

COMPETENCY AREA and MINIMAL COMPETENCIES	LAUSD/DACE	BURBANK	CULVER CITY	MONTEBELLO
<p>I. READINESS SKILLS FOR READING & WRITING <i>Students know the letters, words, and sounds, and recognize that letters make words, and words make sentences.</i></p> <p>Orientation & Directionality</p> <p>1. Identify the normal flow of printed materials. 2. Use proper paper orientation. 3. Hold and use a pen or pencil correctly.</p> <p>Formation & Placement of Letters</p> <p>4. Form uppercase and lowercase letters and numbers legibly. 5. Use proper letter placement when writing. 6. Write by moving from left to right and from top to bottom. 7. Demonstrate letter order in words. 8. Use correct spacing between letters, words, and sentences. 9. Copy printed or written materials.</p> <p>Alphabet and Numerals</p> <p>10. Identify and write upper and lower cases of the alphabet, in and out of sequence. 11. Identify consonants. 12. Identify vowels. 13. Match and produce long and short vowel sounds. 14. Blend consonant and vowel sounds orally to form words and syllables. 15. Identify and write numbers.</p>	<p>Basic Language Arts- Beginning</p>	<p>N/A</p>	<p>N/A</p>	<p>Beginning ESL and/or Computer lab</p>

<p>Basic Sight Vocabulary</p> <p>16. Read and write basic sight words (one-syllable and high-frequency).</p> <p>17. Classify and sort common words into basic groups (eg., colors, shapes, food)</p> <p>18. Read and write simple words, phrases, and sentences.</p> <p>Applications</p> <p>19. Alphabetize a list of simple words by first letter.</p> <p>20. Read and write personal information including name, address, telephone number, birthday, social security number, and family members.</p> <p>21. Sign name.</p> <p>22. Complete a simple form.</p> <p>23. Dial 911 to make an emergency call.</p> <p>24. Tell time using analog and digital clocks.</p>				
<p>II. LISTENING AND ORAL SKILLS</p> <p><i>Students speak with a command of standard English conventions, listen critically, and respond appropriately to oral communication, and share information and ideas in complete and coherent sentences.</i></p> <p>Listening Skills</p> <p>25. Follow simple oral instructions and directions.</p> <p>26. Listen actively to gather specific information and respond appropriately.</p> <p>27. Listen actively, and identify the main idea,</p>	<p>Basic Language Arts – Beginning</p>	<p>ABE English</p>	<p>N/a</p>	<p>ESL Intermediate Advanced Low and/or computer lab</p>

<p>details, sequence of events, and facts and opinions.</p> <p>Oral Skills</p> <p>28. Give and follow simple oral instructions and directions.</p> <p>29. Give information about self, family, and work history.</p> <p>30. Ask for and give clarification.</p> <p>31. Respond to simple stories, prose, and poetry orally.</p> <p>32. Explain who, what, how, why, when, and where.</p> <p>33. Describe people, common objects, and places in both general and specific language.</p> <p>34. Express and support an opinion, agreement/disagreement.</p> <p>35. Explain a process, opinion, or situation.</p> <p>36. Retell a story or event.</p> <p>37. Identify and discuss cultural differences between the U.S. and other countries regarding work, family, education, and personal relations.</p> <p>38. Demonstrate oral skills of pace, volume, emphasis, pronunciation, audibility, and appropriateness in word choice.</p> <p>Applications</p> <p>39. Give and follow directions to places in the community.</p> <p>40. Report an emergency and respond to directions of 911 personnel.</p> <p>41. Communicate with medical personnel.</p> <p>42. Engage in informal discussion about self, family, news events, leisure</p>				
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<p>activities, weather, work, and goals.</p> <p>43. Give and take short messages (eg. Phone messages)</p> <p>44. Discuss and use language and behaviors appropriate for a variety of situations.</p> <p>45. Ask and answer questions in a simulated job interview.</p> <p>46. Demonstrate understanding of employee rights and responsibilities.</p> <p>47. Express a complaint.</p> <p>48. Explain procedures for avoiding accidents and injuries at home and at work, including fire prevention and earthquake preparedness.</p> <p>49. Read a passage aloud with inflection and expression.</p> <p>50. Demonstrate effective communication skills in the home, classroom, workplace, and community.</p>				
<p>III. COMPOSITION</p> <p><i>Students write clear and coherent sentences with a subject and verb that develop a central idea with relevant facts and details for various purposes and audiences.</i></p> <p>Sentences</p> <p>51. Identify the elements of a sentence – complete thought, simple subject, and predicate.</p> <p>52. Write a complete sentence using correct capitalization and punctuation.</p> <p>53. Distinguish between complete and incomplete sentences, sentence</p>	<p>Basic Language Arts – Beginning</p>	<p>ABE English</p>	<p>ELa</p>	<p>ESL Intermediate High</p>

<p>fragments, and run-on sentences.</p> <p>54. Identify and write declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Paragraphs</p> <p>55. Identify and use correct paragraph format: indenting first line, writing continuous sentences, and using appropriate margins.</p> <p>56. Identify and use the parts of a paragraph: title, topic sentence, supporting details, concluding sentence.</p> <p>57. Write a topic sentence, supporting detail sentence, and a concluding sentence to a paragraph.</p> <p>58. Use the writing process to create a paragraph that develops and supports a central idea with facts and details: prewriting, drafting, revising, editing, and publishing.</p> <p>59. Create a title for a paragraph.</p> <p>60. Demonstrate understanding of simple editor marks in proofreading.</p> <p>61. Write a simple narrative paragraph to relate an experience or event.</p> <p>62. Write a simple descriptive paragraph to describe a person, place, or object.</p> <p>63. Write a simple explanatory paragraph to explain a process, opinion, or situation.</p> <p>Applications</p> <p>64. Address an envelope.</p> <p>65. Identify the parts of a letter: date, greeting, body, closing, signature.</p>				
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<p>66. Write a simple note. 67. Write a simple friendly letter. 68. Write a simple business letter. 69. Write a simple message. 70. Complete forms such as a simple job application. 71. Write a short autobiography. 72. Write a series of directions or instructions. 73. Write a simple description of the setting, characters, or events from a literary selection.</p>				
<p>IV. MECHANICS</p> <p><i>Students will apply the beginning rules of capitalization and punctuation and demonstrate competency in spelling basic words.</i></p> <p>Capitalization</p> <p>74. Capitalize the personal pronoun, "I." 75. Capitalize the first word of a sentence. 76. Capitalize all proper nouns:</p> <ul style="list-style-type: none"> a. names of people including initials, titles, and abbreviations. b. names of places, including abbreviations. c. days of the week, months of the year, and holidays d. languages, ethnic groups, and nationalities e. brand and product names f. titles of books g. first word in greeting, closing, and signature of notes and letters <p>Punctuation</p>	<p>Basic Language Arts – Beginning</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>77. Identify and use periods to end sentences, abbreviations, and initials.</p> <p>78. Identify and use question marks to end interrogative sentences.</p> <p>79. Identify and use exclamation marks to end exclamatory sentences and interjections.</p> <p>80. Identify and use apostrophes in contractions and with singular possessive nouns.</p> <p>81. Identify and use commas:</p> <ul style="list-style-type: none"> a. in addresses between city and state, and between city and country b. to separate date from the year c. in a letter or note after the greeting or closing d. in a series of nouns, verbs, or adjectives in a sentence <p>82. Identify quotation marks in simple sentences.</p> <p>83. Underline titles of books.</p> <p>Spelling</p> <p>84. Spell basic sight words.</p> <p>85. Spell three- and four-letter short vowel words.</p> <p>86. Spell frequently used irregular verbs correctly.</p> <p>87. Form and spell contractions with the following:</p> <ul style="list-style-type: none"> a. the verbs <i>be</i> and <i>have</i> b. the negative <i>not</i> c. the modals <i>will</i> and <i>would</i> <p>88. Form the plural of regular nouns by adding <i>-s</i>.</p> <p>89. Form the plurals of common irregular nouns, such as:</p> <ul style="list-style-type: none"> a. <i>-x, -z, -ch, or -sh + -es</i> 				
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<p>b.-f or -fe to -ves c. -vowel + y to -s. To d.-consonant + -y to -ies.</p> <p>90. Identify common irregular nouns and their plural forms. 91. Identify and spell appropriate abbreviations:</p> <p>a. an address including street name, city, state, and four direction points b. indication of sex, marital status, or occupation c. common weights and measurements d. classified ad section of a newspaper, flyer, or poster e. expressions of time – a.m., p.m.</p> <p>92. Identify and spell basic homonym pairs or groups. 93. Identify root words, and build words using common affixes that:</p> <p>a. do not need changes before adding suffix b. have -e that must be dropped before adding as suffix beginning with a vowel c. keep –e when adding a suffix beginning with a consonant d. have final consonant that must be doubled before adding suffix e. end in –vowel + y, and keep –y when adding suffix f. end in a –consonant + y, and change –y to –i- before adding suffix g. end in a –consonant + y, and keep the –y when adding a suffix.</p> <p>94. Identify and define a syllable.</p>				
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<p>95. Use basic rules of syllabication to divide two- and three-syllable words.</p> <p>Applications</p> <p>96. Identify misspelled words and correct them 97. Take a spelling dictation. 98. Write a short ad using appropriate abbreviations.</p>				
<p>V. GRAMMAR AND USAGE</p> <p><i>Students apply basic grammatical concepts and rules.</i></p> <p>Verbs</p> <p>99. Define, identify, and use a verb. 100. Distinguish between action and state-of-being verbs. 101. Distinguish between main/principal verbs and helping/auxiliary verbs. 102. Identify and use correct tense of verb. 103. Use modals correctly. 104. Construct sentences using correct subject-verb agreement.</p> <p>Nouns</p> <p>105. define, identify, and use a noun. 106. Identify and distinguish between common and proper nouns. 107. Identify regular and irregular plural forms. 108. Identify, form, and use the possessive for simple singular nouns.</p> <p>Pronouns</p>	<p>Basic Language Arts – Beginning</p>	<p>Abe English</p>	<p>N/A</p>	<p>ESL Intermediate/High</p>

<p>109. Define, identify, and use a pronoun. 110. Distinguish between subject, object, and possessive pronouns. 111. Maintain agreement with antecedents.</p> <p>Adjectives</p> <p>112. Define, identify, and use an adjective. 113. Place an adjective before a noun and after a state-of-being verb. 114. Identify and use articles correctly:</p> <p>a. <i>A</i> and <i>an</i> b. omission of <i>a</i> and <i>an</i> with plurals c. <i>The</i> as noun determiner</p> <p>115. Identify and use demonstrative adjectives. 116. Identify, form, and use adjectives in the positive, comparative, and superlative forms.</p> <p>Adverbs</p> <p>117. Define, identify, and use an adverb to modify a verb:</p> <p>a. adverbs that tell <i>how</i> b. adverbs that tell <i>when</i> c. adverbs that tell <i>where</i></p> <p>118. Identify, form, and use adverbs in the positive, comparative, and superlative forms.</p> <p>Prepositions</p> <p>119. Define, identify, and use simple prepositions. 120. Identify and use prepositional phrases.</p>				
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<p>Conjunctions</p> <p>121. Identify, define, and use conjunctions. 122. Identify and use coordinating conjunctions.</p> <p>Interjections</p> <p>123. Define, identify, and use interjections. 124. Use an exclamation point with interjections.</p> <p>Applications</p> <p>125. Compare two or more people, places, or things. 126. Explain an opinion or preference using a comparison orally or in writing. 127. Identify parts of speech in a sentence.</p>				
<p>VI. CRITICAL THINKING</p> <p><i>Students demonstrate and apply critical thinking skills in oral and written forms.</i></p> <p>Critical Thinking Skills</p> <p>128. Classify, group, and categorize information. 129. Summarize to recall information and identify main ideas and supporting details. 130. Sequence actions and events. 131. Draw a conclusion or predict an outcome to a selection. 132. Compare and contrast ideas.</p>	<p>Basic Language Arts- Beginning</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced/Low ABE</p>

<p>133. Distinguish between fact and opinion.</p> <p>134. Organize and prioritize ideas around major points of information.</p> <p>135. Identify and make inferences.</p> <p>136. Retell, make predictions, make inferences, and evaluate passages from culturally diverse literature, other readings, and graphics.</p> <p>Applications</p> <p>137. Read food labels to compare and contrast.</p> <p>138. Distinguish between fact and opinion, and reach conclusions in interpreting advertisements.</p> <p>139. Classify information to make lists.</p> <p>140. Make a personal schedule for a specific period of time.</p>				
<p>VII. REFERENCE, LOCATION, AND STUDY SKILLS</p> <p><i>Students use a variety of resources to locate, interpret, and use information.</i></p> <p>Personal</p> <p>141. Bring necessary materials to classes each day.</p> <p>142. Organize papers, exercises, and assignments in a notebook.</p>	<p>Basic Language Arts - Beginning</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>Textbook</p> <p>143. Identify parts of a textbook.</p> <p>144. Use page numbers from tables of contents or indices to locate specific information.</p> <p>Dictionary</p> <p>145. Alphabetize words.</p> <p>146. Identify plain, bold, and italicized print.</p> <p>147. Identify and use entries and guide words.</p> <p>148. Find meanings and spellings of words.</p> <p>Other Reference Materials</p> <p>149. Use a map to find specific locations.</p> <p>150. Use directional points to locate places on a map.</p> <p>151. Use a simple legend on a map.</p> <p>152. Use a globe to find specific locations.</p> <p>153. Understand the structure and use of the atlas to find specific locations for written assignments.</p> <p>154. Interpret simple graphs, charts, and tables.</p> <p>155. Understand the structure and organization of an encyclopedia.</p> <p>156. Identify a thesaurus, and use it to locate synonyms.</p> <p>157. Identify the parts of a newspaper.</p>				
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<p>Test-Taking Skills</p> <p>158. Fill out forms, answer sheets, and test forms by bubbling in answers and responses.</p> <p>159. Take a standardized multiple-choice test.</p> <p>160. Take a variety of teacher-generated tests.</p> <p>Technology</p> <p>161. Explain basic terminology associated with computers (hardware, boot up, cursor, software).</p> <p>162. Identify basic components of a computer (mouse, keyboard, monitor, disk drive).</p> <p>163. Perform simple computer tasks (place hands appropriately on keyboard, move mouse, open and close programs).</p> <p>164. Respond to basic computer commands (click, double click, enter, start up, shut down, quit).</p> <p>165. Identify and use icons.</p> <p>Applications</p> <p>166. Use a telephone directory to find telephone numbers and addresses of family, friends, local businesses, and emergency information.</p> <p>167. Find chapters, sections, and information</p>				
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<p>in a book by using table of contents or index.</p> <p>168. Gather information for a report using sources such as interviews, questionnaires, computers, and library/ multi-media centers.</p> <p>169. Locate home and place of origin using an atlas, globe, or map.</p> <p>170. Use a map to reach a destination in the community.</p> <p>171. Use a computer to type and print out a self-written composition.</p> <p>172. Use a computer for personal, academic, vocational, and social communication.</p> <p>173. Visit the local library.</p> <p>174. Complete a library card application.</p> <p>175. Locater reading or audiovisual materials in specific areas of a library.</p> <p>176. Use reference materials at school or at library to help self of child with a project.</p> <p>177. Present a short report, using information gathered from various sources.</p>				
<p>I.LISTENING & ORAL SKILLS</p> <p><i>Students speak with a command of standard English conventions, listen critically, respond appropriately to oral communication, and share information and ideas coherently.</i></p> <p>Listening & Oral Skills</p>	<p>Basic Language Arts - Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>1. Give and follow oral instructions and directions.</p> <p>2. Listen actively to recorded or face-to-face speech to gather specific information, such as main idea, details, sequence of events, and facts and opinions.</p> <p>3. Ask and give clarification.</p> <p>4. Ask and answer questions to obtain and give information.</p> <p>5. Make requests and express needs.</p> <p>6. Describe people, common objects, and places in both general and specific language.</p> <p>7. Relate a personal experience, story, or incident.</p> <p>8. Retell, paraphrase, or explain a story, event, or direct speech.</p> <p>9. Explain a process or situation.</p> <p>10. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p>11. Express and support an opinion or agreement/disagreement.</p> <p>12. Distinguish between a speaker's opinion and verifiable facts.</p> <p>13. Identify and discuss cultural differences between the U.S. and other countries regarding education, work, family, and personal relations.</p>				
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<p>14. Demonstrate oral skills of pace, volume, emphasis, pronunciation, and appropriate word choice.</p> <p>B. Applications</p> <p>15. Take simple notes form an oral presentation.</p> <p>16. Read a selection orally.</p> <p>17. Present written work orally to a partner, group, or whole class.</p> <p>18. participate in a group discussion.</p> <p>19. Retell a childhood story.</p> <p>20. Recite poems or dramatic dialogues.</p> <p>21. Interview someone to gather information.</p> <p>22. Role-play a situation (e.g., a job interview).</p> <p>23. Persuade someone to do something or to change his/her opinion.</p> <p>24. Give oral responses to literature.</p> <p>25. Give information about self, family, work, and work history.</p>				
<p>II. COMPOSITION</p> <p><i>Students write clear sentences that utilize a variety of sentence structures and the writing process to create well-organized paragraphs for various purposes and audiences.</i></p> <p>Sentences - Improving, Combining, Expanding</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>26. Identify and use formal English, slang, and idioms appropriately.</p> <p>27. Expand sentences by adding descriptive words, phrases, and/or clauses to make sentences more interesting.</p> <p>28. Identify and correct empty sentences: <u>Incorrect:</u> My doctor is a nice person because she is nice to me. <u>Correct:</u> My doctor is a nice person because she is very patient with me.</p> <p>29. Identify and combine choppy sentences: <u>Incorrect:</u> Mary is my neighbor. She is rude. <u>Correct:</u> My neighbor Mary is rude.</p> <p>30. Write sentences using direct and indirect speech: <u>Direct:</u> Tom said, "Mary is home." <u>Indirect:</u> Tom said that Mary was home.</p> <p>31. Improve sentences using sensory details (e.g., The <i>sleek, red</i> truck sped <i>noisily</i> down the <i>narrow</i> street.).</p> <p>32. Use transition words in sentences: a. to show sequence (e.g., <i>first, next, before</i>) b. to demonstrate cause and effect (e.g., <i>so, consequently</i>). c. to express contrast (e.g., <i>on the other hand, but</i>). d. to express comparison (e.g., <i>just as, likewise, in the same way</i>).</p>				
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<p>33. Use parallel structure when writing sentences with conjunctions <u>Incorrect</u>: I enjoy swimming and to go to the beach. <u>Correct</u>: I enjoy swimming and going to the beach.</p> <p><u>Incorrect</u>: My home offers me security, warm, and love. <u>Correct</u>: My home offers me security, warmth, and love.</p> <p>The Paragraph and Its Parts</p> <p>34. Identify and use correct paragraph format: indenting first line, writing continuous sentences, and using appropriate margins. 35. Identify and write the parts of a paragraph: title, topic sentences as beginning sentence, supporting detail sentences, concluding sentence. 36. Write a paragraph with a topic sentence, supporting detail sentences, and a concluding sentence.</p>				
<p>The Writing Process</p> <p>37. Utilize pre-writing techniques: a. Choose a topic. b. Determine audience and purpose. c. Gather and organize information and ideas using brainstorming, word maps, time lines, charts, and/or outlines. 38. Write a <i>first draft</i>: a. Create a first draft of a paragraph using ideas generated from pre-writing</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>activities that includes a topic sentence, supporting detail sentences, and a concluding sentence.</p> <p>b. Create a title.</p> <p>39. Share draft with peers and/or instructor to revise and edit:</p> <p>a. Revise for content:</p> <p>(1) Delete any words or ideas which are repetitive (empty sentences) and/or unrelated to topic sentence.</p> <p>(2) Combine related ideas by using compound and complex sentences.</p> <p>(3) Correct choppy sentences by using compound and complex sentences.</p> <p>(4) Expand and improve sentences by using strong verbs, transitional words, adjectives, and adverbs.</p> <p>(5) Reorder sentences and ideas to present a clear, logical sequence of thoughts.</p> <p>40. Create a second draft using revisions, corrections, and suggestions from peers and/or instructors.</p> <p>41. Use the above 5 steps to create as many drafts as necessary to complete a <i>final draft</i>.</p> <p>The Writing Process</p> <p>42. Publish the final draft:</p> <p>a. Display and share writing product.</p> <p>b. Make oral presentation.</p>				
<p>Writing Paragraphs</p> <p>43. Write a narrative paragraph to relate an experience or event.</p> <p>44. Write a descriptive paragraph to describe a person, place, or object.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>45. Write an expository paragraph to explain a process or situation or to give information.</p> <p>46. Write a persuasive paragraph to express an opinion or present a point of view in order to influence the reader.</p> <p>47. Write a summary of an oral presentation, movie, show, story, article, or any other type of written text.</p> <p>48. paraphrase an article, a story, or oral statements.</p> <p>49. Write a paragraph of comparison and contrast.</p> <p>50. Write paragraphs that require critical thinking skills by:</p> <ul style="list-style-type: none"> a. sequencing actions and events. b. distinguishing between fact and opinion. c. identifying and using cause and effect relationships. d. drawing/making conclusions. e. ranking ideas in order of importance. <p>51. Identify and use figurative language such as simile, metaphor, personification, and hyperbole in sentences, paragraphs, and simple verse.</p> <p>52. Write a two-paragraph composition.</p>				
<p>Life-Skill Writing</p> <p>53. Express thoughts and feelings appropriately in a greeting card.</p> <p>54a. Write notes to express thanks and sympathy.</p> <p>54b. Write notes to persons of authority to make requests and/or express needs.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	

<p>55. Write messages and directions. 56. Write a friendly letter. 57. Write a simple business letter. 58. Fill out forms. 59. Create a simple resume.</p>				
<p>Academic-Subject Writing</p> <p>60. Take simple notes on an oral presentation or a written selection. 61. Craft a simple outline from notes or a short written text. 62. Follow written directions from textbooks to complete writing assignments. 63. Write a one- or two-sentence answer to a comprehension question. 64. Write a short-answer paragraph response to a question (a three- to five-sentence response to a question) using words from the question to formulate a topic sentence. 65. Write a time-line based on written text. 66. Demonstrate understanding of basic story elements (e.g., setting, plot, character, theme) by: a. answering comprehension questions. b. writing a character-sketch, setting-sketch, plot summary, or theme analysis. 67. Read, identify, and use various literary forms (e.g., short story, biography, poetry) as models for writing. 68. Write a report and/or make a presentation based on information gathered from multiple sources. 69a. Demonstrate a basic understanding of plagiarism and how to avoid it.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>69b. In written responses, use paraphrasing and quotations to avoid plagiarism.</p>				
<p>Applications</p> <p>70. Write a note to a teacher to request or change a meeting.</p> <p>71. Write a series of instructions or directions (e.g., how to go to school or to work).</p> <p>72. Describe your hometown.</p> <p>73. Write a business letter to express a complaint.</p> <p>74. Write a news article.</p> <p>75. Write a movie review.</p> <p>76. Write a dialogue or a story using dialogue.</p> <p>77. Write an opinion piece or an editorial.</p> <p>78. Write a response to a letter seeking advice from a newspaper column.</p> <p>79. Write a personal narrative describing a happiest or a saddest moment.</p> <p>80. Create an original story.</p> <p>81. Write a biography using multiple sources.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate</p>
<p>III. MECHANICS</p> <p>Students will apply the rules of capitalization, punctuation, and spelling to written communication.</p> <p>82. Capitalize the personal pronoun, “I.”</p> <p>83. Capitalize the first word of a sentence.</p> <p>84. Capitalize the first word in a direct quotation (e.g., He said, “That’s great.”)</p> <p>85. Capitalize all proper nouns:</p> <p>a. names of people including initials, titles, and abbreviations</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>b. words used as names c. days of the week, months of the year, and holidays d. names of places including their abbreviations e. names of geographic regions f. names of planets and other heavenly bodies g. names of buildings and monuments h. peoples, races, ethnic groups, tribes, and languages. i. names of religions and deities. j. brand and product names k. names of teams, companies, schools and organizations, and their abbreviations. l. first, last, and principal words in titles of books, movies, magazines, newspapers, songs, and plays, poems m. names of specific school courses, but not general subjects. n. names of eras, historical events, and documents. 86. Capitalize all proper adjectives such as <i>Swiss</i> cheese or a <i>French</i> restaurant.</p>				
<p>Punctuation 87. Use a period appropriately: a. to end declarative and imperative sentences. b. after all abbreviations and initials. c. to indicate a decimal in a numeral. d. in outlines. 88. Use a question mark to end interrogative sentences. 89. Use an exclamation mark to end exclamatory sentences and interjections.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>90. Use apostrophes appropriately:</p> <ul style="list-style-type: none"> a. in all contractions. b. with singular and plural possessive nouns. c. with shared possessives. <p>91. Use commas appropriately:</p> <ul style="list-style-type: none"> a. between city and state, and city and country. b. to separate date from the year. c. after a date or address within a sentence. d. to clarify large numbers. e. after a greeting or a closing in a note or a letter. f. in a series of three or more words, phrases, or clauses. g. to set off dialogue/direct quotations. h. in direct address and after the introductory words, <i>Yes</i> and <i>No</i>. i. to set off incidental and sequence words. j. before coordinating conjunctions connecting independent clauses. k. after a subordinate clause that precedes a main clause (e.g., <i>While it rained</i>, I watched a movie). l. in inverted names m. to set off appositives <p>92. Identify and use a semi-colon between independent clauses of a compound sentence.</p> <p>93. Identify and use a colon appropriately:</p> <ul style="list-style-type: none"> a. between the hour and the minute when writing the time. b. after the salutation/greeting and other standard conventions in business letters. c. to introduce a list. <p>94. Identify and use a hyphen appropriately:</p>				
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<p>a. to divide a word into its syllables. b. to make a hyphenated word. c. to write compound numbers. d. to write a date numerically. 95. Identify and use quotation marks appropriately: a. in direct quotations. b. with titles of songs, poems, short stories, essays, chapters of books, and articles found in magazines, newspapers, and encyclopedias. 96. Identify and use italics or underlining for titles of books, newspapers, magazines, and movies. 97. Recognize and name other punctuation marks such as parentheses, slashes, and brackets.</p>				
<p>Spelling</p> <p>98. Form and spell contractions. 99. Identify and spell appropriate abbreviations for: a. place names used in addresses or directions. b. titles, occupations, gender, marital status c. days, months, times. d. common weights and measurements. e. classified ads, flyers, or posters. 100. Form the plural of all nouns including: a. by adding –s to regular nouns. b. by adding –es to nouns ending in –s, –x, –z, –ch, and –sh. c. by adding –s or –es to nouns ending in –o.</p>	<p>Basic Language Arts – Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>d. by adding -s to nouns ending in -f (chiefs), or by changing nouns ending in -fe to -ves (wives).</p> <p>e. by adding -s to nouns ending in -y (boys), or changing the -y of nouns ending in -y to -ies (babies).</p> <p>101. Spell frequently used irregular verbs (e.g., done, were) correctly.</p> <p>102. Identify and spell common homophones (e.g., there, their, they're).</p> <p>103. Identify a syllable and define what a syllable is.</p> <p>104. Use basic rules of syllabication to divide two- and three-syllable words.</p> <p>105a. Identify root words, suffixes, and prefixes.</p> <p>105b. Define what root words, prefixes, and suffixes are.</p> <p>106. Build words by adding common affixes to root words that:</p> <p>a. do not need spelling changes when adding suffixes.</p> <p>b. keep the final -e when adding a consonant suffixes (e.g., love → lovely).</p> <p>c. have a final-e that must be dropped when adding a vowel suffix (e.g. make → making).</p> <p>d. have a final consonant that must be doubled when adding a suffix to a one-syllable word (e.g., stop → stopped), or have more than one syllable with the stress on the final syllable (e.g., open → opening).</p> <p>e. end in -y and:</p> <p>1. keep the y when adding a suffix (e.g., enjoy → enjoying), or</p> <p>2. change to -i- before adding the suffix (easy → easier).</p>				
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<p>f. end in –y and keep the –y when adding –ing (e.g., play→playing, cry→crying).</p> <p>107. Identify and spell common suffixes that form a noun (e.g., -er, -ment, -ness, -ion, -sion, -tion).</p> <p>108. Identify and spell common suffixes that form adjectives (e.g., -able, -ful, less, -ous).</p> <p>109. Identify and spell common suffixes that form adverbs (e.g., -ly).</p> <p>Outline Format</p> <p>110. Use correct sequence of Roman numerals, capital letters, Arabic numerals, and small letters to identify parts of an outline.</p> <p>111. Use correct punctuation and spacing to copy or create an outline.</p> <p>Applications</p> <p>112. Identify misspelled words, and correct them.</p> <p>113. Take a spelling dictation.</p> <p>114. Write a short ad using appropriate abbreviations.</p> <p>115. Add punctuation and capitalization to a friendly letter.</p>				
<p>IV. GRAMMAR & USAGE</p> <p><i>Students apply basic grammatical concepts and rules in oral and written communication.</i></p> <p>Parts-of-Speech</p> <p>116. Name and define the eight parts-of-speech.</p>	<p>Basic Language Arts-Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>117. Identify the part-of-speech for a given word in a sentence.</p> <p>118. Identify and use words that function as different parts of speech (e.g., I <i>watch</i> TV; I bought a <i>watch</i>.)</p> <p>Verbs</p> <p>119. Define, identify, and use verbs.</p> <p>120. Distinguish between action and state-of-being verbs.</p> <p>121. Identify forms of a verb (e.g., simple/perfect, present/past, participle).</p> <p>122. Distinguish between main/principle verbs and helping/auxiliary verbs.</p> <p>123. Identify and use correct tense of a verb and various ways to express each tense (e.g., I rode, I would ride, I used to ride).</p> <p>124. Use correct subject-verb agreement.</p> <p>125. Maintain tense consistency in writing.</p> <p>126. Use modals correctly.</p> <p>127. Identify and use active voice and passive voice correctly.</p> <p>128. Identify and use verbs that must be followed by infinitives and/or gerunds.</p> <p>129. Identify and use separable and inseparable phrasal/two-word verbs appropriately.</p> <p>130a. Use negatives correctly.</p>				
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<p>130b. Recognize and correct a double negative in a sentence.</p> <p>131. Identify and use troublesome verbs correctly (e.g., sit/set, lend/borrow, let/leave).</p> <p>Nouns</p> <p>132. Define, identify, and use nouns.</p> <p>133. Identify and distinguish between common and proper nouns</p> <p>134. Form the plurals of regular and irregular nouns.</p> <p>135. Identify, form, and use the possessive for singular and plural nouns.</p> <p>136. Differentiate between count and non-count nouns.</p> <p>137. Identify and form compound nouns, and use a dictionary to determine if a hyphen is used.</p> <p>138. Define, identify, and use collective nouns.</p> <p>139. Identify and use nouns in an appositive.</p> <p>Pronouns</p> <p>140. Define, identify, and use pronouns.</p> <p>141. Identify and use subject pronouns as subjects of verbs or after linking verbs.</p> <p>142. Identify and use object pronouns as direct</p>				
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<p>objects, indirect objects, or objects of prepositions.</p> <p>143. Identify and use possessive pronouns.</p> <p>144., Identify and use reflexive pronouns when the subjects and the objects are the same (e.g., <i>I enjoyed myself</i>).</p> <p>145. Use correct word order in compound subjects and objects with <i>I</i> and <i>me</i>.</p> <p>146. Identify the antecedent of a pronoun, and use pronouns that agree in number with their antecedents.</p> <p>147. Use a pronoun to refer to its nearest noun for clarity (e.g., <i>The boys are at school; they are studying together</i>).</p> <p>148. Identify and use demonstrative pronouns.</p> <p>149. Identify and use indefinite pronouns.</p> <p>150. Distinguish between singular indefinite pronouns that use singular verbs and possessive pronouns (e.g., <i>everyone</i>), and plural indefinite pronouns that use plural verbs and possessive pronouns (e.g., <i>many</i>)</p> <p>151. Recognize indefinite pronouns that can be either singular or plural (e.g., <i>all, any, some, most</i>).</p> <p>152. Identify and use relative pronouns (<i>that, which, who, whom, whose</i>) that introduce dependent clauses.</p>				
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<p>153. Identify and use interrogative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>what</i>, <i>which</i>, <i>whose</i>)</p> <p>Adjectives</p> <p>154. Define, identify, and use adjectives to modify nouns and pronouns.</p> <p>155. Place adjectives before a noun or after a linking verb.</p> <p>156. Use two or more adjectives in a phrase or sentence and order them appropriately by number, quality, size, shape, age, color, material, and type.</p> <p>157. Identify adjectives of quantity, and use them appropriately with count and non-count nouns.</p> <p>158. Identify and use proper adjectives correctly.</p> <p>159. Differentiate between the usage of past and present participles used as adjectives.</p> <p>160. Identify and use demonstrative adjectives.</p> <p>161. Identify and use articles appropriately:</p> <ul style="list-style-type: none"> a. Use <i>a</i> and <i>an</i> correctly with singular count nouns. b. Use <i>the</i> with specific nouns and <i>a/an</i> with general nouns. <p>162. Identify, form, and use adjectives in the positive, comparative (add <i>-er</i> or <i>more</i>), superlative (add <i>-est</i> or</p>				
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<p><i>most</i>) and equative (<i>as...as</i>) forms.</p> <p>163. Identify and use an adjective phrase to modify a noun or pronoun (e.g., the man <i>with the white beard</i>).</p> <p>164. Use adjective clauses:</p> <ol style="list-style-type: none"> to modify nouns. to show possession using pronoun <i>whose</i>. <p>Adverbs</p> <p>165. Define, identify, and use adverbs to modify verbs, adjectives, or adverbs.</p> <p>166. Identify adverbs of manner, place, frequency, and time, and use them correctly in sentences.</p> <p>167. Identify, form, and use adverbs in the positive, comparative (adding <i>-er</i> or <i>more</i>), superlative (adding <i>-est</i> or <i>most</i>), and equative (<i>as...as</i>) forms.</p> <p>168. Recognize and use adverb phrases (e.g., He went <i>to the movies</i>.)</p> <p>169. Recognize and use adverb clauses (e.g., <i>If it rains</i>, we won't go to the beach).</p> <p>Prepositions</p> <p>170. Define and identify prepositions and prepositional phrases.</p> <p>171. Use common prepositions of time and place correctly.</p> <p>172. Identify verbs and adjectives that must be</p>				
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<p>followed by a specific preposition.</p> <p>Conjunctions</p> <p>173. Identify, define, and use conjunctions.</p> <p>174. Use coordinating conjunctions to join words, phrases, and clauses (e.g., <i>and, but, or, so, yet, for</i>).</p> <p>175. Use subordinating conjunctions to begin a dependent clause (e.g., <i>when, because, since, if</i>).</p> <p>176. Use correlative conjunctions in pairs to indicate a reciprocal relationship (e.g., <i>either...or, neither...nor, as...as</i>).</p> <p>177. Use conjunctive adverbs to join independent clauses (e.g., <i>however, moreover, nevertheless</i>).</p> <p>Interjections</p> <p>178. Define, identify, and use interjections.</p> <p>179. Use an exclamation point or comma to separate interjections from the rest of a sentence (e.g., <i>Wow! You look great.; Oh, I can't go.</i>)</p> <p>Verbals</p> <p>180. Identify and use gerunds and gerund phrases in any way a noun can be used (<i>Reading is fun; He is</i></p>				
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<p>interested in <i>reading about airplanes</i>).</p> <p>181. Identify and use the participle forms of a verb as adjectives (e.g., a <i>broken</i> arm; a <i>screaming</i> child).</p> <p>182. Identify and use an infinitive or infinitive phrase to express purpose or intention (e.g., I came here <i>to study</i>), or after certain verbs (I <u>decided</u> <i>to go</i> to school).</p>				
<p>Sentences and Parts of the Sentence</p> <p>183. Define and identify the elements of a complete sentence: a complete thought that includes a subject and a predicate.</p> <p>184. Define and identify the subject of a sentence and:</p> <ul style="list-style-type: none"> a. differentiate between a simple and a compound subject. b. recognize an understood subject in imperative sentences. c. Identify a compound subject. d. recognize a subject when it is found at the beginning, middle, or end of a sentence. <p>185. Define and identify the predicate of a sentence and:</p> <ul style="list-style-type: none"> a. identify the verb and verb parts within the predicate. b. Identify a compound predicate. 	<p>Basic Language Arts-Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>c. differentiate between simple and compound predicate.</p> <p>d. define and identify direct object and indirect object.</p> <p>186. Identify and correct sentence fragments.</p> <p>187. Identify and correct run-on sentences.</p> <p>188. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>189. Write simple sentences using correct word order, capitalization, and punctuation.</p> <p>190. Define and identify phrases.</p> <p>191. Define and identify independent/main clauses and dependent/subordinate clauses.</p> <p>192. Write compound sentences with conjunctions.</p> <p>193. Write compound sentences with semicolons.</p> <p>194. Write complex sentences.</p> <p>195. Differentiate among phrase, clauses, and sentences.</p> <p>196. Use conditional sentences to add variety to writing (e.g., <i>If I had a million dollars, I would buy an apartment building</i>).</p> <p>Applications</p> <p>197. Rewrite a paragraph by changing the tense.</p>				
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<p>198. Rewrite a paragraph by changing the person.</p> <p>199. Describe in detail a member of the family, orally or in writing.</p> <p>200. Identify and correct basic grammatical errors in a peer’s paragraph.</p>				
<p>V. CRITICAL THINKING</p> <p><i>Students demonstrate and apply critical thinking skills in oral and written communication.</i></p> <p>Critical Thinking Skills</p> <p>201. Classify, group, categorize, and prioritize information.</p> <p>202. Summarize information by identifying main ideas and supporting details from oral sources, articles, or fiction.</p> <p>203. Sequence actions and events.</p> <p>204. Rank ideas according to order or importance.</p> <p>205. Draw a conclusion or predict an outcome.</p> <p>206. Compare and contrast.</p> <p>207. Distinguish between fact and opinion.</p> <p>208. Retell, make predictions, make inferences, and evaluate passages from culturally diverse literature, graphics, and other reading materials.</p> <p>209. Identify and make cause and effect relationships.</p> <p>210. Identify a problem/conflict, and</p>	<p>Basic language Arts - Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>evaluate its possible solutions.</p> <p>211. Compare and analyze different perspectives toward an issue found in literature and other sources.</p> <p>212. Identify and use various methods of persuasion (e.g., <i>generalization</i>).</p> <p>Applications</p> <p>213. Compare and contrast political candidates or issues.</p> <p>214. Discuss pros and cons of standardized testing in schools or another current topic.</p> <p>215. Rank benefits of a potential job.</p> <p>216. Prioritize tasks.</p> <p>217. Read ads or listen to commercials, and distinguish between fact and opinion.</p> <p>218. Make a personal schedule for a period of time.</p> <p>219. Create a timeline using personal information.</p> <p>220. Write an ad using a method of persuasion.</p>				
<p>VI. REFERENCE AND STUDY SKILLS</p> <p><i>Students use a variety of resources to locate, interpret, and use information.</i></p> <p>Personal Organization</p>	<p>Basic Language Arts - Intermediate</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p>221. Bring all necessary materials to class each day.</p> <p>222. Organize papers, class notes, exercises, and assignments in a 3-ring binder with labeled dividers.</p> <p>223. Use a calendar to track assignments, test, school events, and appointments.</p> <p>224. Follow and explain school and classroom rules and procedures.</p> <p>225. Work cooperatively with a partner, a small group, or a team.</p> <p>226. Work individually to complete assignments.</p> <p>Textbooks</p> <p>227. Identify plain, bold, and italicized print.</p> <p>228. Identify and use parts of a book (e.g., titles, table of contents, <i>index</i>) to find information.</p> <p>229. Locate and identify a copyright notice, a preface, and an acknowledgment page to obtain information.</p> <p>230. Identify and use footnotes.</p> <p>Reference Materials and Skills</p> <p>231. Demonstrate understanding of alphabetical order by alphabetizing:</p> <ul style="list-style-type: none"> a. words using the first through fourth letter. b. numbers and abbreviations. 				
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<p>c. titles of books, movies, magazine.</p> <p>232. Apply alphabetizing skills when using reference materials.</p> <p>233. Identify library services in the community, and obtain a library card.</p> <p>234. Identify and use a dictionary to find meanings and spellings of words by:</p> <p>a. identifying and using guide words to find entry words.</p> <p>b. identifying and using components of an entry (e.g., <i>phonetic entry, parts-of-speech, multiple definitions</i>).</p> <p>c. interpreting dictionary abbreviations.</p> <p>d. interpreting phonetic symbols.</p> <p>235. Use a thesaurus to locate synonyms and antonyms.</p> <p>236. Identify and use the organization and structure of an encyclopedia to locate and gather information.</p> <p>237. Use maps, globes, and atlases to:</p> <p>a. demonstrate understanding of basic geographical terminology (e.g., <i>city, country, continent, region</i>).</p> <p>b. identify, locate, and use the parts of a map (e.g., <i>scale, legend, directional points, mileage markers, index</i>).</p> <p>c. identify and use a map grid and lines of latitude and longitude.</p>				
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<p>d. identify different time zones and calculate time by using zone maps.</p> <p>238. Identify and use the contents of a telephone book to obtain information.</p> <p>239. Read a newspaper to obtain information.</p> <p>a. Identify the sections and their content.</p> <p>b. Identify and read headlines, captions, by-lines, and articles.</p> <p>c. Differentiate between a news story and an opinion piece.</p> <p>240. Identify and use the contents of an almanac to locate information.</p> <p>241. Use other authentic materials such as periodicals, brochures, or pamphlets to obtain information.</p> <p>242. Interpret charts, graphs, and tables to gather information for writing or for discussion.</p> <p>Test-Taking Skills</p> <p>243. Fill out forms, test forms, and test answer sheets by bubbling in answers or writing in responses.</p> <p>244. Identify and practice effective multiple-choice test-taking strategies by:</p> <p>a. eliminating incorrect or inappropriate choices.</p> <p>b. using allotted time efficiently.</p>				
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<p>c. analyzing a question to determine its nature (e.g., <i>simple recall, main idea</i>).</p> <p>Technology</p> <p>245. Operate CD and DVD players, and use CDs and DVDs to complete classroom assignments.</p> <p>246. Identify and use basic computer equipment and terminology (e.g., <i>mouse disk, click, cursor</i>).</p> <p>247. Perform simple computer tasks to operate and respond to classroom software.</p> <p>248. Identify and use the Internet to find information.</p> <p>Applications</p> <p>249. Take timed and untimed tests.</p> <p>250. Determine distance from one location to another by using scale or mileage markers.</p> <p>251. Locate countries, cities, and capitals by using an atlas.</p> <p>252. Point to a name continents, bodies of water, and countries on a globe or world map.</p>				
<p>I. LISTENING AND ORAL SKILLS</p> <p><i>Students speak with a command of standard English conventions, listen critically and respond appropriately to</i></p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Intermediate</p>	<p>ESL Intermediate/High</p>

<p><i>oral communication, and share information and ideas coherently.</i></p> <p>Listening Skills</p> <ol style="list-style-type: none"> 1. Follow oral instructions and directions. 2. Listen actively to face-to-face or recorded speech to gather specific information (e.g., <i>main idea, details, sequence-of-events, facts, opinions</i>) 3. Interpret a speaker's perspective from his/her expression, gesture inflection, intonation, and language. <p>Oral Skills</p> <ol style="list-style-type: none"> 4. Give directions and instructions. 5. Ask for and give clarification. 6. Ask and answer questions to obtain and give information. 7. Make requests and express needs. 8. Describe people, places, and common objects in general and specific language. 9. Express and support an opinion, agreement, or disagreement. 10. Relate a personal experience, incident, or story. 11. Explain retell, or paraphrase an event, a story, or what has been said by someone. 12. Summarize major ideas and supporting evidence of events or in 				
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<p>articles, stories, oral presentations.</p> <p>13. Explain a process or situation.</p> <p>14. Use details, examples, or anecdotes to explain or clarify.</p> <p>15. Demonstrate oral skills of appropriate choice of words as well as audibility, emphasis, pace, pronunciation, volume.</p> <p>16. Engage audience with positive body language (e.g., <i>eye contact, facial expressions, gestures, and posture</i>).</p> <p>17. Participate in a group discussion.</p> <p>Applications</p> <p>18. Take notes from an oral presentation, video, DVD, or CD.</p> <p>19. Listen to directions or description of a route (e.g., <i>The Oregon Trail</i>), and trace the route on a map.</p> <p>20. Interview someone to gather information.</p> <p>21. Sequence events shown in a short video or DVD presentation.</p> <p>22. Retell or summarize an historical event.</p> <p>23. Explain how to do something (e.g., prepare a favorite dessert).</p>				
<p>II. MECHANICS</p> <p><i>Students apply the rules of capitalization and</i></p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced/Low</p>

punctuation to written communication and demonstrate competency in spelling.

Capitalization

24. Capitalize the personal pronoun, "I", all proper nouns, and all proper adjectives.

25. Capitalize the first word of a sentence or direct quotation. (e.g., *It's sunny and hot.*; *Lucy said, "It's sunny and hot."*).

26. Capitalize all words in the greeting of a letter and the first word in the closing of a letter (e.g., *To Whom It May Concern;* *Yours truly*).

27. Capitalize all important words of a title including the first and last words (e.g., *The Island of the Blue Dolphin*).

28. Capitalize the names of planets and other heavenly bodies.

29. Capitalize the names of buildings and monuments.

Punctuation

30. Use a period:

- a. to end all declarative and imperative sentences.
- b. after initials and most abbreviations.
- c. in an outline or in a list.

31. Use a question mark to end interrogative sentences.

32. Use an exclamation mark to end exclamatory

<p>sentences and interjections.</p> <p>33. Use apostrophes with all contractions, possessive nouns, and possessive pronouns.</p> <p>34.</p> <p>Use commas appropriately:</p> <ul style="list-style-type: none"> a. with dates. b. after the greeting and closing in a letter or note. c. in a series of words, phrases, or clauses. d. in direct address. e. between two or more reversible adjectives (e.g., a long, hard ride). f. to set off appositives. g. before a conjunction in a compound sentence. h. to set off transitional and sequence words. i. before introductory words, phrases, clauses. j. to set off interrupters. k. with direct quotations. <p>35. Identify and use a semicolon:</p> <ul style="list-style-type: none"> a. to separate independent clauses in a compound sentence. b. before a conjunctive adverb that connects the clauses of a compound sentence (e.g., <i>The weather was windy and cool; nevertheless, the party was held outside.</i>). <p>36. Identify and use a colon:</p> <ul style="list-style-type: none"> a. between the hour and minutes in writing the time numerically. b. after the greeting or salutation and other standard conventions in business correspondence. 				
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<p>c. to introduce a list. d. before direct speech written in dialogue or play format.</p> <p>37. Identify and use a hyphen:</p> <p>a. to divide a word at the end of a line of writing. b. to form compound adjectives (e.g., <i>sister-in-law</i>), and compound adjectives that precede a noun (e.g., <i>well-known author</i>).</p> <p>c. to write compound numbers. d. to write out a date numerically.</p> <p>38. Identify and use quotation marks:</p> <p>a. in direct quotations. b. with titles of songs, poems, short stories, essays, chapters of books, and articles found in newspapers, magazines, encyclopedias. c. with inclusion of passages from any printed material or information from an Internet source.</p> <p>39. Identify and use a single quotation mark to include a title or direct quotation within another quotation (e.g., "<i>Who shouted 'Help! Help!' during the movie?</i>").</p> <p>40. Identify and use italics to indicate titles of books, plays, newspapers, magazines, television shows, movies, and works-of-art in word-processed documents.</p> <p>41. Underline titles of books, plays, newspapers,</p>				
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<p>magazines, television shows, movies, and works-of-art in handwritten work.</p> <p>42. Identify and use parentheses:</p> <ol style="list-style-type: none"> a. to enclose supplemental material. b. to enclose a letter or number that labels items in a list, series, or outline. <p>43. Recognize an ellipsis (...) to indicate deleted material, or to mark an interruption in speech or unfinished thought.</p> <p>44. Identify and use a slash:</p> <ol style="list-style-type: none"> a. to separate paired items (e.g., <i>pass/fail</i>). b. to separate two or three lines of poetry within a text. c. to write out dates numerically. <p>Outline Format</p> <p>45. Use correct sequence of Roman and Arabic numerals with upper-case and lower-case letters to create an outline.</p> <p>46. Use correct punctuation and spacing to copy or create an outline.</p> <p>Spelling</p> <p>47. Identify and spell common abbreviations for:</p> <ol style="list-style-type: none"> a. time, weight, distance, capacity, and heat (e.g., <i>a.m., lb., mi., qt., F</i>). 				
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<p>b. place names used in addresses (e.g., <i>St., U.S.</i>).</p> <p>c. titles used with a person's name (e.g., <i>Mr., Ms., Dr.</i>).</p> <p>48. identify and spell common homophones (e.g., <i>male/mail</i>).</p> <p>49. Spell compound nouns correctly (e.g., homework, high-rise).</p> <p>50. Form the plural of all regular nouns by adding -s.</p> <p>51. Form the plural of all irregular nouns (e.g., <i>foot/feet</i>).</p> <p>52. Add suffixes to words ending with a consonant, a -y, or the silent -e. (<i>stop/stopped; live/living; easy/easily/easier</i>).</p> <p>53. Spell irregular verbs (e.g., <i>write/wrote/written</i>).</p> <p>54. Identify and spell troublesome words (e.g., <i>accept/except; quite/quiet</i>).</p> <p>55. Identify and define a syllable, root word, suffix, and prefix.</p> <p>56. Use the rules of syllabication to divide multi-syllable words.</p> <p>57. Identify and use suffixes to create verbs (e.g., <i>dark/darken</i>).</p> <p>58. Identify and use suffixes to create nouns (e.g., <i>kind/kindness</i>).</p> <p>59. Identify and use suffixes to create adjectives (e.g., <i>fool/foolish</i>).</p> <p>60. Identify and use suffixes to create adverbs (e.g., <i>happy/happily</i>).</p>				
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<p>61. Identify, define, and use prefixes (e.g., <i>anti-</i>, <i>dis-</i>, <i>mal-</i>, <i>mis-</i>, <i>mid-</i>).</p> <p>Applications</p> <p>62. Add punctuation and capitalization to a business letter.</p> <p>63. Take a spelling dictation.</p> <p>64. Identify and correct misspelled words in a composition.</p> <p>65. Identify and correct basic grammatical errors in a classmate’s composition.</p> <p>66. Outline a chapter or section of a chapter from a textbook.</p> <p>67. Write a short conversation using quotation marks and other appropriate punctuation.</p>				
<p>III. GRAMMAR & USAGE</p> <p><i>Students apply basic grammatical concepts and rules in oral and written communication.</i></p> <p>Parts-of Speech</p> <p>68. Name and define the eight parts-of-speech, and identify the part-of-speech for a given word in a sentence.</p> <p>69. Identify and use words that function as different parts-of-speech (e.g., I <i>watch</i> TV. I bought a <i>watch</i>).</p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced ABE</p>

<p>Verbs</p> <p>70. Identify the forms of a verb, and distinguish between main/principal and helping/auxiliary verbs.</p> <p>71. In writing, use verbs in correct tenses, and maintain tense consistency.</p> <p>72. Use modals and verbals correctly.</p> <p>73. Recognize and correct double negatives in a sentence.</p> <p>74. Use passive and active voices correctly.</p> <p>75. Identify and use verbs in the subjunctive form (e.g., It is essential that <i>we be</i> on time.).</p> <p>76. Use correct subject-verb agreement.</p> <p>77. Use verbs in correct moods:</p> <p>a. indicative for facts, opinions, and factual questions.</p> <p>b. imperative for commands, requests, advice.</p> <p>c. subjunctive for <i>wishes</i>, in <i>if clauses</i>, and in <i>that clauses</i> expressing demands, recommendations, or requests.</p> <p>Nouns</p> <p>78. Use common, proper, and possessive nouns.</p> <p>79. Use collective, count, non-count, and compound nouns.</p> <p>80. Form the plural of nouns.</p>				
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<p>81. Identify and use nouns as modifiers or adjectives (e.g., <i>vegetable</i> soup).</p> <p>82. Identify and use nouns that are plural in form, but singular in meaning (e.g., <i>news</i>, <i>electronics</i>).</p> <p>83. Identify and use nouns in an appositive.</p> <p>Pronouns</p> <p>84. Use subject, object, and possessive pronouns in both singular and plural forms.</p> <p>85. Use demonstrative, indefinite, interrogative, and relative pronouns.</p> <p>86. Identify and use <i>you</i>, <i>one</i>, and <i>they</i> as impersonal pronouns.</p> <p>87. Distinguish between and use reflexive pronouns (e.g., I called <i>myself</i> a fair person) and intensive pronouns (e.g., I <i>myself</i> called home).</p> <p>88. Maintain pronoun consistency (e.g., Mary and Tom knew <i>they</i> looked silly when <i>they</i> looked at <i>themselves</i> in <i>their</i> mirror.).</p> <p>Adjectives</p> <p>89. Use, place, and order adjectives and proper adjectives to modify nouns and pronouns.</p> <p>90. Use adjectives in positive, comparative, and superlative forms.</p> <p>91. Identify and use articles and</p>				
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<p>demonstrative adjectives correctly.</p> <p>92. Use hyphens in compound adjectives that precede the nouns they modify (e.g., <i>a well-known writer</i>).</p> <p>Adverbs</p> <p>93. Identify and use adverbs of frequency, place, manner, and time to modify verbs, adjectives, and adverbs.</p> <p>94. Use adverbs in positive, comparative, and superlative forms.</p> <p>95. Distinguish between and use troublesome adjectives and adverbs (e.g., <i>good/well; hard/hardly</i>).</p> <p>Prepositions</p> <p>96. Identify and use prepositions and prepositional phrases.</p> <p>97. Use prepositional phrases as adjectives or adverbs.</p> <p>98. Identify verbs and adjectives that must be followed by a specific preposition.</p> <p>Conjunctions</p> <p>99. Use coordinating and subordinating conjunctions correctly.</p> <p>100. Use correlative conjunctions properly (e.g., <i>neither...nor; either...or; as...as</i>).</p> <p>Interjections</p>				
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<p>101. Identify, define, and use interjections.</p> <p>102. Use an exclamation point or comma to separate interjections from the rest of a sentence (e.g., <i>Wow!</i> You look great! <i>Oh</i>, I can't go.).</p> <p>Verbals</p> <p>103. Identify and use gerunds and gerund phrases in any way a noun can be used.</p> <p>104. Identify and use the appropriate participle or participial phrase as an adjective.</p> <p>105. Identify and use an infinitive or infinitive phrase as a noun, adjective, or adverb.</p> <p>106. Distinguish between an infinitive (e.g., <i>to dance</i>) and the object of a preposition (e.g., <i>to a dance</i>).</p> <p>107. Avoid using split infinitives.</p> <p>Sentences & Parts of a Sentence</p> <p>108. Identify and define the elements of a complete sentence.</p> <p>109. Identify and define phrases, clauses, and sentences.</p> <p>110. Identify the four types of sentences – declarative, exclamatory, imperative, and interrogative - and their</p>				
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<p>simple and complete subjects and predicates. 111. Write simple and compound sentences using correct punctuation and conjunctions. 112. Identify and use subordinate clauses in complex sentences. 113. Write compound-complex sentences. 114. Identify and correct fragments and run-on sentences.</p> <p>Applications</p> <p>115. Add appropriate adjectives and adverbs to a paragraph. 116. Rewrite a paragraph by changing the person or tense. 117. Identify and use nouns that function as adjectives in a paragraph. 118. Combine short, choppy sentences with appropriate conjunctions. 119. Write a paragraph using a combination of compound and complex sentences. 120. Identify and correct basic grammatical errors in a classmate’s paragraph.</p>				
<p>IV. COMPOSITION</p> <p><i>Students write clear sentences that utilize a variety of sentence structures and use the writing process to create well-organized paragraphs for various purposes and audiences.</i></p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced ABE</p>

<p>The Writing Process</p> <p>Sentences – Improving, Combining, Expanding</p> <p>126. Distinguish among and properly use formal and informal English, slang, and idioms.</p> <p>127. Write complete, substantive sentences in standard English using correct word order.</p> <p>128. Expand and improve sentences using descriptive words, phrases, or clauses as well as sensory details</p> <p>129. Use parallel structure when writing sentences with coordinating conjunctions.</p> <p>130. Identify and correct common sentence problems: empty sentences, stringy sentences, overloaded sentences, and padded sentences.</p> <p>131. Identify and correct misplaced modifiers.</p> <p>132. Identify and combine choppy sentences.</p> <p>133. Use transition words in sentences to:</p> <ol style="list-style-type: none"> show sequence. demonstrate cause-and- effect. express contrast or comparison. add information. <p>134. Identify and use figurative language (e.g., <i>metaphors, personification, similes</i>).</p> <p>Analyzing Paragraphs</p>				
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<p>135. Analyze a model paragraph by:</p> <ul style="list-style-type: none"> a. identifying topic sentences (controlling or main idea), supporting ideas, transition words, and conclusions. b. identifying the author’s purpose and audience. <p>136. Classify and distinguish among descriptive, expository, narrative, and persuasive writing.</p> <p>Writing Paragraphs</p> <p>Use the steps of the writing process in all of the following competencies:</p> <p>137. Write a narrative paragraph to relate an experience or event.</p> <p>138. Write a descriptive paragraph to describe a person, place, or object.</p> <p>139. Write an expository paragraph to explain a process or situation, or to give information.</p> <p>140. Write a persuasive paragraph to express an opinion or present a point-of-view in order to influence the reader.</p> <p>Multi-paragraph Essays</p> <p>141. Analyze a model essay by identifying the three main parts: introduction, body, conclusion.</p>				
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<p>142. Write a three-paragraph essay including the three main parts.</p> <p>Applications</p> <p>143. Identify and correct sentence problems in a classmate’s paragraph.</p> <p>144. Write a personal narrative paragraph describing a memorable event.</p> <p>145. Write a character sketch of a significant person in one’s life.</p> <p>146. Write an expository compare and contrast paragraph on a current topic or issue.</p> <p>147. Write an opinion piece or editorial.</p> <p>148. Use a revising/editing checklist from a textbook to revise and correct the first draft of an essay.</p>				
<p>V. WRITING IN THE CONTENT AREA</p> <p><i>Students use critical thinking skills to respond in writing to literature, social studies, and science subject-matter.</i></p> <p>Academic Skills</p> <p>149. Demonstrate understanding of key terminology (e.g., <i>analyze, compare and contrast, define, describe, discuss, identify</i>) used in social studies, science,</p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced ABE</p>

<p>and literature assignments by:</p> <ul style="list-style-type: none"> a. restating questions or assignments. b. answering text questions correctly. <p>150. Follow directions on tests and contract-related and text-related assignments.</p> <p>151. Answer text-related questions by:</p> <ul style="list-style-type: none"> a. using appropriate critical-thinking skills (e.g., <i>cause and effect</i>, <i>distinguishing between fact and opinion</i>, and <i>drawing conclusions</i>). b. Supporting answers with relevant examples and/or evidence. c. paraphrasing rather than copying appropriate text selections. d. quoting from text where appropriate. e. using complete sentences. f. incorporating text questions where appropriate. g. expressing and supporting an opinion or point-of-view. h. using appropriate grammatical structures. <p>152. Take notes on an oral presentation or written selection.</p> <p>153. Write a summary from notes, an outline, and/or text selection.</p> <p>Responding to Literature</p> <p>154. Read and respond to a variety of literary forms (e.g., <i>diary</i>, <i>short story</i>,</p>				
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<p><i>essay, news/magazine article, drama, or poetry)</i></p> <p>155. Paraphrase or summarize a short literary work (e.g., <i>poem or essay</i>).</p> <p>156. Identify conflicts in a literary work, and suggest solutions to similar problems in everyday life.</p> <p>157. Describe characters, setting, plot, conflict, and theme in a literary work.</p> <p>Writing in Social Studies and Science</p> <p>158. Create a time-line based on written text.</p> <p>159. Gather and synthesize information to write a paragraph, essay, short report or an oral presentation.</p> <p>160. Explain purpose and process of a scientific experiment, civic action, or legal action.</p> <p>161. Interpret data to support an opinion, point-of-view, or hypothesis.</p> <p>Applications</p> <p>162. Interpret a political cartoon.</p> <p>163. Compare and contrast maps of the same area in two or three historical periods.</p> <p>164. Perform a simple scientific experiment, and summarize the hypothesis and results.</p> <p>165. Identify causes and effects of a major historical event or scientific discovery.</p>				
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<p>166. Write a biographical sketch of a historical or scientific figure.</p>				
<p>VI. LIFE & WORKPLACE SKILLS</p> <p><i>Students use written communication for a variety of work and life-skill tasks.</i></p> <p>Life-Skill Writing</p> <p>167. Write notes and short messages using correct form and punctuation to:</p> <p>a. express thoughts and feelings appropriately for specific occasions (e.g., <i>thank you, sympathy, get well</i>).</p> <p>b. make requests, express needs, or communicate with school personnel (e.g., <i>notes of: absence, permission, request/cancel meeting</i>).</p> <p>168. Write a friendly letter using correct form and punctuation.</p> <p>169. Write a business letter using correct form and punctuation to:</p> <p>a. request information or assistance.</p> <p>b. express a complaint in order to solve a problem.</p> <p>c. express an opinion/point-of-view (e.g., <i>to a legislator, to an editor</i>).</p> <p>Workplace Writing</p> <p>170. Complete job applications and other</p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced ABE</p>

<p>need forms (e.g., <i>change-of-address, credit application, tenant agreement</i>).</p> <p>171. Write a resume.</p> <p>172. Write a cover letter or a letter of introduction.</p> <p>173. Use standard forms for faxes, and write messages, memos, e-mails, and notes to a boss, colleague, client, or customer.</p> <p>174. Write directions and instructions.</p> <p>175. Report information by completing all forms and following necessary procedures (e.g., <i>workplace incident, workplace accident, traffic accident</i>).</p> <p>Applications</p> <p>176. Write a short thank-you note.</p> <p>177. Write a business letter to request information or assistance.</p> <p>178. Complete a job application.</p> <p>179. Write a memo to a boss.</p> <p>180. Complete an accident report.</p>				
<p>VII. REFERENCE & STUDY SKILLS</p> <p><i>Students use a variety of resources to locate, interpret, and use information.</i></p> <p>Personal Study Skills</p>	<p>Basic Language Arts - Advanced</p>	<p>Abe English</p>	<p>ELA Advanced</p>	<p>ESL Advanced ABE</p>

<p>181. Organize papers, class notes, exercises, and assignments.</p> <p>182. Identify and set long-term, short-term, and daily goals.</p> <p>183. Make lists, prioritize items on list, and create schedules.</p> <p>184. Use a calendar to track assignments, tests, school events, and appointments.</p> <p>Classroom Study Skills</p> <p>185. Follow and explain school and classroom rules and procedures.</p> <p>186. Ask for and give clarification of assignments, directions, or exercises.</p> <p>187. Work cooperatively with a partner, in a group, or as a team member.</p> <p>188. Use outlines, word webs, or other graphic aids to organize information.</p> <p>189. Locate and identify parts of a textbook (e.g., <i>table of contents, index, glossary</i>), and use them effectively.</p> <p>190. Identify and use textbook reading strategies (e.g., <i>scan/skim, read headings and captions, question</i>,).</p> <p>191. Take notes from a textbook by organizing the information using an outline or word web.</p> <p>192. Take notes from an oral presentation.</p> <p>193. Interpret and record information on charts,</p>				
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<p>graphs, diagrams, and tables.</p> <p>194. Demonstrate an understanding of plagiarism and how to avoid it by using paraphrasing techniques and/or quotations in all written work.</p> <p>Reference Materials</p> <p>195. Apply alphabetizing skills when using reference materials.</p> <p>196. Use a dictionary to find meanings, spellings, and pronunciations.</p> <p>197. Use a thesaurus to locate synonyms and antonyms.</p> <p>198. Use maps, globes, and atlases to locate places, calculate distance, or obtain other needed information.</p> <p>199. Identify and use an encyclopedia to locate and gather information.</p> <p>200. Read and scan newspaper and magazine headlines, captions, articles, and cartoons.</p> <p>201. Identify and use the contents of a telephone book/directory and other authentic materials (e.g., <i>brochures, catalogs</i>) to obtain information.</p> <p>202. Identify the library services in a community and procedure to obtain library card.</p> <p>Test-Taking Skills</p>				
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<p>203. Fill out forms, answer sheets, and test forms by bubbling or writing in answers and responses.</p> <p>204. Identify and practice effective strategies for taking standardized multiple-choice tests.</p> <p>205. Use allotted time efficiently to complete a test, paragraph, or essay.</p> <p>Technology</p> <p>206. Identify and use basic computer equipment and terminology (<i>mouse, cursor, disk, drive</i>).</p> <p>207. Perform simple computer tasks to operate classroom software.</p> <p>208. Identify and use Internet to find information.</p> <p>209. Use a computer and printer to type and printout work.</p> <p>Applications</p> <p>210. Organize a 3-ring binder with papers, class notes, exercises, and assignments.</p> <p>211. Explain an assignment to class or group.</p> <p>212. Match appropriate reference tool to assignment or task.</p> <p>213. Take a timed-test.</p> <p>214. Scan a newspaper or magazine article to find answers to specific questions.</p>				
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215. Work with a partner or group to record information on a chart or in a graph.				