

Writing Class (080) A-2/CLB 3-4

Independent Study Requirement:

Teachers will assign writing task to be done on independent study days. The teacher is in charge of type of task and monitoring method. Tasks are not used for movement to the next level. However, teachers will keep track for the independent study award given at the end of the semester. There will need to be time set aside in the class period after independent study day each week for teachers to check in with students regarding their independent study assigned task.

Goals:

Students can produce short, simple texts on familiar topics or situations related to daily life and academic experience.

"Short, simple texts" are those that:

- are concrete and factual with some simple descriptions
- use common, everyday vocabulary with one or two specialized words
- contain no more than two paragraphs
- have a familiar audience

Objectives

(Specific curricular elements taught through content and activities, including specific language functions and skills that assist students in achieving learning outcomes. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.)

Interacting with Others in everyday, professional and academic situations

Students can produce short, personal, informal social messages on topics related to familiar everyday situations, such as invitations, thanks, updates, cancellations, and apologies.

[Messages are a few sentences or a short paragraph addressed to a familiar person and related to a personally relevant situation.]

Students should be able to:

- Express the message so that a reader can follow it.
- Use language and content that are appropriate to the intent and the social context.
- Express main ideas and support them with some detail in a basic paragraph structure.
- Express feelings in a manner that is appropriate to the context.

- Use appropriate formatting for specific text

Reproducing Information

RI1: Copy short texts for personal use.

[Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages, directories, schedules, instructions, directions, dictionaries and manuals; and may come from more than one source.]

Students should be able to:

- Follow standard conventions for capitalization and punctuation; accurately copy other elements of formatting.
- Copy text legibly, causing only slight uncertainty in decoding for the reader.
- Copy text with no major omissions and only occasional copying mistakes.

RI2: Summarize in 2-3 short, simple sentences information from short texts for personal use.

Students should be able to:

- Identify and describe main idea
- Identify key vocabulary that supports main idea
- Use correct spelling and punctuation

Getting Things Done in personal, professional, and academic endeavors

Complete simple forms that require basic personal or familiar information and some responses to simple questions, such as simple surveys, registration forms for events (social, academic, or professional), or simple medical forms.

[Forms contain about 15 to 20 items and have clear labels and areas in which to write.]

Students should be able to:

- Include the required basic information with no major omissions
- Follow appropriate conventions for addresses, telephone numbers, dates, etc.
- Follow most spelling conventions
- Write legibly

Write simple professional or academic messages, such as brief emails (to colleagues, teachers, or classmates) or meeting or event invitations

[Messages are about 7 sentences.]

Students should be able to:

- Express the main ideas and support them with some detail in a basic paragraph structure.
- Use language and content that are appropriate to the purpose, intent, and social context.
- Use appropriate formatting

Sharing information through written production

Write a short paragraph to describe a familiar situation, event, personal experience or future plan.

[Writing is about 1 paragraph.]

Students should be able to:

- Use basic paragraph structure.
- Follow most spelling and punctuation conventions.
- Express the main ideas and support them with some detail.
- Describe the situation adequately so that a reader can follow.
- Express preferences relevant to the content and with some supporting explanation.

Write a short, simple creative or fictional text, such as a brief story or short poem.

[Writing is about one paragraph.]

Students should be able to:

- Express creative, imaginary ideas
- Describe the situation adequately so that the reader can follow
- Express the main idea and supports them with some detail
- Use simple figurative language, such as similes or very simple metaphors

Learning Outcomes

(A description of what the student will know or be able to do as a result of the course instructions.)

Interacting with Others in everyday, professional and academic situations

IWO: Produce short, personal, informal social messages on topics related to familiar everyday situations.

Reproducing Information

RI1: Copy or record an expanded range of information from short texts for personal use.

RI2: Summarize in 2-3 short, simple sentences information from short texts for personal use.

Getting Things Done in personal, professional and academic endeavors

GTD1: Complete simple forms that require basic personal or familiar information and some responses to simple questions.

GTD2: Write simple business or academic messages

Sharing information through written production.

SI1: Write a short paragraph to describe a familiar situation, event, personal experience, or future plan.

SI2: Write a short, simple creative or fictional text.