

Adult Basic Education
English Language Arts

English 2101A

Curriculum Guide

Prerequisites: English 1101A, 1101B, 1101C
Credit Value: 1

Required English Courses

[Degree and Technical Profile and Business-Related College Profile]

English Language Arts 1101A

English Language Arts 1101B

English Language Arts 1101C

English Language Arts 2101A

English Language Arts 2101B

English Language Arts 2101C

English Language Arts 3101A

English Language Arts 3101B

English Language Arts 3101C

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Anthologies:

Echoes 11
Echoes 11 CD Set
Land, Sea and Time, Book Two

Reference Books:

Reference Points
Canadian Students' Guide to Language, Literature and Media

Instructor Resources:

Echoes 11 Teacher's Resource
Land, Sea and Time, Book Two Teacher's Guide

To the Instructor

English 2101A

English 2101A is the first in a series of three one-credit courses (English 2101A, 2101B, and 2101C) developed to be equivalent to the provincial high school's Academic English 2201. Each course in the series has three Units covering distinct elements of literature and language. *English 2101A* covers short stories and poetry in Units 1 and 2 respectively. Unit 3, "Written Communications and Writing Conventions", introduces methods of essay development and provides additional instruction and practice in writing formal letters. It also covers elements of writing conventions (sentence variety and sentence combining; and spelling and word usage).

New Approach for ABE English

English 2101A, like all the new ABE English courses, combines language and literature. This is in contrast to the program which these new courses replace, where language and literature have been taught as completely separate courses and students have not necessarily had to study literature to graduate. Increased exposure to literature and experience with reading should help students become more proficient writers; it should also develop the reading and analysis skills which are critical to success in other areas of Adult Basic Education as well as in future post-secondary studies. Speaking, listening and viewing are also emphasized throughout the new ABE English program as critical elements of communications and language arts.

The new English program is *developmental* - each level of the program covers similar material, but with increasing complexity. This enables students to develop skills over a period of time. It should be noted that English courses at any given level do not have to be completed in order (A,B,C), although they normally would be - and both curriculum guides and study guides sometimes make notes or references on the assumption that the courses are being completed in order. However, if there are opportunities for grouping students for the completion of particular courses, students may benefit more by completing a particular course along with others than by following the A, B, C order of courses.

Study Guides

Each new ABE English course has guides for both the instructor and the students - a Curriculum Guide and a Study Guide. The Study Guides are written in a personal and accessible style and are intended to give students some degree of independence in their work. They contain all the **Required Work** as well as **Guidelines and Suggestions** for the completion of the work. Instructors should note, however, that there is much material in the Curriculum Guides (**Notes for Teaching and Learning**) that is not included in the Study Guides, and this will have to be introduced to students as needed, particularly where they start new topics.

To the Instructor

Curriculum Guides

Each English curriculum guide begins with a list of **general learning outcomes** for the course. Instructors should familiarize themselves with these outcomes and refer back to them as needed. The general learning outcomes are broken down into **specific learning outcomes** for each Unit of the course. Both the general and specific learning outcomes are achieved through the completion of **Required Work**.

All the English curriculum guides are organized in two sequential sets of columns, as follows:

Learning Outcomes	Required Work
<p>This column lists the specific learning outcomes for the Unit in 3 categories: Outcomes for Reading and Viewing, Outcomes for Speaking and Listening, and Outcomes for Writing and Other Ways of Representing</p>	<p>This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of required work in their Study Guides. <i>Instructors should note that, although the Required Work is listed in the same order in both Guides, the numbering system is different between the Curriculum Guide and the Study Guide.</i></p>

Notes for Teaching and Learning	Suggestions for Assessment
<p>This column provides explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.</p>	<p>This column provides information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment.</p>

Instructors should note that all the **Required Work** in reading, writing, speaking, researching, etc. includes assigned “**Study**” material. This is intended for the use of both the student and the instructor. It is intended that instructors would use this material (as well as any other material they might choose) to introduce a particular topic to one or more students - following which students would read the material on their own. Throughout both the curriculum guides and the study guides, group instruction and group discussion are encouraged.

To the Instructor

Resources

Anthologies, reference books, and instructor resources for this course are listed on the Table of Contents page (page 2). Instructors may supplement these resources, as they deem appropriate. It should be noted that instruction and practice in **Writing Conventions** (Unit 3) may require the use of reference books and instructional resources from all levels of the English program. These may not be included in the list of resources for the course. However, they are listed in the *Notes for Teaching and Learning*, Unit 3.

Note: Lists of recommended novels, non-fiction books, and longer plays are included in the relevant Units of the curriculum guides.

Recommended Evaluation

Course Work*	20%
Assignments**	30%
Final Exam (entire course)	<u>50%</u>
	100%

The overall pass mark for the course is 50%

*Course work includes answers to questions on assigned reading, participation in discussions, notes taken on assigned study material, practice exercises on writing conventions, and any other **Required Work** which would not be classified as an Assignment.

**Assignments include all the print, oral or multimedia texts which students are responsible for planning and creating. Throughout the English program, this would include essays and research papers, reports, book reviews, formal correspondence, oral presentations, résumés, posters, etc.

It would be appropriate for final examinations to include:

- demand reading and viewing of material which has not previously been studied;
- demand writing based on the longer works (drama, fiction, non-fiction) studied in the course; and
- demand writing based on the Written Communications component of the course, where applicable.

Instructors may use the provincial public examination for Level 3 academic English as a guide for the creation and grading of exams. Sample exams and grading standards may be viewed at the following Department of Education web page:

<http://www.ed.gov.nl.ca/edu/k12/pub/courses/english3201.htm>

General Learning Outcomes

Comprehensive Learning Outcome for Reading and Viewing

1. Students will be expected to select, read and view with understanding, interpret and respond personally and critically to a range of literature, information, media and visual texts.

General Learning Outcomes for Reading and Viewing Fiction

- 1.1 Select texts to support learning needs and range of special interests
- 1.2 Read a variety of literary genres and modes representing a wide geographical and historical range
- 1.3 Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 1.4 Show the relationships among language, topic, purpose, context and audience
- 1.5 Make connections between own beliefs and cultures and those reflected in literary texts
- 1.6 Analyze thematic connections among texts and articulate an understanding of the universality of themes
- 1.7 Articulate and justify points of view about texts and text elements
- 1.8 Examine how texts work to reveal and produce ideologies, identities and positions
- 1.9 Examine how textual features help a reader/viewer to create meaning

Comprehensive Learning Outcome for Speaking and Listening

2. Students will be expected to speak and listen to explore, extend, clarify and reflect; to communicate information and ideas effectively and clearly; and to interact with sensitivity and respect, considering the situation, audience and purpose.

General Learning Outcomes for Speaking and Listening

- 2.1 Listen critically to analyze and evaluate concepts, ideas and information
- 2.2 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 2.3 Articulate, advocate and justify positions on issues or texts in a convincing matter, showing an understanding of a range of viewpoints
- 2.4 Adapt language and delivery to audience and purpose in informal and formal contexts
- 2.5 Reflect critically on and evaluate own and others' uses of language, recognizing elements of verbal and non-verbal messages
- 2.6 Demonstrate how spoken language influences and manipulates, and reveals ideas, values and attitudes
- 2.7 Address the demands of speaking situations, making critical language choices, especially of tone and style

Comprehensive Learning Outcome for Writing and Other Ways of Representing

3. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect; to create texts, using a variety of forms for a range of audiences and purposes; use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

General Learning Outcomes for Writing and Other Ways of Representing

- 3.1 Use writing and other ways of representing to explore, extend, and reflect on experiences with, and insights into, challenging texts and issues
- 3.2 Use writing and other ways of representing to explore, extend, and reflect on values and attitudes
- 3.3 Integrate information from many sources to construct and communicate meaning
- 3.4. Use the conventions of written language accurately and consistently in final products
- 3.5 Use technology effectively to serve communication purposes
- 3.6 Make effective choices of language and techniques to enhance the impact of writing

Unit 1 Short Story and Related Writing

Outcomes for Reading and Viewing Fiction (*Short Story*)

- Interpret meaning through a close examination of text
- Analyze techniques used to maintain narrative flow
- Analyze author's choice of title
- Explain how the author develops the theme
- Examine effects of figurative language
- Explain the role of literary devices such as irony, metaphor, personification and symbol
- Analyze satire
- Examine tone and its effects
- Examine mood and its effects
- Examine techniques that create suspense
- Analyze author's use of language to create atmosphere
- Analyze characterization
 - Examine character revelation
- Evaluate narrator's point of view
- Examine effectiveness of setting
- Explore the context of a story to extend understanding

Required Work - Short Story

Short Story Study

1. Study pages 32-56 of *Guide to Language, Literature, and Media*, "Analyzing and Responding to Narrative Texts".

1.1 Complete questions 1- 4, page 36.

1.2 Complete questions 1- 4, page 56.

Glossary of Literary Terms

2. Review glossary of literary terms (fiction) and add the following terms:

2.1 static character

2.2 dynamic character

2.3 stereotype

Introductory Story

3. Listen to the recorded short story, "The Lottery Ticket", by Anton Chekhov on the *Echoes 11* CD (Track 13).

4 Read "The Lottery Ticket" (*Echoes 11*, pages 198 - 202).

4.1 Discuss the story in a small group or with the instructor.

4.2 Interpret the story by answering questions 1 - 4 on page 203.

Unit 1 Short Story and Related Writing

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation of literary texts
- Listen critically to analyze and evaluate technique, meaning and effect of literary texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text
- Apply elements of description and narration, as appropriate
- Use different methods of expository development, as appropriate

Required Work (*continued*)

Select and Read Short Stories

5. Select and read a minimum of 3 other short stories from *Echoes II*, Unit 3.

5.1 Answer the questions on **Meaning and Form and Style** in the Responding section following each story selected.

6. Read a minimum of 2 short fiction texts from *Land, Sea and Time, Book Two*.

6.1 Answer questions - provided from the *Teacher's Guide*.

Selected short stories should represent a geographic and historical range, as specified in General Learning Outcome 1.2.

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning

Short Story Study

1. Students will begin their study of the short story by studying the specified pages of the *Guide to Language, Literature, and Media*. Where possible, instructors should use this material as the basis for two or more group lessons on reading fiction. Academic and General students may be grouped for this.

Glossary of Literary Terms

2. Students who have not completed ABE English 1101A should start their personal glossaries for this course. They will need to include the terms listed in English 1101A as well.

Selecting and Reading Short Fiction

3. *Land, Sea and Time, Book Two* does not list texts by genre, so instructors may need to guide students in the selection of short fiction. For a list of short stories, and a commentary on each, see pages 35-36 in the *Land, Sea and Time, Book Two Teacher's Guide*.

Instructors will also have to provide students with questions on the short stories from *Land, Sea and Time, Book Two*, as there are no questions in the anthology itself. There are questions provided in the *Teacher's Guide*, along with "Multi-Dimensional Exploration" activities. There are also "Author Information" and "Commentary" sections with each story.

Suggestions for Assessment

Through completion of the **Required Work**, as outlined above, students will be working towards the attainment of the three categories of specific learning outcomes concurrently: Reading and Viewing, Speaking and Listening, and Writing and Other Ways of Representing.

Instructors will find that the *Land, Sea and Time, Book Two Teacher's Guide* and *Echoes 11 Teacher's Resource* provide ample resources for the assessment of outcomes. In each case, the organizing concept of both the anthology and the teacher's resource is the achievement of those specific outcomes. Both provide tools for the direct assessment of learning through reading and viewing, writing and representing, and speaking and listening. They also provide valuable materials for extension activities (author information, related visuals, etc.).

In general, assessment for this Unit should include:

- asking students to read sections of stories aloud to demonstrate their understanding of meaning and the conventions of prose writing
- asking students to answer questions and complete written exercises provided in the anthologies and teacher resources
- asking students to discuss the stories they are reading with the instructor and/or other students

Unit 1 Short Story and Related Writing

Notes for Teaching and Learning (continued)

4. Students should be encouraged to re-read stories for different levels of understanding.
5. Students should be encouraged to read more than the minimum required texts to extend their exposure to fiction and commitment to a lifelong reading experience.

Suggestions for Assessment (continued)

It is important that students are able to:

- include specific references to support their interpretations
- reflect on their responses and interpretations, taking their own and others' cultural contexts into consideration
- reflect upon themes and issues revealed in short fiction and continually examine the universality of issues that are part of the human condition
- distinguish between fiction and non-fiction

Unit 2 - Poetry and Related Writing

Outcomes for Fiction (*Poetry*)

- Relate title to theme and purpose
- Relate tone and diction to purpose
- Analyze form and imagery
- Analyze connotation of key words
- Establish time, place, circumstance and character, where applicable
- Explore context to extend understanding
- Compare personal perspectives to those in a poem

Outcomes for Writing and Other Ways of Representing

- Write personal and critical responses to literature and related visuals
 - Compose responses which are comprehensive and coherent
 - Support interpretation of a text with appropriate references to the text

Required Work - Poetry

Poetry Study

1. Read pages 2-23 of *Guide to Language, Literature and Media*, “Analyzing and Responding to Poetry”.

Glossary of Literary Terms

2. Review glossary of literary terms (poetry) and add the following terms:

- 2.1 free verse
- 2.2 blank verse
- 2.3 sonnet
- 2.4 voice, tone, mood
- 2.5 denotation, connotation

Introductory Poem

3. Listen to the recorded poem, “Memories Have Tongue” by Afua Cooper on the *Echoes 11* CD (Track 4).
4. Read “Memories Have Tongue” (Page 20, *Echoes 11*).
 - 4.1 Discuss the poem
 - 4.2 Interpret the poem by answering questions 1 - 4 on page 32.

(Continued on following page.)

Unit 2 - Poetry and Related Writing

Outcomes for Speaking and Listening

- Engage in discussion of complex texts
- Articulate verbally interpretation of literary texts
- Listen critically to analyze and evaluate technique, meaning and effect of poetic texts
- Consistently demonstrate active listening and an ability to engage respectfully with others in conversation and discussion

Required Work (*continued*)

Select and Read Poems

5. Read a minimum of 3 other poems, selected from *Echoes II*, to include at least one from each of the following categories:

- pre- and early twentieth century lyric poems
- narrative and dramatic poems

5.1 Interpret poems through answering the questions under **Meaning** and **Form and Style** in the “Responding Activities” for each poem selected.

6. Read a minimum of 2 poems selected from *Land, Sea and Time, Book Two*.

6.1 Answer questions, assigned by the instructor, on each selected poem. (See Suggestions for Assessment.)

Unit 2 - Poetry and Related Writing

Notes for Teaching and Learning

Poetry Study

1. Students will begin their study of poems by reading the specified pages of *Guide to Language, Literature and Media*. However, instructors should ensure that they have discussed this Unit with each student (or, ideally, with a small group of students), prior to giving this reading assignment.

Glossary of Literary Terms

2. All the terms listed in **Required Work 2** are found in the assigned study material. Instructors should introduce the terms to students and ensure that they understand their use in poetry.

Selecting and Reading Poems

3. Students should be encouraged to select poems based on their personal interest. However, instructors will need to monitor student choices to ensure that they have selected one from each of the categories specified. Instructors should also be aware that the *Echoes 11 Teacher's Resource* provides a Reading Level gauge for each poem. This may be useful in the case of students whose reading levels may be on the lower end for the Degree and Technical Profile of Adult Basic Education. The *Teacher's Resource* also provides background information for all poems. In many cases, this information would be essential to a full understanding of the poem and should be shared with the student. Instructors may also find this material useful in the preparation of lessons for group teaching.

Suggestions for Assessment

The *Echoes 11 Teacher's Resource* provides a Curriculum Correlation Chart which links each poem with the learning outcomes pursued in that poem. Instructors will find this to be very helpful in assessing the attainment of learning outcomes for Poetry.

The completion of the questions under **Meaning** and **Form and Style** will also indicate achievement of the outcomes. There are comprehensive answers to all the questions on the poems in the *Echoes 11 Teacher's Resource*.

There are questions on the *Land, Sea and Time* poems in the *Teacher's Guide*. Instructors should judge the appropriateness of the questions provided and, where deemed necessary, construct their own questions.

In general, assessment for this Unit should include:

- asking students to read poems aloud to demonstrate their understanding of meaning and rhythm
- asking students to answer questions and complete written exercises provided in the anthologies and teacher resources
- asking students to discuss the poems they are reading with the instructor and/or other students

Unit 2 - Poetry and Related Writing

Notes for Teaching and Learning (continued)

Land, Sea and Time Book Two includes both poetry and songs which would be appropriate for this Unit. In particular, the following may be recommended to students:

- “Miners” by Michael Crummy (page 55)
- “Above the Harbour” by Carmelita McGrath (Page 64)
- “Recipe” by Gordon Rodgers (Page 111)
- “Iceberg” by Nellie Stowbridge (Page 120)
- “Two Dresses From St. Pierre” by Ruth Lawrence (Page 137)
- “The Price of Bread” by Gregory Power (Page 152)
- “December Hockey” by Ian Wiseman (Page 240)

Suggestions for Assessment (continued)

Students who show an interest in writing their own poems should be encouraged to do so.

Instructors may use their discretion in awarding a small portion of the marks for this Unit based on original work.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions

- Use different methods of expository development, as appropriate
- Use different forms of written communication, as appropriate
- Tailor written presentation to purpose and intended audience
- Refine and edit writing, through several drafts, to ensure accuracy and consistency
- Design texts that are aesthetically pleasing and appropriate to the purpose
- Use the conventions of written language accurately and consistently in final products
- Use technology effectively to serve communication purposes

Required Work

Writing Process - Study

1. Study *Reference Points 11/12*, Pages 60-67 (The Writing Process, Stages of the Writing Process, the Writing Product, Methods of Essay Development).

1.1 Describe the following methods of essay development:

- Example and Illustration
- Comparison or Contrast
- Cause and Effect
- Process Analysis

Using Methods of Essay Development

2. Select a topic related to personal interest, a community or news event, or another ABE subject area and write a short composition (2-4 typewritten pages, double-spaced) using the method of development (from above) most suitable to the topic chosen.

2.1 Follow the format for the method of development selected, as it is outlined in *Reference Points 11/12*, pages 65-67.

2.2 Develop an introductory section with a clear thesis statement.

2.3 Develop several supporting paragraphs elaborating details, providing evidence, or explaining facts.

(Continued on following page.)

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(continued)*

Required Work *(continued)*

2.4 Include a cover page that identifies the method of development used.

2.5 Use word processing software to type the final draft of the composition.

Formal Correspondence

3. Study *Reference Points 11/12*, Pages 303-307, “Letters - External Business Correspondence”.

3.1 Write a minimum of two formal letters in the appropriate format. Formal letters should include:

- a letter of inquiry
- a letter of acknowledgment in response to the inquiry

3.2 Edit and proofread letters to eliminate errors in syntax, usage, spelling and punctuation . Use word processing software to type the final drafts of letters.

Unit 3 Written Communications and Writing Conventions

Outcomes for Written Communications and Writing Conventions *(continued)*

- Demonstrate understanding of grammatical structures, word choice, and sentence structures for the communication of ideas

Required Work *(continued)*

Writing Conventions

4. Examine sentence variety and sentence combining. (See Notes for Teaching and Learning.)

4.1 Complete practice exercises on sentence variety and sentence combining. (See Notes for Teaching and Learning.)

5. Examine the following areas of spelling and word usage:

- homophones and commonly confused words
- numbers and metric units

(See Notes for Teaching and Learning.)

5.1 Complete practice exercises, as needed. (See Notes for Teaching and Learning.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning

Writing Process - Study

1. *Reference Points* (pages 60-67) gives an adequate review of the writing process. Instructors may supplement this with the material on the writing process in *Communicate!* (pages 54-77). Where possible, instructors should actively teach students about the writing process prior to giving assignments.

Essay Writing

2. The composition writing should be initiated with a discussion of current issues or events within the community, a major news event, a topic studied in another curriculum area, or some other topic of interest to the student. Discussions should include other students, where possible, and need not be restricted to students doing English Language Arts 2101A. Where necessary, the discussion may be between the instructor and the student.

Formal Correspondence

3. *Reference Points 11/12* (pages 303-307) gives only one format for formal letters - full block format. It is recommended that students be encouraged to perfect this format and use it to the exclusion of all others.

Suggestions for Assessment

Assessing Essays

In the assessment of students' compositions, instructors should ensure that each composition is structured and developed appropriately - with introductory sections, topic development sections and concluding sections.

At this level students should be producing polished and sophisticated compositions. Instructors should assess compositions for the following:

- sentence complexity
- word usage (precision and variety)
- punctuation

Compositions should also be assessed for clarity of purpose, originality of thought, logic, and impact.

Formal Correspondence

At this level, students should be expected to adhere strictly to the conventions of the prescribed format for formal correspondence. The main focus of the assessment of their correspondence should be the extent to which it achieves its purpose. In particular, the following should be assessed:

- accuracy
- conciseness
- tone
- language

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning (continued)

Writing Conventions

4. Students at this level should have mastered the *fundamentals* of writing conventions and terminology (including parts of speech, sentences, verb tenses, end punctuation, and subject-verb agreement). However, students who demonstrate weakness in these fundamentals should be required to do structured review and practice.

Instruction in writing conventions should be approached as direct teacher-to-student instruction as far as possible. Grouping of students should also be used, where possible, in order to facilitate meaningful discussion of the conventions being taught. Students doing English 2101A may be grouped with students doing English 2102A for instruction in writing conventions, as they are covering the same material.

Students should not be expected to complete practice exercises on any element of writing conventions without having first had the relevance of the component to their writing explained and demonstrated by the instructor. While efforts have been made to select the most appropriate reference materials, no text can provide sufficient explanation for the students to make the necessary connection to their own writing.

(Continued on following page.)

Suggestions for Assessment (continued)

Writing Conventions

Instructors should always use some kind of diagnostic measure to determine whether students need instruction and practice in any aspect of writing conventions. This will normally be done through examining students' writing but, in some cases, it may be done through the use of a pre-test.

Although student performance on practice exercises and summative tests in writing conventions will be considered for a portion of the grade in this section of English 2101A, the primary focus of assessment for grading purposes should be on the application of writing conventions in the finished work.

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

5. **Required Work 4** has students examine sentence variety and sentence combining. *Reading and Writing for Success* (pages 184-187) and *Resource Lines 9/10* (pages 326-328) provide explanations and examples of sentence combining and varied types of sentences. It is recommended that these be used as the basis of direct instruction with a group of students.

For **Required Work 4.1**, students will need to practice combining sentences and crafting compound and complex sentences. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Simple Sentences”, *Crossroads 10*

Language Master 12

“Compound Sentences”, *Crossroads 10*

Language Master 13

“Complex Sentences”, *Crossroads 10*

Language Master 14

“Combine Sentences”, *Communicate!*

Blackline Master 4-7

“Sentence Variety”, *Communicate! Blackline Master 4-8*

“Compound-Complex Sentences”, *Passages 12 Language Master 17*

“Combining Sentences”, *Passages 12*

Language Master 18

(Continued on following page.)

Unit 3 Written Communications and Writing Conventions

Notes for Teaching and Learning
(continued)

“Complex Sentences and Compound-Complex Sentences”, *Guide to Language, Literature, and Media Evaluation and Practice Support Package* **Reproducible Worksheet G.2**

6. **Required Work 5** has students examine spelling and word usage, including homophones and commonly confused words and numbers and metric units. *Resource Lines 9/10* (pages 329-331), *Communicate!* (pages 101-102), and *Guide to Language, Literature and Media* (pages 382-383) provide lists of homophones and commonly confused words. *Resource Lines 9/10* and *Communicate!* also provide explanations. It is recommended that these be used as the basis of direct instruction with a group of students.

For **Required Work 5.1**, students will need to practice using the correct word. While any good language reference text may provide practice exercises in this, the following may be recommended from the ABE English resource materials:

“Write the Right Word”, *Communicate!*

Blackline Master 4-33

“Commonly Confused Words”, **Blackline Master 4-34**

“Easily Confused Words”, *Crossroads 10*
Language Master 30