

Communications Level 1

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Introduction



Notes

Levels 1A and 1B

Level 1 is divided into two sections to facilitate the delivery of the outcomes. It is meant to assist tutors/instructors in deciding which of the demonstrations need to be accomplished before others. The demonstrations may not differ except in complexity. Those demonstrations that do not need to be delivered in sequence.

In this document, the terms *learner* and *student* and the singular *he* and *she* are used interchangeably.

Resources marked with an asterisk (*) can be found in the Learning Resource Centres. The resources listed under each outcome provide support for that particular outcome. More general resources, those that cover a number of learning outcomes, and those that deal with specific learners' needs are found in the Resource Guide.

In the Teaching Strategies/Learning Activities Sections, teacher-directed activities and strategies are indicated with  and learner activities and strategies are preceded with .

For additional resources that support the learning outcomes refer to the *Resource Guide for the Adult Learning Program Curriculum*.

For additional strategies and activities for assessing the learning outcomes consult the *Assessment Guide to the Adult Learning Program Curriculum*.

Unit 1 Reading

This unit will provide an opportunity for the students to improve their reading by developing a vocabulary of sight words, decoding strategies, language structure, and comprehension skills. These skills will be developed using language experience writing, class materials and exercises, life skills materials, age-appropriate stories, and newspaper and magazine articles.

There are three basic premises about reading on which the reading unit is based.

1. Reading should not be taught and cannot be learned in a fragmented way.
2. Reading should focus on meaning.
3. Reading is best learned through use.

The reading strategies are based on Bloom's taxonomy of cognitive skills (See Activities Section p. 15), which lists thinking skills as a hierarchy from the basic level to the evaluative level. These levels include knowledge, comprehension, application, analysis, synthesis, and evaluation. Students should be involved in activities that give them an opportunity to use thinking-learning strategies at a variety of levels using different materials. For example, when a student distinguishes between the main idea and the supporting detail in a reading selection, he or she is working at the comprehension level. When he or she is able to draw conclusions from the reading, the student is at the synthesis level.

Learners should be given multiple opportunities to respond personally to their reading experiences. The centre of any instruction in reading should be increasing the learners' abilities to develop and reflect their own and other's understanding. The assessment of the learning should also reflect the variety of levels of learning.

Learning Outcomes

Upon successful completion of the unit, students will be able to

- read a variety of print materials for different purposes
- increase their vocabulary of sight words through a variety of reading activities
- determine the meaning of words based on their use and context
- use phonetic strategies to decode words
- construct meaning from text using a variety of strategies
- value reading as a source of information and enjoyment
- locate information using a variety of strategies and resources.

Unit 1 Reading

Learning Outcome: The student recognizes and pronounces sight words in a variety of reading activities.

Level 1A

Demonstration of learning outcome

Students will be able to

- recognize the sight words collected in a personal dictionary
- recognize a range of high frequency words in text
- uses patterns of word structure to determine pronunciation
- read sight words from a list (common words taken from everyday life)
- read aloud with some fluency.


Level 1B


Demonstration of learning outcome

The student will be able to








- expand and reinforce learning of new vocabulary by adding words to a personal dictionary
- read sight words from a list developed by the teacher
- match words with definitions
- use generalizations in spelling to help pronounce words
- read aloud with more fluency.

Teaching Strategies/Learning Activities

 Have the students create a **personal dictionary** that includes words that students use in their everyday reading and writing activities, words that they encountered in their reading that they are unfamiliar with, and words that they often mispronounce.

 Give the students paragraphs with words or phrases missing and have them fill in the blanks using words or phrases from a list. In addition to developing word recognition skills and the meaning of words, **cloze activities** such as these encourage learners to predict. However, when used to increase reading

comprehension strategies, the cloze activities should be open-ended. A description of this strategy is found in the *Tutor and Instructor Training and Certification Program*.

-  Have the students **match vocabulary words with pictures**. Use authentic words and pictures that they would use regularly, i.e., cooking utensils, tools.
-  Give the students a paragraph with a number of words italicized, bolded, or underlined. Have them **substitute the words** with other words that have the same meaning. They should first attempt to complete the exercise without a dictionary or thesaurus.
-  Use a highlighter to mark words that the learner **frequently misses** in reading passages. Have the learner add these words to her personal dictionary.
-  Use **assisted reading** activities to increase fluency. A description of this strategy is found in the *Tutor and Instructor Training and Certification Program*.
-  Use **choral reading** activities to increase fluency. A description of this strategy is found in the *Tutor and Instructor Training and Certification Program*.
-  **Tape** a learner reading aloud. Play the tape back and discuss with the learner the problems in pronunciation and word identification.
-  **Linking words** such as *of, for, from, and if* make up much of the vocabulary that learners need to know. They do not in themselves have meaning and are used to hold together the words that give meaning to text. They are best memorized so that learners can recognize them quickly. Ask learners to look for certain linking words in text and underline them. They can practice them by using flash cards.



Prime-O-Tech

This strategy involves a combination of visual, audio, tactile, and kinesthetic activities.

Steps:

1. The learner picks out what she wishes to read. Interest in the subject is more important than the reading level.
2. The tutor/teacher records the story, speaking slightly slower than normal.
3. The learner plays and listens to the tape 3 or 4 times, following the print with her finger.
4. The learner reads aloud with the tape gliding her finger under the words several times until she is ready to read the story independently.

Adapted from Meyer, V. (1982) "Prime-O-Tec: A Successful Strategy for Disabled Readers." *Journal of Reading*, 25: 512-515.

Assessment

- **Vocabulary**

Teachers need to have some indication of the number and level of difficulty of the words the students recognize and understand. This can be accomplished by having students either choose from a multiple-choice list, define a word, or use it in a sentence. Teachers should, however, be aware of the problems that are associated with the type of assessment they choose. Timed tests present a problem because they may measure the speed at which students work rather than the extent of their vocabulary. Vocabulary words in a list are out of context, and therefore do not mirror actual reading situations. At the lower literacy levels it is best to use an informal approach to assessing reading vocabulary. You may orally question the learner about words to find out if a word is familiar in usage and pronunciation, recognized only in context, familiar but meaning not understood, or has never been heard before.

- **Observation**

Things to observe when the learner reads:

1. How does the learner use context, pictures, and illustrations to make guesses about unfamiliar words?
2. What strategies does the learner use to sound out unfamiliar words? Does he or she have trouble identifying consonant sounds, blending individual sounds?
3. Do the learner's eyes move from left to right and from the top to the bottom of the page?
4. Does the learner read word for word or in phrases?

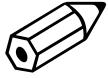
5. Does the learner move his or her lips when he or she reads? Does he or she subvocalize?
6. Does the learner guess at words he or she is unfamiliar with?
7. Does the learner easily recognize high-frequency words in text, i.e., *the*, *is*?
8. Does the reader substitute similar words, i.e., *with* for *which*?
9. Does the learner self-correct when he or she chooses the wrong word?
10. Does the learner understand what he or she has read?
11. Can he or she retell the story in his or her own words?
12. Can the learner recall the details in what he or she has read?

- **Oral Reading**

Note the use of appropriate pauses and voice inflections to convey meaning in oral reading.

Resources

Tutor and Instructor Training and Certification Program. Nova Scotia Department of Education, 2000.



Tutor/Instructor Notes

What makes a good reader?

1. A good reader reads for meaning.
2. A good reader risks being wrong.
3. A good reader uses prior knowledge to get meaning from reading.
4. A good reader self-questions while reading.

When using oral reading strategies in groups, participation should be voluntary. Many learners who have difficulty reading may be embarrassed or reminded of past unpleasant experiences when they were forced to read aloud in class. Reading aloud in a group should only be expected when reading aloud makes sense, i.e., reading to children, reading out instructions for others, announcing some information, asking questions from a quiz or survey. In a one-to-one tutor situation, the tutor can read simultaneously with the learner, gradually letting him/her take over.

Learning Outcome: The student determines the meaning of words based on their use and context.

Level 1A

Demonstration of learning outcome

The student will be able to

- follow a left to right sequence
- use pictures, illustrations, and diagrams to facilitate meaning.
- recognize that words have multiple meanings, depending on use and context.
- use context to determine the appropriate meanings of words.
- use word endings to identify the same word in different forms (likes, liked, liking).


Level 1B


Demonstration of learning outcome


The student will be able to

- describe the multiple meanings of words
- identify and use prefixes and suffixes
- identify root words.

Teaching Strategies/Learning Activities

 When students are first learning to **follow a line of text from left to right**, make sure that the text is double-spaced. Mark the beginning of a line in one colour and the end of a line in another. Draw arrows under the line to indicate the direction that the eyes should move. Have the learner underline the line as it is read.

 Provide the learner with a list of words that are **homographs** and **homophones**. Examples are in the Activities section. Have him write sentences using the words in as many ways as they can think of.

 Read a story and look for words with **suffixes and prefixes**. Write down five words with prefixes and five words with suffixes. For each word write another word that has the same prefix or suffix.



Ask the learners to find some sentences in a story with **adjectives and adverbs**. Rewrite the sentences using different adjectives and adverbs. They do not have to mean the same as those in the story. You do not have to use the grammatical terms.



AIM Stories

1. The tutor/teacher identifies the issues, problems, and concerns of the learner.
2. The tutor/teacher writes the stories about the identified topics. The stories should contain a great deal of dialogue.
3. Each story should be no longer than one and one-half pages long, double-spaced, and typewritten. A picture should accompany the story.
4. The tutor/teacher introduces the story with the accompanying picture. The learner discusses how he feels about the picture.
5. The tutor/teacher reads the story to the learner three or four times.
6. The tutor/teacher and the learner read the story together three or four times.
7. The learner reads the story independently.

Davis, M. Et al. (1989). *Getting Over the Rough Spots: A Handbook for Literacy Teachers*. New York: New York City Board of Education.



List It and Skip It Bookmark

In order to encourage learners to continue on with reading a selection and not to sound out every familiar word, create book marks with List It and Skip It written at the top. When the learner runs into words he does not know, he writes the words on a bookmark and keeps on reading. After the reading is completed, he goes back to the words on the list. Any words that he recognizes because of his reading further can be crossed out. Ask him to explain why he now knows these words. Then the tutor/teacher helps the learner determine the meaning of the remaining words using context clues, sounding out strategies, and dictionaries.

Meyer, V. and Keefe, D. (1990). *Reading for Meaning: Selected Teaching Strategies*. Glenview, IL: Scott Foresman.



KWLC

This strategy emphasizes the need to **read for meaning** and de-emphasizes word-identification skills, which often slow down or interfere with the reading process.

Steps:

1. Create a chart with the headings K-Know, W-Want to know, L-Learned, and C- Confused.
2. Choose a reading selection that deals with a topic that the learners know something about.
3. Question the learner about what she knows about the topic and record it on the chart.
4. Write on the chart all the questions that the learner wants to know about the topic.
5. The learner reads the selection with the help of the tutor/teacher. The emphasis should be on verifying what the learner already knows and answering the questions.
6. The learner tells what she has learned from the reading. Record it on the chart.
7. Question the learner about what she found confusing in the reading and record. This could and the unanswered questions could lead to further reading on the topic.

Sippola, A. E. (1995). "K-W-L-S." *The Reading Teacher*, 48:542-543.

Assessment

- Elicit explanations of **figurative language** in stories.
What does the author mean when she says that a person was "good as gold"?
- Note the spontaneous **recognition of words** in a variety of reading contexts.
- Observe and record spontaneous **self-correction** attempts.
- Take a running record and classify **miscues** to see if they
 1. make sense (use semantic information)
 2. sound like language (use syntactic information)
 3. look like the target words (use graphophonic or visual information)

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Homographs

Homographs are words that are spelled the same but have different meanings and may have different pronunciation.

We **sow** seeds in the spring
Our **sow** feeds on food scraps.

Run to the store and get some bread.
I had a **run** of bad luck.
You have a **run** in your nylon.

We have a **bat** in our attic.
She didn't **bat** an eye.
He hit the ball with a **bat**.

I like **jam** with my toast in the morning.
This morning I got caught in a traffic **jam**.
When you close the closet door be careful not to **jam** it.

Homophones

Homophones are words that sound the same but have different meanings and different spellings.

- | | | |
|-------------------|---------------------------|---------------------|
| 1. fir, fur | 17. piece, peace | 24. main, mane |
| 2. steel, steal | 18. stair, stare | 25. pain, pane |
| 3. break, brake | 19. die, dye | 26. mail, male |
| 4. cheque, check | 20. waist, waste | 27. tail, tale |
| 5. write, right | 21. hole, whole | 28. pail, pale |
| 6. to, too, two | 22. course, coarse | 29. sail, sale |
| 7. for, four | 23. be, bee | 30. cell, sell |
| 8. do, due, dew | 24. one, won | 31. road, rode |
| 9. no, know | 16. there, their, they're | 32. hear, here |
| 10. new, knew | 17. dear, deer | 33. toe, tow |
| 11. would, wood | 18. through, threw | 34. tee, tea |
| 12. son, sun | 19. our, hour | 35. hall, haul |
| 13. which, witch | 20. meat, meet | 36. by, bye, buy |
| 14. not, knot | 21. flour, flower | 37. blue, blew |
| 15. bare, bear | 22. roll, role | 38. hair, hare |
| 16. night, knight | 23. weigh, way | 39. flew, flu, flue |

(This is not a complete list.)

Bloom's Taxonomy

Level I

Knowledge: Student can recognize and recall general or specific information. (Ability to label; identify; define; recognize).

Level II

Comprehension: Student can understand what is being communicated and is able to use the information in some way. (Ability to illustrate with examples; describe in own words; explain a procedure).

Level III

Application: Student can apply basic knowledge to new contexts and situations. (Ability to estimate; predict probable outcomes; make inferences; solve problems).

Level IV

Analysis: Student can break down given information into component parts and understand the relationship between the parts. (Ability to explain major differences; compare and contrast; recognize relevance and irrelevance).

Level V

Synthesis: Student can arrange and combine information, elements, and concepts into one product. (Ability to write a report; form a hypothesis; prepare an oral presentation).

Level VI

Evaluation: Student can make quantitative and qualitative judgements based on certain standards or criteria. (Ability to compare and evaluate; weigh pros and cons and make decisions; assess strengths and weaknesses).

Learning Outcome: The student uses phonetic strategies to decode words.





Level 1A and 1B

Demonstration of learning outcome

The student will be able to

- name and arrange in sequence the letters of the alphabet
- know the difference between upper-case and lower-case letters
- know the difference between vowels and consonants
- make letter-sound associations for the consonants
- identify the short vowel sounds and combine them with consonants to form words
- identify the long vowel sounds and combine them with consonants to form words
- read and use a variety of consonant blends with vowels to form words
- read and use consonant digraphs, such as ch, sh, and th
- recognize and read words containing silent consonants, such as wr and kn
- read and use vowel digraphs such as ea, ou and oe
- read and use diphthongs
- break words into syllables
- identify rhyming words.

Teaching Strategies/Learning Activities

-  Choose a particular **vowel or consonant pattern** to work on. List the words that demonstrate the pattern. Read the list to the students to model the pronunciation. Have the students read the word aloud, as a group, if appropriate, and then individually.
-  Prepare worksheets that students can use to practice a particular **vowel or consonant pattern** that has been taught. If individuals are still experiencing difficulty with the pattern, have additional worksheets available for extra practice.
-  Identify **final consonant sounds**. The student says a word. The next student identifies the final consonant sound and says a word that begins with the final consonant sound of the first word (i.e., barn - nest - tap - park - kiss - sand - dirt). The students have to choose words that end in consonants.
-  Read a story, then pick out and write

- five **one-syllable** words
- five two-syllable words
- five three-syllable words
- as many four or five syllable words as they can.



Read a story and find eight words with **long-vowel sounds** and eight words with **short-vowel sounds**. Write them down and mark the vowel sounds.



Initial consonants. Give the learner a list of “words” with the first letter missing. The learner has to decide which added letters will make a real words.

__ are	__ ame
__ and	__ ark
__ oop	__ end

Use Scrabble tiles as an alternate way of doing this activity.



Provide a list of **rhyming words**. Have the student provide additional examples. Then write couplets using two of the rhyming word (i.e., save, brave, behave, grave, cave, gave, pave, rave, wave).

When my children don't behave
I try not to rant and rave

I think that you were very brave
To try to surf that great big wave

This activity can be extended to include four line rhyming schemes of abab and aabb


When my children don't behave (a)
I try to stay calm and cool (b)
I know that if I rant and rave (a)
They will think that I'm a fool (b)


I think that you were very brave (a)
To try to surf that great big wave (a)
I get scared out of my trees (b)
If I go in over my knees. (b)



Have the students locate words in their **personal word lists** that represent a particular group of words - words with the same vowel sound

- words with three syllables
- words that end with *sh, ch, er ...*
- verbs, adjectives, nouns, adverbs

 **Classify** words in a list. Arrange all the words together that begin with the ___ sound? Underline the words that have a long *e* sound. Arrange the words in two lists, those that have a soft *g* sound and those that have a hard *g* sound.

 Draw **consonant diagraphs** in a tray of corn meal on a cookie sheet.

Assessment

- Invite learners' observations about **word features**.
How are these two words alike?
In which of these words that begin with the letter *c*, does the *c* have the *k* sound?
- Observe and record behaviours that indicate an understanding of **graphic features** (initial and ending consonants, long and short vowels, blends)

Resources

* Super, Rebecca (1991). *Handling Words 1: How to Read and Spell Those Long Hard Words*. Englewood Cliffs, New Jersey: Cambridge Adult Education, Prentice-Hall. (ISBN 0-13-946633-9)

* Beach, Linda Ward et al (1994). *Reading for Today: Introductory Book*. Austin, Texas: Steck-Vaughn. (ISBN 0-8114-9212-5)

Learning Outcome: The student constructs meaning from print and non print materials using a variety of strategies.

Level 1A

Demonstration of learning outcome

The student will be able to

- use punctuation to help understand what is being read (periods, question marks and exclamation points)
- recognize the organization of different forms of writing (lists, paragraphs, personal letters)
- dictate and read own language experience story as well as those of other students
- use knowledge and experience to understand what is being read
- read and understand the meaning of single words, sentences and paragraphs
- read simple forms
- recall facts and details from a short reading activity
- follow simple written directions
- read signs and symbols that are familiar and taken from everyday life (washrooms, traffic, safety, hazardous materials, laundry)
- determine the main idea of a short reading selection
- recall and relate the sequence of events in a short reading selection
- make inferences and draw conclusions from nonprint materials (photographs, cartoons)
- make predictions using prior knowledge and information gained from the text.

Level 1B


Demonstration of learning outcome

The student will be able to

- use punctuation to help understand what is being read (commas).
- read and understand standard forms.
- identify the main idea in more complex text
- identify the purpose of selected text--to inform, to entertain, to persuade, to describe
- read and understand selected paragraphs, short stories, and articles appropriate for the reading level
- recall the correct sequence of events in longer text
- recall the details from more complex text
- begin to make inferences and draw conclusions from text

- distinguish between fiction and nonfiction
- identify the setting of a story
- identify the main characters in a story
- retell the plot of a story.





Teaching Strategies/Learning Activities













 In the **language experience** approach, the learner's own dictated stories become the reading material. As the student talks about herself and her experiences, record what she says, repeating each sentence after it is written. The learner listens carefully as the story is read back to make sure that the ideas have been recorded properly. When the story is completed, the learner then reads the dictated story.


This method is particularly useful for adult beginning readers because the vocabulary is familiar to them, and the stories are their own personal experiences and ideas. The reader does not have to try to understand the message of the writer.


If the learner has difficulty reading back the dictated story, read the story with the learner following along, before the learner attempts to read it independently. If the learner is still having difficulty, read the story, one sentence at a time and have the learner repeat each sentence. Gradually increase the number of sentences until the reader can manage a paragraph at a time and then the entire story.


Keep all copies of language experience stories for the learner to practise independently. The stories can also be used to refer to over time, to show the progress that the learner has made.


-  Make a list of the **things you learned** from a book.
-  Make a list of the cast of **characters** in a story and write a sentence about each one.
-  Read a story that has the end missing. Make up an appropriate **ending to the story**. In a group have the learners describe how they think the story would end.
-  **Retell** a story.


-  Use **concept maps**. (See Tutor/Instructor Notes)
-  Describe how one **character** or several characters in a story feels about another character.
-  Make a **story map**.
-  **Illustrate stories and poems** using posters, drawings, photographs, and collages.
-  Substitute words or phrases in **poems** to create the opposite effects of the originals.
-  Make a grocery list using **grocery fliers**.
-  Use a **newspaper headline** to **predict** the content of an article. Read an article and then create a headline. Match the headlines to several articles.
-  Use the **title** of a story to **predict** the content of a story. Read a story and then create a title.
-  Cut up the **instructions** for operating a piece of equipment or machinery. Have the student arrange them in sequence.
-  Identify the purpose of different **parts of the newspaper**: to inform, to entertain, to persuade, or to describe (birth notice, comic strip, department store ad, editorial, letter to the editor, news story, obituary, want ad, personal column, crossword puzzle).
-  Read the **directions and rules** to a game. Then play the game. Choose games that are suitable to adults but are fairly simple to play, i.e., Scrabble, Yahtzee, Pictionary, Wheel of Fortune. Use the rules and directions to develop new vocabulary. Many games use a standard vocabulary, i.e., violate, participant, score, referee, eliminated, advance, tally.
-  Use instructions for making crafts to practice **following nonprint directions**.

-  Use a **recipe** to expand the learner’s vocabulary. Many recipes use a standard vocabulary i.e. bake, beat, chill, combine, cream, grease, measuring cup, mixing bowl, spatula, electric mixer. Rearrange the steps used in making the recipe. Ask the learners to put them in the correct order.

-  Review the examples of **fiction** and **nonfiction** in the Activities section. Go to the public library and find examples of fiction and nonfiction. Write the titles and authors of the examples you find.

-  Complete “Reading Labels” in the Activities section.

-  Complete “Recognizing Topic Sentences and Detail Sentences” in the Activities section.

-  Complete “Setting in Fiction” in the Activities section.

Assessment

- For information on developing reading assessments refer to pages 99-104 in the Assessment Guide.

- Although the **language experience story** is usually viewed as an instructional strategy, it can also be used in assessment. The learner’s ability to read what has been dictated will provide the teacher with insights into his general reading ability, including the use of reading strategies and word recognition skills.

- Analyse **retelling of a story** for the inclusion of major events and the relationships among them.

- **Prediction**
Ask questions that require prediction and note the response.
 What do you think will happen next?
 What do you think this word might be?

- **Inference**
Ask questions that require inference based on cues that are implied in the text.
 The book says What does that mean?
 What does the picture tell you about ...?

- **Main Idea**

Ask questions that require the identification of the main idea.

What was the author trying to say?

What message did the author have for us in ...?

What might have prompted the author to write this story?

The **One-Sentence Summary** is a good way to evaluate if the learner understands the main idea and the major supporting details. In this technique the students are asked to answer the 5WH (who, what, where, when, why, and how) questions about a given topic in a single summary sentence.

- **Tone and Mood**

Ask questions that require the reader to identify the mood of the story.

What mood has the author created in the story?

What words did the author use to create the mood of the story?

How do the illustrations add to the mood?

- **Purpose**

Ask a variety of questions that require that the learner identify the differences between texts that have been written for **different purposes**.

How is ... different from...?

- **Prior Knowledge**

Ask a variety of questions that require

1. prior knowledge about a topic

2. confirmation or alteration of prior knowledge

What did you already know that led to your prediction?

What do you think will happen in the next paragraph?

- **Order**

Ask questions that involve the identification of **steps in a process**.

What happened first?

What was the last thing that ... did?

- Ask questions about the **layout of the text**.

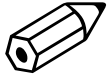
Why did the author use bold print for some words in the text?

Why are the bullets in front of this list of...?

How did the author draw attention to the title?

Resources

*Donnelly, Sandra and Linda Rosen (1998). *Reaching the Peak: A Tutor's Handbook for Using the Community Newspaper*. Province of British Columbia, Ministry of Skills and Development.



Tutor/Instructor Notes

Newspapers are one of the best resources for reading material for adults. They are familiar to most adults and provide something for almost every level of interest and ability. They are full of information that is important to the daily lives of adult learners. They are also written at several reading levels. They can be used as the basis for many reading activities in your class: locating information, making critical judgements about writing, reading comprehension skills, vocabulary development, and interpreting non-print material.

You can use editorial cartoons, classified ads, movie reviews, letters to the editor, television listings, sports scores, comic, news articles, and many other parts of the newspaper to improve the reading skills of your students. They can also provide the students with models that they can use to compare their work. It is better to use a newspaper for reading activities than to use written materials from nonauthentic sources such as selected passages in reading texts.

Concept maps require that the students demonstrate the connections between concepts they have learned in class or outside the classroom. It allows students to think about relationships. It also shows the teachers the changes and progress the students have made in integrating learning. The visual representation of these relationships lets students evaluate their understanding, compare it to others, and make changes.

Teachers can use concept maps to assess the students' prior knowledge or preconceptions about a topic. Concept maps can also be used as rewriting and note taking strategies as well as for self assessment. An in-depth explanation of the use of concept mapping as a brainstorming technique is found in the *Tutor and Instructor Training and Certification Program*.

Activities

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Reading Labels

COUGH SYRUP

Fast relief of colds due to
COLDS or ALLERGIES

Dosage: ADULTS: One teaspoonful every 4 hours. No more than 6 doses in 24 hours. CHILDREN UNDER 10: As directed by a doctor.

Warning: May cause drowsiness. Do not drive or operate machinery. Prolonged usage should only be on the advise of a physician.

Expiration Date Nov. 1997

8 FL. OZ. (240 ml)

Composition: Each teaspoonful contains 2 mg dexbrompheniramine maleate USP (antihistamine), 60 mg pseudophedrine USP (decongestant), 250 mg acetaminophen and lactose.

1. You have taken the cough medicine every four hours for three days, but the cough is still a problem. You feel that if you double the dosage, it may help. Should you do it? Why or why not?
2. What does the expiration date mean?
3. You are allergic to acetaminophen. Should you take this product?
4. Your nine-year-old daughter wakes up coughing in the night. Should you give her a dose of this cough medicine. Why or why not?
5. Your job requires that you drive a delivery van. Would you take this medication? Why or why not?

Fiction and Non-Fiction

Fiction is something that is imagined or made up. All writing that talks about made up people and events is fiction. Novels are fiction.

Fred walked into the Rowdy Round-Up, a bar on the corner of 33rd and Clinton Street. He sidled up to the bar and said to Mr Fudd, the bartender, "Howdy Fudd, I'll have a shot of whiskey." The he spied Mr Hicks, a guy from out in the sticks, and he said, "Man! Are you ever ugly!"

Mr Hicks didn't like what Fred said so he drew his gun, a 33 magnum. He took a shot but he missed. Fred kicked the gun out of his hand.

"You're even uglier when you try to shoot somebody, Hicks!" said Fred.

By this time Mr Fudd was on the phone trying to get hold of the cops. "Come quick coppers, these two maniacs are trying to shoot my place to pieces."

Oakley, Ernest, (1992). "Brawl," *The Key Pages*. Halifax Mainland South Branch Library Upgrading.

Non-fiction is any writing that is not fiction. It deals with real people and real events. It includes biographies (stories about people's lives) , history, and science.

This story took place several years ago in a small community in southwestern Nova Scotia. This is about my mother who, like most of the ladies, was carrying out her duties as the wife of a fisherman. The men left home early in the morning and returned home late in the afternoon on most days when the weather was fine. In this case my mother was expecting her fourth child, and everything was going as expected. She went into labour and delivered an eleven pound and thirteen ounce girl. She was very excited as she waited in the hospital to tell my father the good news - their first girl. The doctor's report the next day was not only a surprise but a shock to all the family. The baby was doing great, but my Mom had been diagnosed with the incurable disease of diabetes.

Nickerson, B. (1999). "When My Mom Got Diabetes," *Now I Know*. Shelburne, NS: Shelburne County Learning Network.

Are the following passages fiction or non-fiction?

As I stepped into the living room. I noticed a dark shadow outside my window.

It wasn't a normal human shadow. It looked like it had a huge deformed head and a small body.

I was all by myself in this huge house. My husband had just taken our son to his grandmother's for the night, so I was all alone for the evening. It was just after 6:00 p.m. I had just finished supper and was going to watch a little T.V.

All of a sudden, I heard a noise outside. I looked out of the window and saw a disfigured creature walking toward the door.

Fehr, Christine (19) "Stranger at the Door," *Over the Mountain II*. (A collection of stories and poems created by adult learners of Community Learning Initiative literacy programs throughout Nova Scotia)

Gloosecap landed in Parrsboro by hearing there was good hunting there. One day while Gloosecap was hunting, he saw a beaver dam blocking the Minas Basin off. The dam went from Cape Blomidon to Parrsboro. This made trapping and hunting difficult for the Micmac, so Gloosecap broke the dam. The next day he saw the beaver and chucked mud and rocks at it. The Micmacs believe that Five Islands was made when the mud and rocks landed in the Minas Basin. Whenever Gloosecap saw a beaver dam, he would smash it. Gloosecap became a legend.

MacKenzie, Harlan (n.d.). "The Legend of Five Islands," *Over the Mountain II*. (A collection of stories and poems created by adult learners of Community Learning Initiative literacy programs throughout Nova Scotia)

The Black Loyalists came to Birchtown in September 1783. They did not have much time to build huts and gather enough food to see them through the hard winter. Many of the people came from warmer places, like Carolina, Georgia, and Florida. They were not used to hard winters and many died.

"Searching for Freedom," *The Sea and Me Manual* (1998). Shelburne, NS: Shelburne County Learning Network.

Recognizing Topic Sentences and Detail Sentences

A **topic sentence** is a general statement that tells you what the paragraph is about. It tells the whole idea of the paragraph. **Detail sentences** give more information about the topic or support the topic.

Underline the topic sentence in each group of sentences.

She let me stay with her when I had to leave my apartment.
My friend, Marsha, is a loyal friend.
She lent me her car to get to a job interview.

The company picnic was a big success.
The barbecued hamburgers, potato salad, and corn on the cob were delicious.
The day was sunny with clear, blue skies.

Citadel Hill is a historic fortress in the centre of the city.
The waterfront is full of shops and restaurants.
Halifax is an interesting city to visit.

Setting in Fiction

The **setting** describes the **time** and **place** of the story. The setting can be realistic, fantastic, in the present, the past or the future. The setting affects the story in many ways. It affects the way the characters act and talk. It creates the mood of a story.

Snow covered the mountains and hills of our little village of Lark Harbour, Newfoundland. Looking through the window towards the harbour, I noticed the little boats and sea shanties also covered by a beautiful blanket of snow.

Mum was in the kitchen making breakfast and Dad was outside shovelling snow. My brother and I were listening to the radio for school cancellations when a voice came across the airwaves: no school today.

Pearse, Merrill (1993). "The Day the Ice Melted" *Mid Stream: New Writing from the Adult Upgrading Program, Nova Scotia Community College, Lunenburg Campus*.

The policemen turned the corner and went down Townsend Street. The wind was very cold and it was snowing. He went up to a little red store on Townsend Street and tried the door. The door opened!

The policeman went inside. There were no lights on, and it was very dark. He could not see anything. Then he heard a sound. He followed the sound to the back of the store. There was a man at the back of the store.

Campbell, Mary P. (1985) A Policeman's Job. Challenge '85 - Summer Employment Experience (SEED). Sydney, NS: Sydney Literacy Council

Here I sit in my daily spot watching all the shoppers walk. Wondering why they have not stopped to talk. The days are slow, the nights are long. I think of where my life has gone. My clothes are ragged and my meals are few. Oh, God I wish that this weren't true. I sleep in places that dogs would not. The winter brings a scary thought. How will I make it with what I've got? But no one seems to care a lot. It doesn't matter my life is shot.

MacLellan, Wendy (n.d.). "Homeless," *Over the Mountain II*. (A collection of stories and poems created by adult learners of Community Learning Initiative literacy programs)

Learning Outcome: The student reads for information and enjoyment.

Level 1A and 1B

Demonstration of learning outcome

The student will be able to

- share personal responses to reading
- participate in shared reading activities
- explore new books independently
- choose to read during self-directed activities
- discuss information learned from reading
- visit the library independently
- connect a story event or character to personal experience
- form and express personal likes and dislikes about text
- respond to the rhythm and rhyme of poetry
- ask questions relating to the material.

Teaching Strategies/Learning Activities



Discuss with the student his out-of-school reading activities.



Have the learner use a **reading log**. This should be completed regularly by the learner. It can have many formats, but it usually includes a description of what was read, personal observations about what was read (likes and dislikes), and an indication of what the learner would like to read next.

Assessment

- Record the increase in the length of time the learner spends engaged in **self-directed personal reading** (in class or out-of-class), the number of times he or she requests books and reading materials related to personal interests, the kinds and number of books or other **reading materials** he or she borrows from the library.
- Record **visits to the library**, books and materials borrowed.
- Analyse the learners **written, personal responses to literature**. Use a **rubric** (evaluation criteria) similar to that found on page 104 of the Assessment Guide. This rubric is meant to be used for more complex reading materials than those found in Level 1A and will therefore have to be adjusted when used at this level.

- **Response journals** are an effective way of evaluating learners' personal response to what they read. Ask the students to think about what they read and try to connect the ideas in the reading to their own life experience. Ask them to reflect on what they have read, ask questions and write out their ideas and questions. If they do not understand what they have read, have them write honestly about their difficulties.

You may get the learners started by providing them with in lead in, such as

I know the feeling...

I can't believe...

I was surprised...

I agree with...

I disagree with...

I didn't understand...

An example is in the Activities section.

Resources

Use a variety of short stories, biographies, and poetry appropriate to the reading level of the learners. The Learning Resource Centres have simplified versions of many classic novels.

Movie versions of novels are an effective means of identifying the elements of fiction. They also can be used to introduce concepts to learners that they cannot get from their reading because they have not yet developed reading skills that allow them to deal with material with more complex ideas. Most public libraries have videotape collections that include these movies. Video rental outlets may have some of the more recent movies.

Some titles that may be available:

Moby Dick

The Three Musketeers

Little Women

Of Mice and Men

Born Free

Jane Eyre

Pride and Prejudice

The Eye of the Needle

The Outsiders

To Kill a Mockingbird

Rebecca

The Maltese Falcon

Jaws

Sense and Sensibility

My Left Foot

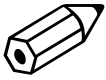
Wuthering Heights

Grapes of Wrath

The Call of the Wild

David Copperfield
The Joy Luck Club
One Flew Over the Cuckoo's Nest
The Old Man and the Sea
Dolores Claiborn
The Horse Whisperer
Twenty Thousand Leagues Under the Sea
Close Encounters of the Third Kind *Lord of the Flies*

A Tale of Two Cities
The Color Purple
Forrest Gump
Carrie
Chariots of Fire



Tutor/Instructor Notes

When learners respond personally to literature or other forms writing they are developing independent **critical thinking strategies**. The response to the writing may occur while the learner is reading or after the reading is completed. The learners may have thoughts or feelings about the characters in a story, the situation described, the language used or the ideas and opinions expressed. The learner may have difficulty understanding the text, they may agree with the writer, or they may like or dislike the writing.

Activities

Reading Response Journal 33

Reading Response Journal

Describe something that you have read since last class.

Choose **any** three (3) of the following six (6) questions to answer.

1. What was the title or headline of what you read?

2. What did you learn?

3. What did you like or dislike about the passage?

4. What thought came to mind as you read the passage?

5. What does the passage remind you of?

6. Do you agree or disagree with the opinions in the passage? Why?

Learning Outcome: The student locates information using a variety of strategies and resources.

Level 1A

Demonstration of learning outcome

The student will be able to

- place words in alphabetical order
- use a telephone directory to locate phone numbers
- find information in a number of print materials--grocery fliers, catalogues, calenders, bills, and labels
- use a table of contents
- use simple charts and maps.

Level 1B

Demonstration of learning outcome

The student will be able to

- use a dictionary to find the meaning of words
- use an book index to locate information
- use an encyclopedia and an encyclopedia index
- use a directory to locate information
- use headings and subheadings
- use more complex maps and charts
- find information in a number of print materials - newspapers, magazines, catalogues, pamphlets, and classified ads.

Teaching Strategies/Learning Activities



Write a number of words. It is best if these are words that the student has encountered in a recent reading. Ask the student to write the **definitions** of the words. The students then check the definitions in the dictionary and compare them to their own definitions.



Complete “Alphabetical Order in the Dictionary” in the Activities section.



Complete “Dictionary Guide Words” in the Activities section.



In order to help students distinguish multiple meanings in **dictionary entries**, provide them with a list of sentences with the words they are supposed to locate underlined. Have the students locate and write out the dictionary meanings that are appropriate.



Provide the students with a list of names taken from the telephone directory. Have them put the names in **alphabetical order**. They can then check to see if the order is correct using the telephone directory.



Use a restaurant menu to **locate information**. Practice ordering meals from the menu.



Use community bulletins, church bulletins to **locate information** about upcoming events.



Collect empty over-the-counter medication containers. Have the students read the **directions** on the labels. Use the labels to add words to the students’ vocabulary lists.



Read the **directions** for local recycling projects. Give the students a list of items that could be found in their garbage, i.e., plastic detergent bottles, orange juice cartons, aluminium cans, cereal boxes, aluminum foil, egg cartons, Styrofoam. Have them list them under the appropriate method that should be used to recycle or discard them.



Use the **Subject Index** and the **Alphabetical index** in the Yellow Pages Directory. Complete “Using the Yellow Pages” in the Activities section.



Use **advertisements** from the newspaper and the Yellow Pages. Locate information from the advertisements.



Complete “Using an Encyclopedia” in the Activities section.



Photocopy pages of the **indexes** in several **encyclopedia** editions. Have the students answer questions about where a variety of subjects could be located in the encyclopedias.

Assessment

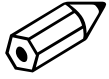
- **Performance assessments** are most effective in evaluating the learning in this outcome because they assess the process as well as the product. You can easily observe the learner accomplishing the task. Performance assessments are most effective when the materials and activities used are authentic. You could go to the library with the learner and have him or her show you how they use library resources. You could go out to a restaurant with the learner and have them order a meal. For more information on the design, development and scoring of a performance assessment refer to pages 47-54 in the Assessment Guide.

Resources

* Hoffman, Jeanne and Elaine Prizzi (1989). *The Big Peron Dictionary and Library Skills Kit*. Belmont, CA: Fearon Teacher Aids, a division of David S. Lake Publishers.

* Runjamin, Rosemary E. (1987). *New Dimensions in Dictionary Practice*. Belmont, CA: Fearon Teacher Aids, a division of David S. Lake Publishers.

These books are full of games and activities that can be used to teach and enhance dictionary and library skills. Since they are written for children and not adults, many of the games and activities will have to be adapted.



Tutor/Instructor Notes

When using encyclopedias, make sure that you use editions that have vocabulary that the learners can read and understand. The *World Book* is written in much simpler language than the *Encyclopedia Britannica*. The *Child Craft Books*, although written for children, provide information in a format and uses language that the adult learner who has a low reading level can easily understand

Activities

Alphabetical Order in the Dictionary	39
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Alphabetical Order in the Dictionary

Words are in **alphabetical order** when they are listed according to their beginning letters in the same order as in the alphabet.

This is easy when they all begin with a different letter. For example:

1. animal
2. barn
3. castle
4. dark
5. elephant

Sometimes words start with the same letter or letters and you will have to go to the second or third letter or more to find out how they are placed in alphabetical order. For example:

- | | |
|--------------|----------------|
| 1. cake (3) | 5. clothes (6) |
| 2. cat (3) | 6. cried (2) |
| 3. catch (4) | 7. crime (3) |
| 4. cloth (2) | 8. cup (2) |

Sometimes the dictionary provides a **thumb index**. This is a series of thumb-shaped notches cut into the outside edges of the pages. Each notch marks an alphabetical section of the dictionary. It could indicate one, two, or three letters.

If you do not have a thumb index, you should try to think of the dictionary as divided into three sections. The front covers the letters a-e; the middle section, f-p; and the back section, q-z. The front section covers only five letters because more words start with those letters.

Write the following words in alphabetical order on the numbered lines.

tree	apple	dagger
happiness	snake	danger
trip	apply	laugh
laughter	cause	carrot
mouse	mother	carriage

- | | | |
|----------|----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 15. _____ |

Number the words in each list as they should appear in alphabetical order.

List 1

_____	bear
_____	baby
_____	barrette
_____	bean
_____	baboon
_____	blame

List 2

_____	honest
_____	hope
_____	help
_____	home
_____	honey
_____	hopeless

Where would you find the following words in the dictionary: the front, the middle, or the back?

yawn guide average earn newspaper

holiday island water rhyme relax

suffocate control problem direction zebra

Front

Middle

Back

Using the Yellow Pages

The **Yellow Pages** lists the goods and services in your community. It has an **Alphabetical Index** and a **Subject Index**. Look in the alphabetical index if you know exactly what you are looking for. If you are uncertain of the category you should look under, or if you need several related services, you should use the subject index.

- A. Place the following topics under the headings that they would be found in the subject index. Several topics may be found under more than one heading. Check your answers with the Yellow Pages Directory.

Topics:

Fishing and Hunting Lodges	Snow Removal Service
Railroads-Ticket Agencies	Draperies
Mufflers and Exhaust Systems	Septic Tanks
Day Care Centres	Outboard Motors
Lawn Maintenance	Weather Forecast Services
Tax Return Preparation	Carpet and Rug Cleaners
Weight Control	Photographers
Wineries	Flea Markets
Insurance Agents and Brokers	Internet Products and Services

Headings:

_____Automobiles & Other Vehicles	Business Supplies and Services
_____Entertainment & Hobbies	Health & Well-Being
_____Home & Garden	Just for Kids
_____Sports & Fitness	Travel

- B. Under each heading in the alphabetical index there may be several **subheadings**. For example under Savings Plans you may find Credit Unions, Investments, Mutual Funds, and Pensions and Profit Sharing.

Under each heading in the directory there may be several **listings**. These listings are found in alphabetical order. Place the following listings under the correct subheading in alphabetical order.

Listings:

Fundy Grinding and Machining	Shearwater Aviation Museum
Wee-Rentit	Time Shop
Cohoon's Appliance Service	Ace Disposal
Academy of Learning	Metro Machining Ltd
Beacon Electric Ltd.	Enviro Waste Ltd.
Gerald's Trucking and Garbage Haul	Frost Computer Consulting
Armview Refrigeration & Air Conditioning	Fisherman's Market
Fisherman's Life Museum	Circle J Appliance Repair
Keltic Learning Centres	Doctor Clock
Yea Old Watch & Clock Shop	H&H Fisheries
Maritime Museum of the Atlantic	
Bay Equipment Rentals Sales & Service	

Headings:

Garbage Collection	Watch Repair
Machine Shops	Appliances - Major- Sales and Service
Computer Training	Tools and Equipment Renting
Museums	Fish & Seafood - Retail

C. Which heading would you look under if you needed these services?

- Buy a dog _____
- Care for a sick dog _____
- Get a doghouse built _____
- Have a dog clipped _____
- Hire a dog sitter _____
- Buy dog food _____

D. Under which heading in the directory would you look for these?

Newfoundland Club _____

Standard Auto Glass _____

Payzant Building Products Ltd. _____

Roderick & Company Certified General Accountant

Mister DJ _____

Nova Scotia Wildlife Federation _____

Baxter Harris Barristers and Solicitors _____

Guardian Drugs _____

E. Find a listing in the Yellow Pages for each of these services.

Driveway paving

Chimney cleaning

Guitar lessons

House cleaning

Storing furniture

House appraisal

Dentures made

Life Insurance

Dictionary Guide Words

At the top of each page in the dictionary you will find two words. For example, martian/mass. These are called **guide words**. They are used to guide you to the entry word you are looking for. Guide words tell you the first and last entry words on the page. If the word you are looking for alphabetically comes between the two guide words, then you would find it on the page. The word “mason” would be found on the page with the guide words martian/mass, but the word “master” would not.

Mark with an X if the words listed fit on the pages indicated by the guide words.

Words	Guide words	Yes	No
straight	storyteller/strain	_____	_____
gladiator	give/glance	_____	
pearl	pattern/payload	_____	
volcanic	void/volume	_____	_____
comply	compare/complain	_____	_____

The two words printed at the top of each list of words below are guide words. Put a check before each word in the list that in the dictionary would be found on the page with those guide words.

bridge/brine ___ bright ___ broke ___ brink ___ brick ___ breed	life/light ___ life science ___ lightning ___ lifeline ___ lettuce ___ livestock	repeat/report ___ request ___ repulse ___ repast ___ repetition ___ reply	sixty/sketch ___ skate ___ size ___ six-pack ___ sixth ___ skunk
--	---	--	---

Using an Encyclopedia

An encyclopedia is a book or set of books that gives information. Some encyclopedias cover one subject, such as music or sport. Others are general. They contain information on many different subjects. The information you get from an encyclopedia is factual, but general. It will not give you information that changes from year to year. For instance, if you look up the subject of weather, it will tell you what causes weather and what types of weather are found in different parts of the world. It will not tell you the amount of rainfall in a particular city last year.

At the end of an article in the encyclopedia, you will often find a list of subjects that are related. You can check under these subjects in the encyclopedia for more information. You might find references to erosion, tornadoes, hurricanes, and lightening at the end of an article on weather.

Most encyclopedias have more than one volume or book. Each volume is numbered. The volumes are arranged in alphabetical order. Each volume tells you what letters are covered in that book.

A-B	C-DI	Dr-E	F-I	J-M	N-O	P	Q-Sn	So-Sz	T	U-V	W-Z	Index
1	2	3	4	5	6	7	8	9	10	11	12	13

In which volume would you find information on the following topics?

Charles Dickens _____
Dreams _____
North Pole _____

Reptiles _____
Solar system _____
Mushrooms _____

Like a dictionary, an encyclopedia often has **guide words** at the top of each page. Another way to find the subject is to look in the **index**. The index will tell you the volume and the page number for your subject. The **see also** reference at the end of each entry tells you other places in the encyclopedia where you can find related material on your subject.

Unit 2 Writing

This unit supports the concept of writing as a process model. It is based on the view that writing can be learned only by doing writing and not by studying grammar out of context. Students get guidance and are actively involved at all levels of the process. Unlike the traditional view that writing should be taught by the mastery of a set of well-established rules and principles of grammar and usage, this model concentrates on process rather than the analysis of the writing product. It stresses the teaching of strategies to generate ideas. Feedback to learners is provided throughout the writing process, not only on the completed product.

Reading and writing instruction and practice should be integrated, and many activities and assignments will involve both types of outcomes.

In order for adult students to make the best progress, they should have opportunities for writing every day. They are most likely to commit to a piece of writing when they care about the topic or the audience for whom they are writing and when the purpose of their writing is real and important to them. Using authentic writing situations will not only motivate learners, it will also improve the quality of their writing.

Learning Outcomes

Upon successful completion of the unit, students will be able to

- communicate effectively in writing
- build words and change the meaning and structure of words
- incorporate the mechanics of grammar and spelling into their writing
- understand and practice the steps in the process of writing.

Unit 2 Writing

Learning Outcome: The student communicates effectively in writing.

Level 1A

Demonstration of learning outcome

The student will be able to

- print legibly
- orient writing on the page: left to right, single or double spacing
- copy words and sentences from printed material
- use learned and copied words in personal writing
- write own name, address, and phone number
- write all letters in upper case and lower case from memory
- introduces new words from reading into writing
- choose words that are appropriate for a purpose
- spell correctly about 75 sight words in written work and dictation
- compile lists
- complete simple forms
- write short personal experience stories
- answer questions in sentences
- write addresses
- describe an object or a picture
- write simple directions
- write short messages, stories, and personal letters.

Level 1B







Demonstration of learning outcome

The student will be able to


- begin to use cursive writing
- use margins and spacing properly
- write short paragraphs with topic sentences, supporting details and conclusions
- summarize a short story or a paragraph
- write a business letter asking for information or expressing a complaint
- spell correctly about 150 sight words in written work and dictation

- write personal experience stories that contain 3-5 paragraphs
- answer questions using more than one sentence
- write a telephone message
- use modifiers correctly to enhance writing


Teaching Strategies/Learning Activities


-  Use the **language experience** approach to writing described in the Tutor and Instructor Training and Certification Program.
-  Use **brainstorming** as a way to start and organize writing. This strategy is described in detail on page 83.
-  Old magazines and calendars can be used to provide pictures that a student can describe. They may be asked to **describe in writing** an object or an activity in the picture.
-  Bring in different objects that appeal to the senses (e.g., food, material). Brainstorm for words that describe taste, touch, smell, sight, and sound.
-  Ask students to bring in something that is important to them (an object or a picture of an object). Ask the students to write a **description** of the object and why it is so important to them. Have the students read their stories aloud while displaying the object.
-  For beginning writers **journal writing** may be difficult. Writing cloze may be a solution.
Example:


<p>Today is _____ . It's a _____ day today.</p> <p>Today, I feel _____. I want to work on _____ today. After school I will _____ .</p> <p>_____ .</p>


-  Old magazines and calendars can be used to provide pictures that a student can

describe. Ask them to **describe in writing** an object or an activity in the picture.

 Have the students describe a place that is special to them. Use a **guided imagery** activity to help them recall details. Dim the lights and have them close their eyes. Have the students imagine that they are in that place. Ask questions about what they see, feel, hear, smell or taste. Speak slowly and pause between questions. Have the students write down the details in note form immediately, while they are still fresh in their minds. Have them use these notes to create a descriptive paragraph.

 Give the students a title, a topic sentence, or a concluding sentence and ask them to write a story to go with it.


 Write a **classified ad** for something you would like to sell. To save money the ad should be as short as possible. It must also contain all the necessary information.


 Write a **note**


- to a friend to arrange to meet for dinner at a restaurant
- to your landlord asking for a repair
- to your auto mechanic describing a problem with your car
- to your child's teacher telling him or her that your child is ill
- to a friend thanking him or her for a gift

Write a **personal letter**


- To a friend asking them to come for a visit (describe the things there are to do in your area)
- to someone in your community who has helped you in some way
- tell them how much you appreciate their help
- to a friend whose grandmother has just died

 Complete a **book report**. A form may be necessary for book reports at this level. An example form is in the Activities section.

 Write a **letter** to someone in the group or a friend about a book that he or she has read. Describe his or her personal response to the book and make recommendations.

 Give the students a simple **map**. Mark their location on the map. Ask them to write out the directions from their location to various spots on the map.

 Complete "Writing an **Invitation**" in the Activities Section.

-  Read “Using a **Message Form**” in the Activities Section. Complete “Writing a Telephone Message” in the Activities section.

Assessment

- There are three types of scoring for writing activities.
British Columbia (1989). *English Skills: Writing. A Resource Book for Adult Basic Education*. Ministry of Education

Holistic Scoring

- Assesses the overall impact of the writing. The material is read quickly and response is immediate. It recognizes that the total effect is more important than the various parts or skills.
- Mainly used to make decisions about the placement of a group of students in a program.
- Writing is assigned a single score based on a numerical scale. The standard for where on the scale the writing samples fit may be determined by an internal standard, the best and worst samples, or on an external standard of pre-prepared samples.
- Useful when students need to be compared against one another or against a standard, but because it does not address specific skills, it cannot be used for diagnostic purposes.
- Used in the GED Writing Test.

Analytical Scoring

- Evaluates the separate features of a piece of writing and is useful for diagnosis of writing strengths and weaknesses.
- Each product is judged independently and the criteria clearly outlines the qualities that are being judged. A checklist of these qualities is used and each quality is weighted numerically. Often each feature is organized into categories such as “high,” “middle,” and “low.”
- Effective for diagnosing specific writing skills and measuring general writing ability as well.
- Time-consuming to develop and to score. It is generally not used for placement purposes.

Primary Trait Scoring

- Identifies particular traits that are essential to a writing task. For example, writing directions for a process may require two main characteristics: clarity and sequence.
- Traits chosen are measured according to a scale that measures the absence or presence of the trait.

- Can be adapted to a Modified Trait Method that evaluates sub-traits as well as primary traits.
- Minimum competency may be established for each trait or sub-trait.
- **Observe student behaviours** during writing.
 1. Does the learner bear down extremely hard with pen or pencil when he or she is writing?
 2. Does the learner repeat the letters out loud when writing the words on paper?
 3. Does the learner attempt to spell words of which he or she is unsure?
 4. Does the learner write in sentences or only in lists? Do the sentences contain only one piece of information?
 5. Does the learner use paragraphs?
 6. Can the learner stay on one topic?
- Examine the learner's writing for **conventional letter form** use (upper- and lower-case letters)
- Keep dated **samples of writing** that represent a variety functions.
- Use **writing journals**. See Tutor/Instructor Notes.
- Complete a writing **progress checklist** like the one in the Activities section.
- **Peer assessment** is a strategy that is often used for writing assignments. For information on how to incorporate this strategy into your classroom, consult the Assessment Guide pages 79-80.
- Writing **portfolios** are commonly used for the assessment of students' writing. How to develop and use portfolios for this purpose in described on pages 71-76 in the Assessment Guide.
- Complete the **writing progress chart** in the Activities section.

Resources

British Columbia (1939). *English Skills: Writing. A Resource Book for Adult Basic Education*. Ministry of Education.



Tutor/Instructor Notes

Writing Journals

Student journals are an excellent way to introduce adult students to writing. There are several types of journals that may be used. Reading response journals require students to read stories and articles and then to respond to questions from the teacher. In dialogue journals the teacher writes a short entry in the journal about something that is familiar to the student, such as favourite activities, movies, family, and friends. The student writes a personal response on the same topic using the teacher's writing as a model. A journal may also be used simply as a place for the student to record their thoughts and feelings about their world. The teacher may provide the student with an incomplete sentence to get him or her started.

There are many variations on these types of journals, but whatever the type, no letter or number grade is assigned to the writing. Only constructive and instructive feedback is provided. This allows the students to increase their confidence in their writing ability in a nonthreatening and nongraded environment. Students can freely make mistakes and learn from their mistakes. They do, however, provide a record of the growth of a student's writing ability.

Activities

Book Report	57
Writing a Telephone Message	59
Using a Message Form	60
Writing an Invitation	61
Writing Progress	64

Book Report

Name _____

Title _____

Author _____

Copyright date _____

1. What did you like about the book? Check off any you agree with.

- | | |
|---|---|
| <input type="checkbox"/> The pictures, photos, drawings | <input type="checkbox"/> The people in the book were real |
| <input type="checkbox"/> The places were interesting | <input type="checkbox"/> The action was exciting |
| <input type="checkbox"/> It was a true story | <input type="checkbox"/> The information was interesting |
| <input type="checkbox"/> The humour made me laugh | <input type="checkbox"/> The story was easy to follow |

What else did you like?

2. What things did you dislike? Circle any you agree with.

- | | |
|--|---|
| <input type="checkbox"/> It was boring. | <input type="checkbox"/> The topic was not important to me. |
| <input type="checkbox"/> The words were too difficult. | <input type="checkbox"/> I didn't understand it. |
| <input type="checkbox"/> I didn't like the people. | <input type="checkbox"/> It was childish. |

What else didn't you like?

3. The size of the print was OK too small too big

4. What type of book is this? Circle the answer.

Nonfiction: science sports religion history
 psychology parenting cooking hobbies
 people and places

Fiction: adventure love story poetry horror
 western war story mystery detective
 science fiction

5. Who would you recommend this book to?

6. Write a short summary of the book in four or five sentences.

7. How would you rate this book?

*	very bad
**	boring
***	okay
****	very good
*****	excellent

Writing a Telephone Message

A telephone message must have the following:

1. The date and time the message was received.
2. The name of the person the message is for.
3. The name of the person who called.
4. The phone number of the caller.
5. The important details about the call.
6. The name of the person who took the message.

Example:

	12/06/01
Mary	
John Smith called. He wants to know if you can meet him sometime tomorrow. He wants you to call him back at 563-0978.	
	Harold

Using a Message Form

	Date _____
	Time _____
To _____	
From _____	
Message	

Signature	

Use the form to record the following phone call. Use today's date and time.

This is Susan Brown calling. I want to leave a message for Megan. I want her to work the early shift on Saturday. She can call me at work 439-0877 or at home 423-7764 after 5:00.

Thanks. Good-bye.

Writing an Invitation

An invitation asks people to come to an event. It may be written in letter form or it may be filling in the blanks on a form.

It tells: **who** is giving the event
 what kind of event it is
 when it will begin and end
 where it will take place

Example of an invitation letter

57 Maplebank Road
Truro, NS B6T 7K9
April 15, 2002

Dear Marie and Thomas,

Please come to a coffee and cake party for our new neighbours, James and Anna Paquette, to welcome them to the neighbourhood. It will be on Saturday, May 12, 2002 from 2:00 to 4:00 at our home. Call us at 426-9987 to let us know if you will be coming. We hope to see you there.

Yours truly,
Susan and Mario Santini

Fill in the same information on the following invitation.

INVITATION

You are invited to _____

For _____

Where _____

Reply to _____



Write an invitation to a party you would like to have.

A large rectangular box with a light gray background and a black border. Inside the box, there are several horizontal lines for writing. The lines are spaced out, with some having small gaps or indentations, suggesting a template for an invitation. The lines are arranged in a way that allows for a full paragraph of text to be written.

Writing Progress

Name _____

Date _____

Mastered Needs Work No Evidence

Process

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Writes language experience stories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Self selects topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Stays on topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Uses supporting details | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Uses writing for a variety of purposes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Uses feedback to revise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Willing to share writing with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Word Usage

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Uses new words in personal writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Chooses appropriate words to express ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Uses modifiers to enhance writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Uses personal word dictionary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Uses a dictionary or thesaurus to improve spelling and enhance word usage. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name _____

Date _____

Mastered Needs Work No Evidence

Mechanics

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Prints legibly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Uses cursive writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Capitalizes letters correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Writes in sentences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Writes in paragraphs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Uses homonyms correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Attempts to spell unfamiliar words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Uses standard grammatical structure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Uses proper verb forms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Uses pronouns correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Uses proper end punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Learning Outcome: The student builds words and changes the structure and meaning of words.

Level 1A

Demonstration of learning outcome

The student will be able to

- add endings to familiar verbs, making changes in spelling where appropriate
- form the plural of single-syllable words by adding the appropriate ending
- form the singular possessive of familiar nouns by adding apostrophe s
- use the correct form of the plural possessive of familiar nouns
- add -er to verbs to form nouns
- form the irregular plurals of nouns
- form the past tense of a variety of irregular verbs
- form compound words by joining familiar nouns
- change words by adding common prefixes and suffixes
- compare adjectives by adding the appropriate endings
- form the singular and plural forms of reflexive pronouns
- add the appropriate tense endings to verbs ending in -y
- form basic contractions
- read and form common abbreviations
- recognize and form complete sentences.

Level 1B

Demonstration of learning outcome







The student will be able to

- form the past tense of a greater variety of irregular verbs
- select appropriate pronouns and recognize the nouns they refer to.

Teaching Strategies/Learning Activities



Write one half of a compound word on slips of paper and the other half on another. Have the student put the pieces together to form compound words. This can be done as a group activity. Give the pieces of paper to different students. Have them go around the room to find the missing half of their words. Once they have identified their words have the two students who share the two parts of the word write a sentence using the compound word.

-  Give students a list of root words. Have them create as many words as they can using prefixes and suffixes.
-  Have the learner read a story and list ten action words. Have them write their own sentences using the action words. This activity should prompt a discussion of different verb tenses.
-  Give the class a short story or a paragraph to read. Then give them three lists of parts of sentences taken from the story. List A will have the beginning part of sentences, List B, the middle parts, and List C the endings of the sentence. Have the class match the parts to make complete sentences. They can then put the sentences together so that they tell the story. They can refer back to the story to find out if they have made the correct matches and followed the correct sequence. Because this is an exercise that requires many different skills and skill levels, it can be used to meet many learning outcomes.
-  Read a story and look for compound words.
-  Give the learner a list of compound words. Have him or her change the last word or the first word of each compound to make up a new compound word.
-  Complete “Adding Endings to Words” and “Adding Beginnings to Words” in the Activities section.

Assessment

- The most effective way of evaluating this outcome is to review the learner’s writing and look for the correct usage of words. When a learner consistently misuses words, i.e., improper verb endings, then it indicates that he or she will require remediation and further practice in the skill.

Activities

Adding Endings to Words	69
Adding Beginnings to Words	70

Adding Endings to Words

Er is found at the end of many words. When you add it to the end of a word, it changes the word to mean “one who.”

Examples: paint +er = painter, one who paints
 sing + er = singer, one who sings
 drive +er = driver, one who drives

How many more words can you think of that end in *er*?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Less is found at the end of many words. When you add it to the end of a word, it changes the word to mean “without.”

Examples: home + less = homeless, without a home
 clue + less = clueless, without a clue
 job +less = jobless, without a job

How many more words can you think of that end in *less*?

_____	_____
_____	_____
_____	_____
_____	_____

Adding Beginnings to Words

Un is found at the beginning of many words. When you add it to the beginning of a word, it changes the word to mean “not.”

Examples: un + happy = unhappy, not happy
un + tied = untied, not tied
un + able = unable, not able

How many more words can you think of that begin with *un*?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Re is found at the beginning of many words. When you add it to the beginning of a word it changes the word to mean “again.”

Examples: re + heat = reheat, heat again
re + hire = rehire, hire again
re + use = reuse, use again

How many more words can you think of that begin with *re*?

_____	_____	_____
_____	_____	_____
_____	_____	_____

Learning Outcome: The student incorporates the mechanics of grammar and spelling into his or her own writing.

Level 1A

Demonstration of learning outcome

The student will be able to

- punctuate sentences with periods and question marks
- capitalize the beginning of sentences and proper nouns
- write abbreviations for words used in addressing envelopes
- write simple declarative and interrogative sentences
- write sentences in simple present, past, and future tenses
- recognize the simple subject and simple verb in a sentence
- use spelling rules for adding suffixes beginning with a vowel
- add *s* and *es* to form plurals.


Level 1B

Demonstration of learning outcome

The student will be able to

- punctuate sentences with exclamation points, commas when listing, and commas in dates and addresses
- capitalize the titles of stories, days, holidays and months
- use apostrophes in contractions
- use nouns, verbs, adjectives and adverbs correctly
- use irregular plurals
- use spelling rules for adding suffixes beginning with a consonant
- write and punctuate complex sentences
- distinguish complete sentences from sentence fragments
- write sentences in simple present, past, and future tenses
- form subject-verb agreement in sentences
- use spelling rules
- divide words into syllables
- uses a dictionary and thesaurus to confirm spelling

Teaching Strategies/Learning Activities

 Have students keep a **personal problem word list**. Have the students use the Cover Write Check Method on a regular basis to study a few words on the list each class and then write a sentence using the word. With this method, the learners write out the words they want to learn to spell. They can write each of them more than once. Then they cover the words and write them out as they are dictated by you or another learner. Then they check to see if they have correctly spelled the words. They complete the process again if they are unable to spell all the words, using only the misspelled words. This process can be continued until all the words are spelled correctly.

 Complete the exercise “**Adjectives**” in the Activities section.

 Complete the exercise “**Spelling Rule**” in the Activities section.

 Use the “**Spelling Prompt Card**” in the Activities Section.

Assessment

- All of the assignments written by the student should be proofread by them and/or their peers using a list of criteria that includes the proper use of punctuation marks, sentence structure, verb tenses, and capitals.
- Note the spontaneous use of classroom resources for assistance with spelling (dictionary, thesaurus).

Activities

Adjectives	74
Spelling Rule	75
Spelling Prompt Card	77

Adjectives

A **noun** is a word that describes a person, place, or thing. An **adjective** is a word that describes a noun.

List all the words that you can think of that describe the following nouns.

face	room	story	day	weather
happy	_____	_____	_____	_____
smiling	_____	_____	_____	_____
friendly	_____	_____	_____	_____
dirty	_____	_____	_____	_____

Fill in the blanks with **adjectives**.

1. I had a _____ time at the _____ party.
2. The _____ tree in my yard is _____.
3. The _____ house on the corner is _____.
4. The _____ storm damaged _____ tree across the street.
5. My _____ friend, James has a _____ sense of humour.

Use the following **adjectives** in a sentence.

strange

cold

deep

loud

calm

Spelling Rule

Adding an ending that begins with a vowel such as - *ing*, *ed*, *er*, *y*.

Double the last letter of the base word if only one letter comes after the short vowel.

Example: hit hitting nap napping
 drop dropping snip snipping
 clap clapped top topped
 big bigger spin spinner
 skin skinny

Do not double the last letter of the base word if there is more than one letter after the short vowel.

Example: pick picky bang banging
 trick tricked

Add *ing*, *ed*, *er*, *y* to the short vowel words

	ing	ed	er	y
bid	bidding		bidder	
win				
bag				
cash				
chatter				
shred				
plan				
fish				

Drop the final *e* when adding endings that begin with a vowel. Do not double the last letter if the vowel is long.

Example: time timed ripe riper
 save saving shine shiny

	ing	ed	er	y
hiking				
ride				
hate				
like				
smoke				
unite				

Spelling Prompt Card

If I can't spell a word, I can

- sound it out
- try another way to write it if it doesn't look right
- think about another word that might be similar
- think about the meaning to see if it helps
- divide the word into syllables or separate parts
- check in my personal diary
- look on the lists of class words
- ask someone
- look it up in a dictionary

Learning Outcome: The student understands and practices the steps in the process of writing.

Level 1A and 1B

Demonstration of learning outcome

The student will be able to

- brainstorm for ideas
- narrow a topic
- organize ideas
- outline ideas
- write an effective paragraph incorporating a topic sentences, supporting detail, and a concluding sentence
- revise and edit work based on feedback from others
- rewrite corrected material to produce a final copy.

Teaching Strategies/Learning Activities



Write a list of activities that interest you--things you like to do. Look over the list and circle the one that you prefer to write about.

Example:

1. Training dogs
2. Gardening
3. Knitting
- ✓ **4. Hiking**
5. Listening to music

Then, divide the topic you have chosen into smaller parts. Underline the one you would like to write about.

- Hiking**
1. Favourite place to go
 2. Equipment you need
 3. Why you like it
 4. Safety

Then list the details about the part of your topic you would like to write about.

- Why you like hiking
1. Good exercise
 2. Beautiful scenery
 3. Plants, animals you see
 4. Relaxing
 5. Fresh air

Paragraph

My favourite hobby is hiking in the woods. This is a healthy hobby because you get fresh air and exercise. When you are hiking, you can see beautiful scenery. If you are lucky you can see wild animals and flowers. I find hiking a great way to relax on my days off work.

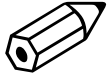


Review “**Writing Paragraphs**” in the Activities section.

Assessment

- Pieces of writing, collected over a period of time, provide both the teacher and the learner with valuable information in evaluating the learner’s personal growth in writing. **Samples** of the learner’s writing should be dated and collected. These samples should be referred to regularly. They should be used to determine the learner’s progress in a number of aspects of writing: spelling and mechanics, organization, effective use of vocabulary.
- The progress your learners have made towards **editing and proofreading** their own work can best be evaluated by assigning a writing task, observing them complete the task, and then reviewing the completed task. A test of grammar and language that is not contextualized is an inappropriate way of evaluating writing skill.
- The writing process does not work unless the teacher corrects the work, addressing both strengths and weaknesses, returns the work for revision, and then goes over the revised version with the student. This **one-to-one conference** is the teacher’s most effective evaluation tool. The dialogue allows the teacher to probe for explanations of why particular additions or deletions were made and gives them a clear understanding of the level of writing skill of the student.
- Observe the learner making **revisions** during the process of writing. Note the learner’s requests for assistance in editing.

- Ask the learner a number of **metacognitive questions** and listen to the responses.
What did you do before you started to write?
Where did you get your idea?
What were you thinking about when you wrote this story?
- Compare the **first draft** of the writing to the **final draft**. What corrections were made? Ask the learner why he or she made the corrections. Ask the learner about the assistance he or she received in editing the first draft.
- Use the **paragraph scoring rubric** in the Activities section to assess learners who are near the completion of Level 1B.
- One goal of teaching writing is to foster independence in student writing. This requires that the student be able to evaluate what they write and to make appropriate revisions. In order to do this students need to be provided with **rubrics** (evaluation criteria) that are appropriate to the writing task before they begin to write. The criteria should be explained, discussed, and negotiated. When students are provided with a rubric, it shifts the responsibility from the teacher to the learner. Students also internalize these features and use them to guide further written assignments.
- **Portfolios** are effective tools for self-assessment of writing skills because they help students to identify their strengths and weaknesses. When students are asked to select what goes into the portfolio and when they are asked to reflect on their choices, they are using self-evaluation strategies. For further information on how to use portfolios, refer to pages in the Assessment Guide.



Tutor/Instructor Notes

Brainstorming is an effective way to generate writing topics. In a group, ideas can be written on a chalkboard or flip chart. If two people, the tutor and the learner, are doing the brainstorming a piece of paper can be used. All suggestions should be recorded without criticism or evaluation by any of the participants. The teacher or the tutor can add their suggestions, but they shouldn't dominate. After a list of topics have been generated, they should be evaluated to make sure that they fit the criteria for appropriate topics. Are they single, specific, significant and supportable? Eliminate those that do not meet the criteria. Then students should choose from the remaining suggestions.

In the beginning you may have to work with the students when developing topics, but after some practice they should be able to complete the brainstorming process in pairs or small groups and, eventually, on their own.

Brainstorming can also be used to generate ideas about a topic. Students can list ideas, words and phrases that they think of that relate to the topic. They should not organize or evaluate the ideas at this point, but merely let them flow. The selection of the best ideas and their organization can come later.

In selecting the ideas that are to be used in the writing activity, the students will first need to eliminate any that are not relevant or important. These may not be the final ideas that are used in the writing as additional ideas may come up during the writing process, or some ideas may be eliminated.

Free writing is a writing strategy that can be used to develop ideas related to a topic. The students write down everything that they can think of about the topic in a short time (five to fifteen minutes) They should not be concerned with spelling, punctuation, or specific words. If they cannot think of a word they can draw a line in place of the word and move on. After this activity is completed the student can choose and organize the best ideas.

Activities

Writing Paragraphs	83
Paragraph Scoring Rubric	84

Writing Paragraphs

A **paragraph** is a group of sentences about one main idea.

- All the sentences in a paragraph should be about the same subject.
- The first line of a paragraph should be indented.
- The first sentence should tell the main idea. The other sentences should give details about the main idea.
- The last sentence should repeat the main idea.

My favourite food is pizza. I like pepperoni, mushrooms, and extra cheese on my pizza. I prefer a thin crust to a thick crust. Sometimes I order pizza from a restaurant. I also keep frozen pizzas in the freezer for a quick meal. I often order pizza when I go out to eat because I like it so

Paragraph Scoring Rubric

	Yes	No
The topic sentence contains the main idea and expresses the writer's feeling or attitude toward the subject.	10	0
The topic sentence does not use absolute words such as all, every and best or phrases like I think, I believe or this paragraph will discuss.	5	0
All the sentences provide support to the main idea and relates back to the main idea.	10	0
The sentences vary in length.	5	0
The active voice is used.	5	0
The tone is courteous and confident.	5	0
There are no grammatical errors (no fragments, run-ons, verb and subject disagreements, or shifts in tense or person)	10	0
There are no spelling errors.	10	0
There are no errors in punctuation.	5	0
Total	75	0

Marks are given based on the existence or lack of existence of a particular part of a good paragraph. Marks can be given anywhere between the top and bottom number in each category according to the level of skill demonstrated in that skill

- Below 60% -- unsatisfactory
- 60%-70% -- satisfactory
- 70%-80% -- good
- 80%-90% -- very good
- 90%-100% -- excellent

Unit 3 Listening and Speaking

A communication model is incomplete when listening and speaking skills are not included. Increasingly literacy practitioners have come to realize that their learners must, in addition to reading and writing, improve their ability to listen and speak effectively. Most of the communication that takes place in the “real world” involves these skills.

Listening is the receiving part of communication. It involves receiving information through your ears and eyes, giving meaning to that information, making decisions about your feelings about the information, and responding to the information. Good listening skills are essential components of communication in our personal and working lives.

The most common mistake that people make is to assume that because they say something, they are communicating. However, their message is affected by a number of variables: body language, tone of voice, appearance, accent, use of vocabulary, colloquial expressions, and clarity and organization of ideas. Speaking skills are not restricted to public speaking but are an essential part of everyday life.

Learning Outcomes

Upon successful completion of the unit, students will be able to

- use active listening strategies
- effectively express ideas and opinions orally in a variety of situations.

Unit 3 Listening and Speaking

Learning Outcome: The student uses effective listening strategies





Levels 1A and 1B

Demonstration of learning outcome

The student will be able to

- participate in a two-way communication process
- identify the barriers to active listening
- pays attention to the speaker
- clearly ask and answer oral questions
- follow oral directions
- summarize information that is presented orally
- interpret non-verbal cues correctly.

Teaching Strategies/Learning Activities

-  Provide samples of situations where poor listening skills caused problems in personal and work lives. Have the students contribute their experiences. Students divide into pairs and create and present a **role play** that demonstrates a problem that was a result of their poor listening skills. Have students suggest strategies for avoiding problems.
-  Practise using the **Talking Yellow Pages** described in the Yellow Pages Directory.
-  Choose a **partners**. Pair off. Describe a classmate to your partner. Your partner can ask further questions to clarify the description until she can identify who you are talking about.
-  Everyone in the class draws a simple abstract shape. Then they choose partners. They have to get the partner to draw the shape following only **verbal instructions**. They may correct the partner each time they go wrong. This game is more difficult when the person describing turns his back on the person doing the drawing. The person drawing cannot get feedback when he goes wrong.

Assessment

- Determine if the learner can obtain simple information from another person on the telephone or in person. Have him or her participate in a **conversation** and record the accuracy of the information that is obtained.
- Have the learner carry out a **series of steps** that you describe orally. Use something that will not work if the steps are not performed accurately. Assess the end product to see if it meets the criteria that set out.

Resources

* Helgesen, Marc and Steve Brown (1994) *Active Listening: Building Skills for Understanding*, Teacher's Ed. New York, NY: Cambridge University Press.
(Valley only)

Learning Outcome: The student speaks effectively in a variety of situations






Levels 1A and 1B


Demonstration of learning outcome


The student will be able to


- use appropriate greetings
- start and end conversations in an appropriate way
- retell accounts of personal experiences
- give and get simple information
- use appropriate language for the situation and the audience
- use the appropriate tone of voice
- use appropriate gestures
- make eye contact
- use facial expression and body language appropriately
- express ideas and opinions in a logical sequence
- ask and answer questions appropriately
- contribute positively to discussions
- allow others to express themselves without interrupting
- select words that convey the intended meaning
- stay on topic
- use linking words to organize ideas (then, but, because, after)
- speak clearly during presentations.


Teaching Strategies/Learning Activities

-  Place an **order** over the phone. Order a pizza or tickets for an event.
-  **Phone** to inquire about a job advertised in the newspaper.
-  **Role play** situations emphasizing body language.
-  Review the list of **signs of nervousness** in the Activities section. Ask the students to think up any other signs that they can think of.
-  Review the rules for **in-class presentations** in the Activities section.

-  Have the students choose a **news story** that is of interest to them. They may get the information from a newspaper, the radio, or the television. They present the information they have learned to the rest of the class. The presenter then leads the class in a brief discussion of the information. This could be a daily activity.

-  This activity will help students develop ideas and consider all sides of an **argument**. First one student in the group states an opinion. Each person adds to the statement by saying, “ Yes, but” For example the student may say that jogging is good exercise. The next student says “Yes, but it may injure your knee joints.” The next student says, “Yes, but if you don’t exercise you may be too heavy and put more weight on your joints.” The next student says, “Yes, but other forms of exercise such as swimming will help you lose weight without hurting your joints.” The next student says, “Yes, but not everyone has access to a swimming pool.” The next student says

-  Review “Using Your **Voice** to Show Meaning” in the Activities section.

-  Keep in a box pictures of subjects that adults would be of interest in and knowledgeable on. Have the students draw the pictures from the box and then **speak impromptu** for one, two, or three minutes on the subject in the picture. You may allow them one, two, or three minutes to prepare, particularly the first few times that this activity is used. Eventually you may want them to cut down the time allowed for preparation, until the students are able to speak on a subject with little or no preparation time.

Assessment

- Observe and record if the learner uses **appropriate vocabulary and oral language** structure in conversations with the instructor, the tutor and peers, i.e., double negatives.

- Observe if the learner presents ideas in speech in a **coherent sequence**. Does the learner use linking words such as *and*, *then*, *after*, *because*, and *but* to connect ideas in speech?

- Observe if the learner uses **pauses and repetitions** to emphasize important ideas that he or she wants to express. Does the learner rephrase to clarify ideas ? I.e., *What I meant was...*

- Observe and record if the learner incorporates **new vocabulary** into oral conversations.

- Does the learner participate in **group discussions**, demonstrating sensitivity to when, how, and what to say?
- Does the learner know how to **use speech appropriately** for various purposes?
 1. to explain something,
 2. to convince someone to do something
 3. to make someone laugh?

Resources

*Melling, Patricia. *Speak Easy Resource Kit: A Guide to Public Speaking Activities for the Adult Literacy Learner*. Kingston, Ontario: Literacy Link Eastern Ontario.

Activities

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Signs of Nervousness

- **Hands in pockets**
- **No eye contact**
- **Looking at the floor**
- **Shaking of the hands and legs**
- **Licking and biting the lips**
- **Clenching the fists**
- **Cracking voice**
- **Speaking too quickly**
- **Clearing the throat**
- **Smoothing or playing with hair**

Rules for Speaking in Class

1. Do not make fun of anyone's opinion.
2. Do not interrupt the person who is talking.
3. Ask questions if you do not understand what the speaker means.
4. Pay attention to the speaker. Do not talk while he or she is talking.
5. Do not use body language that shows that you are not interested in what the speaker is saying.

Using Your Voice to Show Meaning

I didn't say that you took the book. (Someone else must have said it.)

I **didn't** say that you took the book. (But I soon might.)

I didn't **say** that you took the book. (I only thought it.)

I didn't say that **you** took the book. (I said someone else did.)

I didn't say that you **took** the book. (I only said you borrowed it.)

I didn't say that you took the **book**. (I said you took the magazine.)

Practise saying the following sentences. Emphasize different words in the sentences to give different meanings.

1. You do not need to finish this work by the end of the week.
2. I didn't like the cake you made for the party.