the sentence example: <i>The store closed early.</i> to identify the predicate (<i>closed early</i>) and the verb (<i>closed</i>). – IRB 51 2.2- Give examples of singular/ plural verbs: “<i>The phone rings</i> several times an hour. <i>The phones ring</i> several times an hour.” and then present/ past/ future tenses- IRB 53</p> <p>VOCABULARY: 2.1- common, link, majority, regular, context clue, verb 2.2- ascertain, confusion, modify, sequence, distinguish</p> <p>STUDENT PRODUCT/PROJECT: Use Context Clues- make a three-column chart (labeled past, present, future) and list words that give context clues to time of an event or action- page 48, IRB 52 Understand Organization-students rewrite inverted order sentences to clarify meaning and share with class- page 65</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: have students work in pairs on the Think About Writing activity on page 54, discussing answers- IRB 52; ask students to explain in their own words the concepts of sequence and verb tense, helping with errors in grammar or syntax- IRB 54</p> <p>Extension Activity: Identify the tense of the verbs in a newspaper or online article, categorizing them in a chart (present, past, future, present perfect, past perfect, future perfect)- IRB 52; groups of students choose an article from a favorite website and analyze the subject-verb agreement (Do all of the subjects and verbs agree? Why or why not?)- IRB 54</p> <p>EXIT SLIP: Think About Writing activities: pages 45, 48, 50, 52, 54, 55, 56, 57, 62, 63, 65, 66</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCR.W.6; CCRL.1; CCRL.4</p>	<p>TABE CORRELATION TO TEXT: Usage- Verb Tenses; Subject/ Verb Agreement; Easily Confused Verbs</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 70-73</p>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 3 (pages 74-95)</p> <p>TOPIC: MODIFIERS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 55-66, 91-94</i></p> <p><i>English Exercises: Building Punctuation Skills, pages 6-7</i></p> <p><i>English Exercises: Mastering Parts of Speech, pages 23-28</i></p> <p><i>English Exercises: Using Correct Sentence Structure, page 10</i></p> <p><i>Vocabulary Exercises: Analyzing Word Parts, pages 19-24</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 8, 15</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 12</i></p> <p><i>Writer’s Manual- pages 93-94</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 1.13, 2.4</i></p>	<p>WEEK 3</p> <p>CHAPTER TITLE: 3- MODIFIERS</p> <p>LESSON(S) TITLE: 3.1- <i>Adjectives and Adverbs</i>; 3.2- <i>Modifying Phrases</i></p> <p>TEXT LESSON OBJECTIVES: 3.1- Recognize the functions of adjectives and adverbs in sentences; Use adjectives and adverbs to write sentences 3.2- Understand the use of modifying phrases; Identify prepositional phrases as modifiers; Identify verb phrases as modifiers; Identify renaming phrases as modifiers</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Connect to Life Experience- provide definitions of <i>exception, negative, and visualize</i>, and have students write sentences about themselves for each word- IRB 55 Word Study- Suffix –ous: affixes are letters added to words to change their meanings or make them another part of speech; use –ous (means full of) with <i>ambiguous, marvelous, envious, spacious-</i> IRB 57; adding -ly forms adverbs (<i>innocently, simply, hourly</i>) – IRB 55 Visualize- Ask students to close their eyes while you read aloud, then discuss the sensory details: <i>The minute Sue walked into the newly decorated room, the orderly arrangement of furniture made her feel calm. She soaked up the aura of the cool blue and green walls and breathed a relieved sigh.</i> IRB 55 Fluency- Repeated Reading- provide sentence starters (for the <i>Write to Learn</i> activity- page 89) which students read aloud several times to practice fluency : <i>Looking over his shoulder, _____; Picking up the phone, _____; Loosening his tie, _____; Holding the baby in her arms, _____.</i>- IRB 58</p> <p>ADDITIONAL STRATEGIES: Use Details- adjective and adverbs add details to writing and help the reader to picture the text- add details to the sentence <i>“Snow fell all day.”</i> IRB 55 Clarify and Explain- add modifiers to example sentences (<i>Lorna changed schools. The cat twitched its tail. Alfredo got home late.</i>) using the question “How or why did this happen? ” to decide what kind of modifier to add- IRB 57</p> <p>HOME LEARNING: 21st Century Skill- Communication and Collaboration- working with a partner, a student lists several modifying prepositional phrases which the partner develops into a paragraph- page 87 Write To Learn- pages 80, 81, 89</p>	<p>BELL RINGER: 3.1- Explain that adjectives modify, or describe, nouns and pronouns [<i>The quick (adjective) programmer (noun) worked.</i>]; and adverbs modify verbs [<i>The programmer worked (verb) quickly. (adverb)</i>]- IRB 55 3.2- Ask students to define a phrase (a group of words with a noun or a verb but not both), and use examples (<i>jumping on the bed; the craters on the moon; my mother, an avid swimmer</i>)- IRB 57</p> <p>VOCABULARY: 3.1- exception, visualize, adjective, adverb, negative, modify 3.2- adjacent, ambiguous, phrase</p> <p>STUDENT PRODUCT/PROJECT: Visualize- create a word web with five outer circles labeled <i>see, hear, touch, taste, smell</i> and <i>apple</i> in the center circle. Ask students to describe an apple to someone who has never seen or eaten one- page 79, IRB 56 Recognize Supporting Details- asking the question words (<i>who, what, when, where, why</i>) will give the supporting details in a text- IRB 57; use a three-column chart (labeled <i>adjectives, adverbs, modifying phrases</i>) to list details from the <i>Think About Writing</i> activity on page 89- IRB 58</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: Identify Spanish cognates in the vocabulary list (exception/ excepcion, modify/ modificar, negative/ negative)- IRB 56; stop throughout the lesson to allow students to ask themselves “<i>What is an example of a verb phrase? What purpose does a renaming phrase serve?</i>”- IRB 58 Extension Activity: partners play a version of 20 questions, using adjective and adverbs to ask questions about what the object looks like and how it works- IRB 56; Use a descriptive paragraph from a magazine or newspaper for the students to cross out adverb phrases and other modifiers and replace with new phrases and modifiers- IRB 58</p> <p>EXIT SLIP: Think About Writing activities: pages 77, 78, 79, 81, 83, 87, 88, 89</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.7; CCRL.1</p>	<p>TABE CORRELATION TO TEXT: Usage- Adjectives; Adverbs; Choosing Between Adjectives and Adverbs</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 92-95</p>

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<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 4 (pages 96-117)</p> <p>TOPIC: MECHANICS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 139-150, 155-178, 183-194</i> <i>Achieving TABE Success in Reading, Level D Workbook, page 58</i> <i>English Exercises: Building Punctuation Skills, pages 3-27</i> <i>English Exercises: Improving Spelling and Capitalization, pages 17-27</i> <i>Vocabulary Exercises: Analyzing Word Parts, pages 19-24</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 10</i> <i>Writer’s Manual- pages 74-83</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 4.1, 5.1, 5.2, 6.2, 6.2</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 4</p> <p>CHAPTER TITLE: 4- MECHANICS</p> <p>LESSON(S) TITLE: 4.1- Capitalization; 4.2- Punctuation</p> <p>TEXT LESSON OBJECTIVES: 4.1- Edit to ensure correct use of capitalization, including titles and the beginnings of sentences; Edit to ensure correct use of capitalization in proper nouns 4.2- Use punctuation marks correctly, including end marks, commas, colons, semicolons, apostrophes, and quotation marks; Write clearly and demonstrate command of standard English conventions</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Parts- Suffixes- change the base word into another related term- <i>-ation</i> means “an action or process”- apply to the vocabulary words (<i>capitalization, occupation, quotation</i>); <i>-or</i> means “one who” as in <i>narrator</i> and <i>collector, decorator, exhibitor, liberator, navigator</i>- IRB 59 Respond to Questions- provide the definitions of the vocabulary words and ask students to form questions with them (<i>What abbreviations do you usually use when writing an address?</i>)- IRB 61 Fluency- Echo Reading- ask students to track the first paragraph on page 100 as you read it aloud, then they read it copying your fluency and expression- IRB 60 Clarify Meaning- use punctuation as context clues (commas surrounding an appositive) in magazine or newspaper articles- IRB 62</p> <p>ADDITIONAL STRATEGIES: Demonstrate Command of Standard English Conventions- Use an example (<i>ms. simmons told her students that she enjoyed the book a tale of two cities. she said it was written by charles dickens, who lived in england.</i>) without capitalization to demonstrate how missing capital letters make it more difficult to understand- IRB 59 Demonstrate Command of Standard English Punctuation- demonstrate how the speaker’s tone of voice and body language help communicate meaning that is replaced by punctuation in text- IRB 61 Edit to Ensure Correct Use of Punctuation- rereading what has been written for clarity is one way to ensure correct punctuation, example on IRB 62, page 111</p> <p>HOME LEARNING: Workplace Connection- review the list of nouns that are capitalized in the workplace, including those that relate to technology, and add to it- page 99 Workplace Connection- Use of Punctuation in Job Skills Lists- write a list of skills that might be included in a resume, paying attention to the punctuation- page 109 Write to Learn- page 102, 113</p>	<p>BELL RINGER: 4.1- ask students to write their addresses and today’s date, using the name of the month rather than a number, then discuss why words in the address and date use capital letters- IRB 59 4.2- ask students to write three sentence- a statement, a command, a question and use what they think is the correct end mark for each-IRB 61</p> <p>VOCABULARY: 4.1- narrator, occupation, quotation, capitalization, standard 4.2- abbreviations, clauses, compound sentence, phrase, appositive, conjunction, punctuation</p> <p>STUDENT PRODUCT/PROJECT: Demonstrate Command of Standard English Conventions- students work in pairs to categorize capitalization within a work document- page 100 Use Precise Language- explain that using proper nouns and the adjective form of proper nouns adds interest while making writing clearer and more precise- students work in pairs to write sentences using proper nouns – page 101, IRB 60 21st Century Skill- Media Literacy- use digital or print advertisements as a source to evaluate correct punctuation- page 112</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: provide a two-column sheet with the lowercase alphabet written in groups of five on the left side and the corresponding letters in upper case on the right side- have students copy the sheet- IRB 60; provide a paragraph stripped of punctuation and a bank containing the punctuation marks covered in the lesson- students then punctuate the paragraphs, trading papers with partners- IRB 62 Extension Activity: revise the common noun/ proper noun chart on page 99 by adding more categories and examples- IRB 60; ask students to summarize how each of the punctuation marks in the lesson (end marks, comma, quotation marks) are used to clarify meaning in written text- IRB 62</p> <p>EXIT SLIP: Think About Writing activities: pages 100, 101, 102, 110, 112</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.6; CCRL.2</p>	<p>TABE CORRELATION TO TEXT: Capitalization Punctuation Writing Conventions- Quotation Marks; Apostrophes Language Mechanics</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

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<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 4 (pages 118-133)</p> <p>TOPIC: MECHANICS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 187-194</i></p> <p><i>English Exercises: Improving Spelling and Capitalization, pages 3-16</i></p> <p><i>English Exercises: Mastering Parts of Speech, pages 4-7</i></p> <p><i>Vocabulary Exercises: Analyzing Word Parts, pages 4-5</i></p> <p><i>Vocabulary Exercises: Using a Dictionary, pages 3-18</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 17</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lesson 12</i></p> <p><i>Writer’s Manual- pages 67-73</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lesson 6.2</i></p> <p><i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 5</p> <p>CHAPTER TITLE: 4- MECHANICS</p> <p>LESSON(S) TITLE: 4.3- Spelling</p> <p>TEXT LESSON OBJECTIVES: 4.3- Spell possessives, contractions, and homophones correctly; Spell words with affixes correctly; Use spelling patterns and generalizations, Use resources and strategies to ensure correct spelling</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Study- Pronunciation- write the pronunciation for <i>contraction</i> on the board (<i>kuhn-TRAK-shun</i>), pointing out that the capitalized syllable is the stressed syllable, then use a dictionary for the words <i>homophones, interpret, possessives-</i> IRB 63 Understand Compound Words- dividing a compound word into its components will sometimes help to determine its meaning- use <i>nighttime</i> as an example with a piece of paper alternately covering the two words <i>night</i> and <i>time-</i> IRB 63 Homophones- review the homophones on page 119 adding the following (<i>ad/add, sell/cell, weight/wait, cent/sent, fare/fair, grown/groan, weak/week-</i> IRB 63 Affixes- added to the beginning or end of words changing the base into another, related term; use <i>-tion</i> as an example with <i>contraction, generalization, adaptation, combination, demonstration</i> and <i>expectation-</i> page 123, IRB 64 Spelling Patterns and Generalizations- write a group of words that follow a spelling pattern on the board and ask students to identify the pattern (<i>honest, hour-</i> silent <i>h; gnaw, sign-</i> silent <i>g</i>)-page 124-125, IRB 64</p> <p>ADDITIONAL STRATEGIES: Use a Dictionary- review the rules for alphabetical order that will be used when looking up words in a dictionary with the examples (<i>pumpkin, presentation, politics-</i> IRB 63, and use for the homophone activity on page 121.</p> <p>HOME LEARNING: Workplace Connection-Spell Correctly in the Workplace- review how correct spelling in the workplace is important then do the activity on page 126 Write To Learn- pages 119, 123</p>	<p>BELL RINGER: 4.3- ask students if they know what possessives, contractions, and homophones are, providing examples (<i>the dog’s collar, the man’s cheerfulness, she’s, won’t, The café’s waitresses are liked by their customers, They’re all friendly to people who dine at the café. It is not surprising that so many people like to eat there.</i>)- IRB 63</p> <p>VOCABULARY: 4.3- generalization, affixes, contraction, homophones, possessives, interpret</p> <p>STUDENT PRODUCT/PROJECT: Irregular Plurals- ask students to brainstorm a list of irregular plurals that do not conform to the spelling patterns they have studied- page 125, IRB 64 Write To Learn- pages 119, 123</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: identify Spanish cognates (<i>contraction/ contraccion, homophone/ homofono, interpret/ interpreter, possessive/ posesivo-</i> IRB 64</p> <p>Extension Activity: students revise a short passage from newspapers or online articles by introducing errors in spelling (with contractions, homophones, possessives) , then exchange papers and correct each other’s errors- IRB 64</p> <p>EXIT SLIP: Think About Writing activities: pages 121, 126</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRL.2; CCRL.4</p>	<p>TABE CORRELATION TO TEXT: Spelling</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 130-132</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 134-155)</p> <p>TOPIC: SENTENCE STRUCTURE</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 31-34, 41-42, 83-106</i></p> <p><i>English Exercises: Building Punctuation Skills, pages 11-14</i></p> <p><i>English Exercises: Improving Spelling and Capitalization, pages 3-4, 9-11</i></p> <p><i>English Exercises: Improving Writing Style and Paragraphing, pages 3-4, 6-8, 10</i></p> <p><i>English Exercises: Using Correct Sentence Structure, pages 19-22</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 20</i></p> <p><i>Words to Learn By- Expanding Academic Vocabulary, Lessons 1, 10, 12</i></p> <p><i>Writer’s Manual- pages 86-92</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 1.4, 1.8, 2.2-2.5</i></p> <p><i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 6</p> <p>CHAPTER TITLE: 5- SENTENCE STRUCTURE</p> <p>LESSON(S) TITLE: 5.1- Combine Ideas in Sentences; 5.2- Write Effective Sentences</p> <p>TEXT LESSON OBJECTIVES: 5.1- Form compound and complex sentences; Use conjunctions correctly; Use commas and semicolons correctly 5.2- Avoid misplaced and dangling modifiers in writing; Identify parallel structure; Use correct verb sequence in writing; Keep pronoun references clear</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Use Syllables- divide vocabulary into syllables (<i>logical- log-i-cal</i>) and relate to other similar words (e.g. ecological, illogical, logically, technological)- IRB 65 Use Prior Knowledge- suggest students use their own words to demonstrate comprehension of something they have previously learned, to aid in adding new information in the formation of complex sentences-page 140, IRB 66 Sort Words- into those with prefixes or suffixes and those without- IRB 67 Partner Reading- students read aloud the sentences in the sidebar activity on page 149 listening for the places where there are excess commas or commas are needed- IRB 68</p> <p>ADDITIONAL STRATEGIES: Use Commas- ask a student to read aloud a sample sentence without commas (<i>The hungry kids ate hot dogs hamburgers fruit salad brownies and ice cream.</i>) and discuss how the commas make the list of items more clear- IRB 65 Avoid Excess Commas- use examples to illustrate the difference between too few, too many or the correct use of commas page 149, IRB 67, 68</p> <p>HOME LEARNING: 21st Century Skill- Collaborative Learning- write conditional and main clauses that will be shared with a partner- page 151 21st Century Skill- Critical Thinking- evaluate the effectiveness of the sentences in a blog, separating them into effective and ineffective use- page 152 Write To Learn- page 142</p>	<p>BELL RINGER: 5.1- use an example to demonstrate that a compound sentence is formed by connecting two simple sentences and expresses two complete thoughts (<i>She left home later than usual and she missed the bus.</i>)- IRB 65 5.2- ask students to analyze for clarity the following sentence “<i>I have been reading about a new way to develop sales projections on my lunch break.</i>”- how might it be misunderstood, corrected?- IRB 67</p> <p>VOCABULARY: 5.1- altered, logical, combined, precedes, implement 5.2- excess, intended, recognize, precise, reposition, conditional</p> <p>STUDENT PRODUCT/PROJECT: Sequence Events- have students describe in time order several things they did earlier in the day, noting the sequence words used to order the paragraph- page 66 Use Precise Language-students work in pairs to revise the invitation on page 153 to include details about where the party will be held and when to arrive – IRB 68</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: compare and contrast the two paragraphs on page 136 pointing out how the writer combined ideas to improve the flow of the language- IRB 66; provide scaffold instruction with the sentences in the <i>Think About Writing</i> exercises (provide yes/no exercises and correct/incorrect choices)- IRB 68</p> <p>Extension Activity: students choose two advertisements for two types of products and categorize the sentences in the advertisements as simple, compound or complex, comparing the overall percentage of each type of sentence for each ad- IRB 66; create a blog entry including details and examples to interest readers, paying attention to the placement of modifiers and parallel structure- IRB 68</p> <p>EXIT SLIP: Think About Writing activities: pages 139, 142, 148, 149, 152, 153</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.7; CCRL.1; CCRL.2</p>	<p>TABE CORRELATION TO TEXT: Sentence Formation- Sentence Combining; Sentence Clarity Usage- Antecedent Agreement; Verb Tenses</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 5 (pages 156-169)</p> <p>TOPIC: SENTENCE STRUCTURE</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Reading, Level D Workbook, pages 57, 88</i></p> <p><i>English Exercises: Improving Writing Style and Paragraphing, pages 12-13, 23-24</i></p> <p><i>Vocabulary Exercises: Getting the Most from Dictionaries, pages 23-27</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 3</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 2</i></p> <p>DIGITAL RESOURCES: <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 7</p> <p>CHAPTER TITLE: 5- SENTENCE STRUCTURE</p> <p>LESSON(S) TITLE: 5.3- Style and Diction</p> <p>TEXT LESSON OBJECTIVES: 5.3- Understand style and diction in writing; Understand idioms</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Map- students create a word map for each vocabulary word, with the word in the center cell, definition above and two phrases using the word below- IRB 69 Using Details to Understand Idioms- review several idioms (<i>fall ill, squared away, pulling my leg</i>), then ask two students to have a brief conversation about a recent sporting event while you record and discuss any idioms they use- IRB 69, page 160 Pronounce Multisyllabic Words- write multisyllabic words on flash cards and have students practice saying them to each other (<i>encounter, examine, tomorrow, communication, applications, presentations, complicated sentences, contractions</i>), with practice it will be easier to recognize these words- IRB 69</p> <p>ADDITIONAL STRATEGIES: Evaluate Word Choice- explain that writers choose their words carefully so readers will be able to imagine what they are reading about- use an example (<i>"The cake was good. The chocolate frosting on the moist, buttery cake was so thick that it stuck to the roof of my mouth."</i>)- pages 157, 158, IRB 69</p> <p>HOME LEARNING: Style and Diction- Write two e-mails, one using informal language and the other using formal language- page 157 Rewrite Sentences- replacing passive voice sections with active voice verbs to make the writing more economical- pages 158-159 Write To Learn- pages 157, 159</p>	<p>BELL RINGER: 5.3- review the use of adverbs and adjectives then ask students to determine the clearer of the two sentences (<i>"The person in charge put a thing on the board to show people about the new product. The manager clearly displayed helpful information about the new product."</i>) –IRB 69</p> <p>VOCABULARY: 5.3- concise, encounter, diction, idiom, style, examine</p> <p>STUDENT PRODUCT/PROJECT: Technology Connection- Media Literacy- make a two-column chart with the dialogue that would be used in a formal audio or video setting (voice mail message to a bank or landlord) and in an informal setting (video chat with a friend); students read aloud and ask for feedback on word choices- page 162, IRB 70</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: pair fluent English speakers with English language learners to complete the <i>Think About Writing</i> exercises (page 159, 163)- IRB 70</p> <p>Extension Activity: provide a list of idioms to groups of students, who then work together to figure out the meaning of each idiom and provide context clues in a sentence using the idiom- IRB 70</p> <p>EXIT SLIP: Think About Writing activities: pages 159, 163</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.1; CCRW.2; CCRW.6; CCRL.3; CCRL.4; CCRL.5</p>	<p>TABE CORRELATION TO TEXT: Vocabulary- Words in Context</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 166-169</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 6 (pages 170-185)</p> <p>TOPIC: TEXT STRUCTURE</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 111-122</i> <i>Achieving TABE Success in Reading, Level D Workbook, pages 135-142, 167-174</i> <i>English Exercises: Improving Writing Style and Paragraphing, pages 12-13, 15-16</i> <i>Vocabulary Exercises: Using a Dictionary, pages 15-18</i> <i>Words to Learn By- Building Academic Vocabulary, Lessons 2, 3</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lessons 1, 10</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 1, 16</i> <i>Writer’s Manual, pages 105, 123</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 3.1, 3.2</i> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.1-4.2</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 8</p> <p>CHAPTER TITLE: 6- TEXT STRUCTURE</p> <p>LESSON(S) TITLE: 6.1- Paragraph Structure and Topic Sentence; 6.2- Tone and Diction</p> <p>TEXT LESSON OBJECTIVES: 6.1- Recognize effective paragraphs; Identify and add topic sentences 6.2- Recognize appropriate tone and diction; Choose appropriate tone and diction</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Study- Prefix para- the prefix <i>para-</i> has many meanings (<i>beside, related to, defense against, subsidiary to</i>), in <i>paragraph</i> it means “beside” and the Greek origin (<i>paragraphos</i>) refers to a marked text because a mark was placed in the margin to show where the next paragraph began- IRB 71 Understand the Main Idea-use a main idea / detail chart to identify the main idea and supporting details in the passages on pages 172-173, IRB 71, topic sentences present the main idea (page 175) Vocabulary Study Cards- students create study cards for the Tier 2 vocabulary with definition along with where and when the word might be used outside the classroom- IRB 73 Understand the Author’s Purpose- list the reasons an author might write something (to explain or inform, to persuade, to entertain) and determine the reason for the boxed paragraphs on page 182, IRB 73, 74 Pronunciation- use a dictionary to look up unfamiliar words (<i>appropriate- uh-PROH-pree-uht</i>) making note of the stressed syllable- IRB 73</p> <p>ADDITIONAL STRATEGIES: Summarize Text- ask students to briefly tell about their favorite book or movie, then point out that this is a summary, with the main points , but not every detail- IRB 71 Paraphrase- ask a student to read a paragraph from a classroom book then restate it in their own words (this is paraphrasing), similar to summarizing but includes details and the same tone and diction as the original text- IRB 73, page 181</p> <p>HOME LEARNING: Use Formal and Informal Tone and Diction- write a paragraph to a possible employer explain your interest in a job (formal) and an e-mail to a friend explaining your interest in the same job (informal)- page 183 Write To Learn- pages 175, 183</p>	<p>BELL RINGER: 6.1- ask students to explain what a paragraph is, then identify the topic of a sample paragraph (“<i>Buying a house is a time-consuming but rewarding process. It may take months to get your financing approved and complete necessary repairs. When the title to the house transfers over to you, however, you will feel a sense of pride in ownership.</i>”)IRB 71 6.2- ask students if they know the meanings of tone (the attitude or feeling expressed by a piece of writing) and diction (the way a writer or speaker conveys that tone with words).-IRB 73</p> <p>VOCABULARY: 6.1- convey, effective, concluding sentence, main idea, paragraph, supporting sentence, topic sentence, summarize 6.2- appropriate, formal, informal, author’s purpose, tone</p> <p>STUDENT PRODUCT/PROJECT: 21st Century Skill- Critical Thinking- placement of the topic sentence varies according to the purpose of the writing (informative, persuasive, narrative) –find samples in a book or magazine, then write a topic sentence for an informative paragraph and for a persuasive paragraph- page 174, IRB 72</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: find examples of figurative language (page 177- “overflowing with customers”- and explain their meanings- IRB 72; read aloud with a partner the passages on page 183 to determine if they have a formal or informal tone- IRB 74</p> <p>Extension Activity: look through a newspaper or magazine article for paragraphs that have no stated topic sentences, and construct a topic sentence for each- IRB 72; use a passage from a classroom book or online source to formulate a list of questions that can help determine the tone of a writing passage- IRB 74</p> <p>EXIT SLIP: Think About Writing activities: pages 174, 177, 183</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.4; CCRW.6; CCRW.8; CCRW.9; CCRL.3</p>	<p>TABE CORRELATION TO TEXT: (Language) Paragraph Development- Topic Sentences; Supporting Sentences (Reading) Construct Meaning- Main Idea; Summary/ Paraphrase</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 6 (pages 186-215)</p> <p>TOPIC: TEXT STRUCTURE</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 123-134</i> <i>Achieving TABE Success in Reading, Level D Workbook, pages 143-150, 159-166</i> <i>English Exercises: Improving Spelling and Capitalization, pages 3-4</i> <i>English Exercises: Improving Writing Style and Paragraphing, pages 19-22</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 5</i> <i>Writer's Manual- pages 116-118</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lesson 3.3</i> <i>Instruction Targeted for TABE Success , Level D, Reading, Lessons 4.3-4.5</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 9</p> <p>CHAPTER TITLE: 6- TEXT STRUCTURE</p> <p>LESSON(S) TITLE: 6.3- Order of Importance and Time Order; 6.4- Cause- and- Effect Order and Comparison- and- Contrast Order</p> <p>TEXT LESSON OBJECTIVES: 6.3- Use order of importance; Use time order 6.4- Use cause-and-effect order; Use comparison-and-contrast order</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Recognizing Multisyllabic Words- use breaking words into syllables as an aid to pronunciation (<i>elaborate- e-lab'-o-rate</i>), use this method with vocabulary words (<i>cluster, order, importance, organize</i>)- IRB 75 Sequence Events- students use time order words to indicate the sequence of events (<i>first, next, last, before you..., after you..., finally</i>) describing three things they did after class yesterday- IRB 75, page 190 Vocabulary in Use- write the vocabulary words on the board, then pronounce the first one, giving its definition and ask students to write a sentence using the word (time limit three minutes), continue with the rest of the vocabulary, then review as a class- IRB 77 Use Prior Knowledge- use a Venn diagram to determine how people, items or events are alike and how they are different as a method for understanding a reading selection or organizing a writing assignment- IRB 78</p> <p>ADDITIONAL STRATEGIES: Understand the Relationships Among Ideas- determine the most logical order for three sentences using the relationship of the ideas (<i>"I packed my bags. I bought the tickets. I requested time off."</i>)- IRB 75 Solve Problems- discuss typical problems people might have, identifying the causes of the problems, then potential solutions- IRB 77, page 198</p> <p>HOME LEARNING: Research It- Use Time Order- use a reliable website to research a news story that has taken place over a long span of time, summarizing it with the correct time order and transition words – page 191, IRB 76 Write To Learn- pages 190, 202</p>	<p>BELL RINGER: 6.3-explain that the structure of a paragraph should make it easy for the reader to follow the writer's ideas- then as a class use order of importance or time order to write about a topic- IRB 75 6.4- use examples of cause-and-effect and comparison-and-contrast order as additional ways to organize ideas in a paragraph- IRB 77</p> <p>VOCABULARY: 6.3- elaborate, cluster map, order of importance, time order, organize 6.4- cause, compare, multiple, contrast, effect, Venn diagram</p> <p>STUDENT PRODUCT/PROJECT: Use a Graphic Organizer- use a cause-and-effect organizer (two blank squares side by side with an arrow pointing from one to the other) to chart the problems listed in the "Solve Problems" discussion- IRB 77; two causes and two effects organizer on page 201; Venn Diagram to compare and contrast- two holidays (Independence Day and New Year's Eve) listing why people celebrate each and activities typical of each holiday- page 200, IRB 78</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: students revise the ranking of the details on page 187 to an order of importance they feel is more appropriate, using details or images – IRB 76; work with students to identify words commonly found in texts that show cause/effect (because, therefore, since, as a result, for this reason), and show comparison-and-contrast (again, another, in the same way, likewise, nor, yet, however, on the other hand)- IRB 78 Extension Activity: students choose a topic they have a strong opinion about, find facts online that support their argument and then write letters to the editor of their local paper citing this evidence in order of importance- IRB 76; students categorize examples of articles according to their pattern of organization and discuss why the author chose that method to present the information- IRB 78</p> <p>EXIT SLIP: Think About Writing activities: pages 188, 192, 199, 202</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.4; CCRW.9</p>	<p>TABE CORRELATION TO TEXT: (Language) Paragraph Development- Sequence; Unrelated Sentences; Connectives / Transitions (Reading) Construct Meaning- Cause/ Effect; Compare/ Contrast</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice Chapter Review- pages 206-213; Essay Writing Practice- pages 214-215</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 7 (pages 216-229)</p> <p>TOPIC: THE WRITING PROCESS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 111-122</i></p> <p><i>English Exercises: Improving Writing Style and Paragraphing, pages 15-16, 27-28</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 17</i></p> <p><i>Words to Learn By- Advancing Academic Vocabulary, Lesson 12</i></p> <p><i>Writer’s Manual- pages 97-99</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 3.1-3.2</i></p> <p><i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 10</p> <p>CHAPTER TITLE: 7- THE WRITING PROCESS</p> <p>LESSON(S) TITLE: 7.1- Prewriting; 7.2- Writing</p> <p>TEXT LESSON OBJECTIVES: 7.1- Understand the steps in prewriting; Implement the steps in prewriting 7.2- Understand the three parts of a piece of writing: introduction, body, and conclusion; Write a rough draft that includes an introduction, a body and a conclusion</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word Bench- divide <i>generate</i> into syllables (<i>gen’-er-ate</i>) and ask students to name other words that look like it (<i>generation, general, generous, generic</i>)- IRB 79 Understand the Topic- use a cluster map to model how to determine if a topic is too narrow or too broad- use <i>Gardening</i> in the center circle and add answers to <i>who, what, where, why, how</i> in circles extending from the center (too many answers means topic is too broad, while not enough answers means it is too narrow)-IRB 79 Alphabetic- Prefix pre- means “before” so <i>prewriting</i> means “before writing”, other words are <i>prepay, predetermine, preheat, preview</i>- IRB 79 Latin Roots- the Latin word <i>corpus</i> (means “body”) is the basis for the root <i>corp</i>, as in <i>incorporate</i> (“to combine or unite into an already existing whole or body”), other examples are <i>corps, corpse, corporal, corporation</i>- IRB 81 Alphabetic- Pronunciation- use the pronunciation of <i>incorporate</i> (<i>in-kor’puh-rayt</i>) to show the stress mark on the second syllable, then use a dictionary to find the pronunciations of <i>rough draft, stages, organization</i>- IRB 82</p> <p>ADDITIONAL STRATEGIES: Gather Relevant Information- use a graphic organizer to help stay focused while doing research (three-column chart labeled Topic, Areas to Research, Where to Get Information)- IRB 79 Apply Knowledge of Language- use the example on page 227 to correct for standard language rules- page 227</p> <p>HOME LEARNING: Sources for Information- students brainstorm a list of places and people that can help with research, including addresses, phone numbers, URLs)- page 220, IRB 80 Write To Learn- pages 221, 225</p>	<p>BELL RINGER: 7.1-ask students how they prepare for writing “<i>How do you decide what to write? How do you organize your writing?</i>” –IRB 79 7.2-ask volunteers to explain how they have used the prewriting process so far and how they think it will help them as they create a piece of writing (include develop and organize ideas and gather information from various sources)- IRB 81</p> <p>VOCABULARY: 7.1- process, brainstorming, prewriting, generate 7.2- incorporate, stages, rough draft</p> <p>STUDENT PRODUCT/PROJECT: Brainstorm a list of ideas on a topic, including any that are suggested, since this is the gathering information phase of writing, with groups choosing a topic from the list on page 219 “Making Movies” and determining if the topic is too broad or too narrow- IRB 80 Produce Coherent Writing- explain that the rough draft is the first version of a writing and will be revised prior to the final draft, students then work together to rewrite the body paragraph on page 226, dividing it into two paragraphs – page 226, IRB 82</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: ask students to explain in their own words the three steps in the prewriting process, correcting grammar in context- IRB 80; identify Spanish cognates (<i>incorporate/ incorporar, introduction/ introduccio’n, conclusion/ conclusio’n</i>)- IRB 82</p> <p>Extension Activity: students suggest different strategies for generating writing topics (e.g. free writing, reading the newspaper, talking with friends) and present to the class- IRB 80; students work in small groups to make observations about the development of the story “The Vacant Lot” (pages 224-227) summarizing how the introduction, the body and the conclusion work together to form a piece of writing- IRB 82</p> <p>EXIT SLIP: Think About Writing activities: pages 220, 221, 225, 226, 227</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.5; CCRW.8</p>	<p>TABE CORRELATION TO TEXT: Paragraph Development- Topic Sentence; Supporting Sentences</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

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<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 7 (pages 230-237)</p> <p>TOPIC: THE WRITING PROCESS</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 119-134</i></p> <p><i>English Exercises: Improving Writing Style and Paragraphing, pages 17-28</i></p> <p><i>Vocabulary Exercises: Getting the Most from Dictionaries, pages 23-27</i></p> <p><i>Words to Learn By- Building Academic Vocabulary, Lesson 15</i></p> <p><i>Writer’s Manual, pages 74-79, 100-105</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 3.1-3.3</i></p> <p><i>Power Up! Applied Computer Basics- Presenting Information- Creating basic word processing documents to present information</i></p>	<p>WEEK 11</p> <p>CHAPTER TITLE: 7- THE WRITING PROCESS</p> <p>LESSON(S) TITLE: 7.3- Revising and Editing</p> <p>TEXT LESSON OBJECTIVES: 7.3- Understand revising; Understand editing; Revise and edit a rough draft</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Connect to Life Experience- write the vocabulary words, along with definitions and pronunciations on the board, have students create sentences such as <i>“The fact that it’s raining outside is pertinent because _____. Something that I spent time revising is _____.”</i>- IRB 83 Understand Organization- review the different ways ideas can be organized, then broadcast “The Vacant Lot” (pages 230-231) and ask students to identify the organizational pattern and locate transitional words and phrases that move the piece forward.- pages 231, IRB 83, 84 Word Study- discuss the use of precise words and shades of meaning with the example (<i>slender, thin, skinny</i>) that have similar meanings but carry positive or negative connotations. Introduce a thesaurus as a tool for varying vocabulary when writing- page 231, IRB 84</p> <p>ADDITIONAL STRATEGIES: Create Concluding Paragraphs- read aloud the two paragraphs in the IRB (page 83) then ask students to explain how they felt when you stopped reading. Were they satisfied with the passage? How could they tell that something was missing?- Ask for suggestions for the content of a concluding paragraph- IRB 83</p> <p>HOME LEARNING: Revise a Passage- by improving word choices, adding descriptive details and cutting out ideas that don’t belong using the passage on page 231 (Write To Learn) Write To Learn- page 231</p>	<p>BELL RINGER: 7.3-Ask volunteers to explain how they have used the writing process so far. How do they think the decision-making steps they used in writing their rough drafts may now be useful as they revise and edit those drafts?- IRB 83</p> <p>VOCABULARY: 7.3- pertinent, editing, revising</p> <p>STUDENT PRODUCT/PROJECT: Publish Your Work- select a method for publishing the completed final draft- page 233</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: in pairs have students compare the revised passage “The Vacant Lot” on pages 230-231 to the original version on pages 225-226; identifying improved word choices, added details and strengthened links between paragraphs- IRB 84</p> <p>Extension Activity: students select a piece of writing they completed recently to revise and edit for word choice, transitions, details, examples and standard English conventions. Then compare both versions, looking for the types of revisions and edits they made- IRB 84</p> <p>EXIT SLIP: Think About Writing activities: pages 231, 232 Chapter Review- Essay Writing Practice- pages 236-237</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.5</p>	<p>TABE CORRELATION TO TEXT: Paragraph Development- Supporting Sentences; Sequence; Unrelated Sentences; Connectives / Transitions</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 8 (pages 238- 261)</p> <p>TOPIC: TEXT TYPES AND PURPOSES</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 111-122, 131-134</i> <i>Achieving TABE Success in Reading, Level D Workbook, pages 175-178</i> <i>English Exercises: Improving Writing Style and Paragraphing, pages 19-20, 27-28</i> <i>Words to Learn By- Expanding Academic Vocabulary, Lesson 17</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lessons 6, 13</i> <i>Writer's Manual, pages 100-101, 112-115</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lessons 3.1-3.3</i> <i>Instruction Targeted for TABE Success , Level D, Reading, Lesson 4.7</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 12</p> <p>CHAPTER TITLE: 8- TEXT TYPES AND PURPOSES</p> <p>LESSON(S) TITLE: 8.1- Arguments; 8.2- Informative / Explanatory Texts</p> <p>TEXT LESSON OBJECTIVES: 8.1- Write arguments to support claims; Use cohesive language 8.2- Organize ideas, concepts, and information in informative or explanatory text; Use appropriate and varied transitions; Provide a concluding statement or section</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Matching Game- in small groups the students match cards with the vocabulary terms to cards with the definitions- IRB 85 Assess Accuracy of a Source- to support an argument, a writer needs reliable facts and quotations (current informational source, not commercial or personal source)- have students research online for a source to support this argument: "<i>Oil drilling needs to be done more responsibly to preserve the environment.</i>"- IRB 85 Reread- have students reread a selection (page 241) until students feel comfortable describing the claim and the supporting details- IRB 85 Word Association- create word webs for the vocabulary, with words that associate with the vocabulary word in the center of the web- IRB 87 Vocabulary- Word History- remind students that the word <i>domain</i> means "<i>territory</i>" and domain-specific vocabulary examples are; <i>Domain: dance class- pirouette, leap, waltz, polka.</i>- IRB 88</p> <p>ADDITIONAL STRATEGIES: Provide a Conclusion- explain that the conclusion comes at the end of a piece of writing and is meant to support and reinforce the argument, and include a call to action or provoke thought in the reader. Have students read the conclusion of an editorial and evaluate its effectiveness (<i>Did the writer convince you? Did it make you think or want to do something?</i>)- IRB 85 Use Domain-Specific Vocabulary and Precise Language- domain means territory, area or subject, so words that are used only in history are specific to that domain- IRB 87</p> <p>HOME LEARNING: 21st Century Skill- Communication and Collaboration- rewrite the concluding paragraph on page 244 to replace informal language with formal language and clarify relationships between ideas with transition words or phrases- page 245 Real World Connection- Read Editorials- find an editorial in a newspaper or magazine, underline the concluding statement and label the strategy used to make the point- page 256 Write To Learn- pages 242, 254</p>	<p>BELL RINGER: 8.1-tell students that one of the purposes of writing is to persuade or convince other people- ask students to name some kinds of persuasive writing the have come across in everyday life (persuasive/ argumentative essay, review, opinion article) and determine how the reader can tell fact from opinion.- IRB 85 8.2-ask students to explain informative and explanatory texts, then have pairs of students take on two roles (one give directions for searching for a fact online, and the other follows directions exactly) and report back on how the process turned out- IRB 87</p> <p>VOCABULARY: 8.1- argument, claim, credible, citation, counterclaims, databases, cohesive 8.2- bias, explanatory, informative, transitions, multimedia, domain-specific vocabulary</p> <p>STUDENT PRODUCT/PROJECT: Respond to Counterclaims- add to an essay an acknowledgement to counterclaims of an argument- work in pairs to find counterclaims for partner's claim from the <i>Think about Writing</i> activity on page 241, IRB 86 Use Formatting, Graphics, and Multimedia- complex information is conveyed using different features: formatting, graphics and multimedia; these help break up text, call out important ideas or help with explanations- IRB 87; plan with a partner the features to add to their own writing- page 253</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: use a written speech to have pairs of students identify the most powerful points of the speech line by line- IRB 86; have students present their informative or explanatory text in list format and select transitional phrases (from the table on page 254) that best connect the thoughts- IRB 88 Extension Activity: students critique a variety of arguments (spoken, written and visual) for strength of evidence and reasoning, logical flow, and clarity- IRB 86; students think about why they chose their topic and what organizing structure they used, and compare to other students in the class- IRB 88</p> <p>EXIT SLIP: Think About Writing activities: pages 242, 243, 244, 252, 254, 255, 256</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.1; CCRW.2; CCRW.6; CCRW.8; CCRL.6</p>	<p>TABE CORRELATION TO TEXT: (Language) Paragraph Development- Topic Sentence; supporting Sentences; Connections/ Transitions (Reading) Construct Meaning- Supporting Evidence</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: CHAPTER 8 (pages 262-273)</p> <p>TOPIC: TEXT TYPES AND PURPOSES</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 123-126</i> <i>Achieving TABE Success in Reading, Level D Workbook, pages 213-220</i> <i>Words to Learn By- Building Academic Vocabulary, Lesson 1</i> <i>Words to Learn By- Advancing Academic Vocabulary, Lesson 9</i> <i>Writer’s Manual, pages 108-109, 114</i></p> <p>DIGITAL RESOURCES: <i>Instruction Targeted for TABE Success , Level D, Language, Lesson 3.3</i> <i>Instruction Targeted for TABE Success , Level D, Reading, Lesson 5.6</i> <i>Power Up! Applied Computer Basics- Using E-mail and the Internet: Use a web browser to navigate the Internet</i></p>	<p>WEEK 13</p> <p>CHAPTER TITLE: 8- TEXT TYPES AND PURPOSES</p> <p>LESSON(S) TITLE: 8.3- Narrative Texts</p> <p>TEXT LESSON OBJECTIVES: 8.3- Write narratives; Sequence events; Use sensory language</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Word in Context- write a sentence on the board that contains several vocabulary words (“<i>The narrative, or story, introduces the hero as the narrator whose point of view has no bias and presents reality as it is.</i>”) and have students define the words using the context of the sentence- IRB 89 Collaborative Reading- have pairs of students chorally read “The Hare and the Tortoise” (website listed on page 262) until they are able to read with proper inflection, voices for dialogue, and appropriate speed.- IRB 89</p> <p>ADDITIONAL STRATEGIES: Establish a Point of View- explain that the “point of view” refers to the narrator or the one telling the story and can be “<i>first person</i>” (<i>I, we</i>) and “<i>third person</i>” (<i>he, she, it, they</i>)- IRB 89 Use Narrative Techniques- discuss other narrative techniques (dialogue, pacing, transitions, precise language) and look in classroom books for examples - IRB 89</p> <p>HOME LEARNING: Establish a Point of View- students select an event that happened to them recently that involved one or two other people, and write about it from the point of view of a subjective first-person narrator- page 263</p>	<p>BELL RINGER: 8.3- discuss with students the idea that an author writes for one of these three purposes: to persuade, to inform or explain, or to entertain. Ask students to tell about a story they saw, read or heard that they found entertaining and suggest common elements that they noticed (humor, romance, beginning and ending, rising action, falling action, plot, location, character development, conflict)- IRB 89</p> <p>VOCABULARY: 8.3- context, narrative, narrator, point of view, reflect, sensory language</p> <p>STUDENT PRODUCT/PROJECT: 21st Century Skill- Think Creatively- students brainstorm three possible conclusions or resolutions to the narrative text they have been planning and work with a partner to help select the ending that readers will find most satisfying- page 267</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: using a graphic novel or an illustrated story, have students analyze the frames or illustrations to determine the setting, character, and sequence, then list these elements in a three- column chart- IRB 90 Extension Activity: have students modify “The Hare and the Tortoise” using a narrative technique (<i>dialogue, pacing, transitions, and precise language</i>) and determine if these changes make the story stronger or more interesting- IRB 90</p> <p>EXIT SLIP: Think About Writing activities: pages 264, 265, 266 Chapter Review- Writing Practice- pages 272-273</p>
<p>CCR STANDARDS EMBEDDED IN TEXT: CCRW.3; CCRL.6</p>	<p>TABE CORRELATION TO TEXT: (Vocabulary) Words in Context (Language) Paragraph Development- Sequence (Reading) Evaluate/ Extend Meaning- Author’s Purpose</p>	<p>EVALUATION/ASSESSMENT: In each lesson: Vocabulary Review, Skill Review, Skill Practice</p>

WRITING ABE PACING GUIDES <<COMMON CORE BASICS, MCGRAW-HILL EDUCATION >>

TEXT AND CCR STANDARDS	UNIT DESCRIPTIONS AND ASSESSMENT STANDARDS	COMPONENTS OF EFFECTIVE INSTRUCTION
<p>TEXT: COMMON CORE BASICS, WRITING</p> <p>TEXT CHAPTER: POST TEST (pages 274-287, 291-292)</p> <p>TOPIC: POST TEST</p> <p>SUGGESTED INTEGRATION OF ADDITIONAL TEXT <i>Achieving TABE Success in Language, Level D Workbook, pages 203-211</i></p> <p>DIGITAL RESOURCES: <i>Power Up! Applied Computer Basics- Taking a Computer-Based Test</i></p>	<p>WEEK 14</p> <p>CHAPTER TITLE: POST TEST</p> <p>LESSON(S) TITLE: Post Test</p> <p>TEXT LESSON OBJECTIVES: Choose the best answer for multiple choice questions with errors in organization, sentence structure, usage, or mechanics; Write a short essay on an assigned topic, with a well-focused main idea, clear progression of ideas, specific development of the main idea and control of standard English usage;</p> <p>BEFORE, DURING & AFTER READING STRATEGIES: Discuss test-taking strategies including time management, marking items for review, going with the first choice and others that pertain to the student population.</p> <p>ADDITIONAL STRATEGIES: Use the evaluation charts to determine areas that need review page 290- 291</p> <p>HOME LEARNING:</p>	<p>BELL RINGER: Part I- Multiple choice questions- review the directions on page 274 for choosing the one best answer Part II- Essay- review the essay directions on page 286 and the scoring checklist on page 292 and the steps for planning, writing strategies,, text structure and revising and editing</p> <p>VOCABULARY:</p> <p>STUDENT PRODUCT/PROJECT:</p> <p>EXTENSION/ENRICHMENT ACTIVITY: ELL Instruction: Extension Activity:</p> <p>EXIT SLIP: Post test score of 80 % or instructor defined level</p>
<p>CCR STANDARDS EMBEDDED IN TEXT:</p>	<p>TABE CORRELATION TO TEXT:</p>	<p>EVALUATION/ASSESSMENT: Post test</p>

COLLEGE AND CAREER READINESS LANGUAGE AND WRITING STANDARDS (level D, 6-8)

Language Anchors

- Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Anchor 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Anchor 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Anchor 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Anchor 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Writing Anchors

- Anchor 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Anchor 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Anchor 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Anchor 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Anchor 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Anchor 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

TEXT & DIGITAL MATERIALS LIST (with ISBN numbers)

Achieving TABE Success in Reading, Level D, Workbook (978-0-07-704461-9)	Vocabulary Exercises: Using a Dictionary (978-0-80-923574-2)
Achieving TABE Success in Language, Level D, Workbook (978-0-07-704457-2)	Vocabulary Exercises: Getting Meaning from Context (978-0-80-923573-5)
Common Core Basics: Writing Core Subject Module (978-0-07-657522-0)	Vocabulary Exercises: Getting the Most from Dictionaries (978-0-80-923571-1)
Common Core Basics: Instructor Resource Binder (978-0-07-657523-7)	Vocabulary Exercises: Analyzing Word Parts (978-0-80-923570-4)
English Exercises: Mastering Parts of Speech (978-0-80-923748-7)	Words To Learn By, Building Academic Vocabulary (978-0-07-658632-5)
English Exercises: Using Correct Sentence Structure (978-0-80-923746-3)	Words To Learn By, Expanding Academic Vocabulary (978-0-07-658633-2)
English Exercises: Improving Spelling and Capitalization (978-0-80-923743-2)	Words To Learn By, Advancing Academic Vocabulary (978-0-07-658634-9)
English Exercises: Building Punctuation Skills (978-0-80-923741-8)	Writer’s Manual (978-0-80-920878-4)
English Exercises: Improving Writing Style Paragraphing (978-0-80-923739-5)	DIGITAL INSTRUCTION
	Instruction Targeted for TABE Success (<i>online and LAN available</i>)
	Power Up! Getting Started with Computers and Keyboarding (<i>online</i>)