

Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative (OPABS)

Pre-Bridge Writing Course

Introduction to OPABS Pre-Bridge Writing Course, Terms 1 & 2

Introduction

If you are a teacher, you know the immense satisfaction of a well-constructed lesson that engages students and invites them to want to learn more. These lessons often include several components: engaging content, an achievable goal, and time to reinforce skills and concepts. Like your favorite lessons that always work, the lessons presented in the Pre-Bridge Writing Course, Terms 1 & 2 are designed to “hit the mark”. The course is written for students entering with CASAS reading scores of 221-235, and low-intermediate writing scores.

Pre-Bridge Writing Course, Terms 1 & 2 focuses on strategy-based instruction: students are taught steps to help them develop writing skills that will prepare them for the Bridge Writing Course. Because the course is taught in a sequence of lessons, attendance is critical to students’ success. The overall goal of this course is to break the writing process into manageable steps to involve students who are ready to start writing coherent paragraphs (Pre-Bridge, Term 1) or to develop basic essays (Pre-Bridge, Term 2).

Overview of Course Content

Writing skills include the invention and communication of ideas and the expression of the ideas using standard grammar. This course emphasizes paragraph development using specific techniques to generate, evaluate and record responses to writing prompts. Sentence structure also is included. Specifically, learners will:

Express themselves through expository writing (at the “developing” level per 6 +1 trait descriptors):

- Develop well-focused topic sentences;
- Organize ideas to support the topic sentence;
- Provide effective support for ideas included in passages;
- Use language and vocabulary to convey the intended meaning; and

- With assistance, proofread writing to assure correct punctuation, spelling, grammar, idea development, clarity and relevant supporting details.

Apply knowledge of English conventions, vocabulary, and language structure as they write:

- Write complete sentences;
- Correct fragments and run-ons; and
- Compose compound and complex sentences using a variety of clauses and appropriate punctuation.

Use a variety of strategies to convey meaning through written English:

- Practice all steps of the writing process: prewriting, drafting, eliciting feedback, revising, editing, and producing finished copy.

Overview of Course Context

Basic skills instructors historically have used a variety of contexts to teach writing skills. For example, if Valentine’s Day is on the horizon, lessons may be based on the history of the day, how many pounds of candy are purchased, love stories, etc. In this course, occupational contexts are used to provide illustrations of core concepts and to provide exercises to practice writing and grammar skills. Based on analysis of Oregon’s projected employment picture, three fields were chosen: manufacturing, health care, and business (including retail trades). The majority of occupational examples are taken from these fields in an effort to acquaint students with the daily activities, responsibilities, and work environments for a variety of jobs and career fields.

Instructional Strategies and Guiding Theories

The Pre-Bridge Writing Course, Terms 1 & 2 lesson plans consistently follow Madeline Hunter’s lesson plan format. First the students are introduced to the skill or concept. Following that, the teacher models what the students should be able to do. Next the teacher checks for students’ understanding. Then students are asked to do the task while the teacher “walks along side” the student (called guided practice). The teacher then reinforces the concept. Finally, the student would ideally practice the skill independently. (The final step is frequently omitted in this course, given that students often do not additional time to complete work out of class. This course does include in-class independent practice.)

Students are asked to practice two planning steps for writing strategies until the processes are rote. The STOP and LIST model is introduced first. Then students are presented with the PLEASE strategy for paragraph development. Each step of the strategies is explained and practiced. These concepts are based on Steve Graham and

Karen Harris' book, *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. (Because very few resources are available for teaching adults basic skills writing, we drew from the rich resources available from the secondary education level.) Both the STOP and LIST and the PLEASE planning strategies are acronyms for steps students take while generating, evaluating, sequencing and recording their ideas.

In the first term, students practice writing effective paragraphs. In the second term, students are introduced to writing essays. Both terms involve sentence structure and grammar skills, organizational structures, and elements of paragraphs. The second term engages students in more complex concepts for writing development and is more in-depth with examples and expectations of students' work. Using the planning strategies allows students to develop skills so they begin to think like writers. The step-by-step approach builds confidence and demystifies what effective writers do to develop coherent paragraphs. Students are involved in multiple exercises to practice these strategies, and during that practice, they are encouraged to build grammar skills.

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**Oregon Pathways for Adult Basic Skills
Transition to Education and Training Initiative (OPABS)**

Course Overview and Outline—Pre-Bridge Writing Course, Term 1

30, 1 hour lessons

Brenda Marks

Information Used in Developing Course

The following information was used in the development of this course: English Language Arts Curriculum Framework from the Massachusetts Department of Education's Adult and Community Learning Services, Northwest Regional Educational Laboratory's 6 +1 Trait Writing, GED assessment information from the American Council on Education, and documents from the National Council of Teachers of English.

Course Objectives

Learners will:

Express themselves through expository writing (at the “developing” level per 6 +1 trait descriptors):

- Develop well-focused topic sentences;
- Organize ideas to support the topic sentence;
- Provide effective support for ideas included in passages;
- Use language and vocabulary to convey the intended meaning; and
- With assistance, proofread writing to assure correct punctuation, spelling, grammar, idea development, clarity and relevant supporting details.

Apply knowledge of English conventions, vocabulary, and language structure as they write:

- Write complete sentences;

- Correct fragments and run-ons; and
- Compose compound and complex sentences using a variety of clauses and appropriate punctuation.

Use a variety of strategies to convey meaning through written English:

- Practice all steps of the writing process: prewriting, drafting, eliciting feedback, revising, editing, and producing finished copy.

Assumptions Guiding Course

- Expository writing is the focus of this class since it is a critical skill for college preparation, workplace writing, and preparing for the GED writing test. Other rhetorical modes may be introduced and discussed; and
- Instructional activities are based on Graham, S. & Harris, K. (2005). *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. Baltimore, MD: Brookes Publishing Company. Instructors will review this book as they teach the course.

Pre-Bridge Writing Course Outline, Term 1

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|--------------|--|--|--|------------------------------|
| 1 | <ul style="list-style-type: none"> • Introduction • Syllabus | <ul style="list-style-type: none"> • Read a syllabus | Education Pays | |
| 2 | <ul style="list-style-type: none"> • Writing assessment • Discuss writing tasks on-the-job • Demonstrate alignment of what employers want with course goals | <ul style="list-style-type: none"> • Assessment | Skills Employers Want | Paragraph writing assessment |
| 3 | <ul style="list-style-type: none"> • Introduce STOP & LIST strategy | <ul style="list-style-type: none"> • Use prewriting strategy | (none) | |
| 4 | <ul style="list-style-type: none"> • Focus on purpose part of STOP & LIST strategy | <ul style="list-style-type: none"> • Use prewriting strategy | Medical Transcriptionist | |
| 5 | <ul style="list-style-type: none"> • Sentence structure/verbs | <ul style="list-style-type: none"> • Identify verbs in sentences | Dental Assistant | |
| 6 | <ul style="list-style-type: none"> • Focus on listing ideas part of STOP & LIST strategy | <ul style="list-style-type: none"> • Use prewriting strategy | Health Information Technician Overview | STOP and LIST assessment |
| 7 | <ul style="list-style-type: none"> • Focus on list ideas part of STOP & LIST strategy | <ul style="list-style-type: none"> • Use prewriting strategy • Identify verbs in sentences | Sales Manager Interview | Verb assessment |
| 8 | <ul style="list-style-type: none"> • Sentence structure /subjects and prepositional phrases | <ul style="list-style-type: none"> • Identify subjects in sentences | Medical Assistants Overview | |
| 9 | <ul style="list-style-type: none"> • Focus on sequence part of STOP & LIST strategy/time order | <ul style="list-style-type: none"> • Use prewriting strategy • Ordering ideas/time | Welders and Soderers Overview | |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|--|---|---|-----------------------------|
| 10 | <ul style="list-style-type: none"> • Focus on sequence part of STOP & LIST strategy/order of emphasis | <ul style="list-style-type: none"> • Use prewriting strategy • Ordering ideas/order of emphasis • Identify subjects and verbs in sentences | Sales Worker Supervisor Overview | |
| 11 | <ul style="list-style-type: none"> • Focus on sequence part of STOP & LIST strategy/cause and effect | <ul style="list-style-type: none"> • Use prewriting strategy • Ordering ideas/cause and effect | Welders Interview | |
| 12 | <ul style="list-style-type: none"> • Sentence structure /finding multiple subjects and verbs in sentences | <ul style="list-style-type: none"> • Assessment • Use prewriting strategy • Identify subjects and verbs in sentences | Wholesale Trade | Subject and Verb assessment |
| 13 | <ul style="list-style-type: none"> • Introduce topic sentences | <ul style="list-style-type: none"> • Writing topic sentences | Physical Therapist Assist. overview, Advertising Sales overview | |
| 14 | <ul style="list-style-type: none"> • Topic sentences • Paragraph format | <ul style="list-style-type: none"> • Writing topic sentences • Identifying elements of a well-written paragraph | Medical secretary overview, Purchasing manager overview | Topic sentence assessment |
| 15 | <ul style="list-style-type: none"> • Sentence structure /coordination | <ul style="list-style-type: none"> • Sentence combining using coordination • Assessment | Dental Assistants, Welders, Customer Service representatives | STOP and LIST assessment |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|---|---|---|-------------------|
| 16 | <ul style="list-style-type: none"> • Sentence structure /subordination | <ul style="list-style-type: none"> • Sentence combining using subordination | Sales Worker Supervisor and Misc. | |
| 17 | <ul style="list-style-type: none"> • PLEASE strategy – introduction to complete strategy | <ul style="list-style-type: none"> • Overview of PLEASE writing strategy | none | |
| 18 | <ul style="list-style-type: none"> • PLEASE strategy – focus on evaluate phase | <ul style="list-style-type: none"> • Evaluate list generated during brainstorming • Review sentence structure | none | |
| 19 | <ul style="list-style-type: none"> • Sentence structure/ fragments | <ul style="list-style-type: none"> • Identifying and eliminating fragments of sentences | Medical Assistants, Customer Service Representatives, welders | |
| 20 | <ul style="list-style-type: none"> • PLEASE strategy – focus on supporting sentences/examples | <ul style="list-style-type: none"> • Using examples to support details in paragraph | Variety of examples | |
| 21 | <ul style="list-style-type: none"> • PLEASE strategy – focus on supporting sentences/description | <ul style="list-style-type: none"> • Using description to support details in a paragraph • Assessment | Welders | |
| 22 | <ul style="list-style-type: none"> • Sentence structure/ run-on sentences | <ul style="list-style-type: none"> • Identifying and eliminating run-on sentences | Job Search | |
| 23 | <ul style="list-style-type: none"> • PLEASE strategy - time order pattern | <ul style="list-style-type: none"> • Using time order to sequence details in paragraph | Nursing Assistants | PLEASE assessment |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|---|---|--|------------------------------|
| 24 | <ul style="list-style-type: none"> PLEASE strategy - enumerative order pattern | <ul style="list-style-type: none"> Using order of enumeration to sequence details in paragraph | What Employers Want | |
| 25 | <ul style="list-style-type: none"> Punctuation: Apostrophes | <ul style="list-style-type: none"> Use apostrophes for possession Use apostrophes for contractions | Small engine mechanics | |
| 26 | <ul style="list-style-type: none"> PLEASE strategy- cause and effect | <ul style="list-style-type: none"> Using compare and contrast to sequence details in paragraph | Changing Jobs | |
| 27 | <ul style="list-style-type: none"> PLEASE strategy – focus on concluding sentence | <ul style="list-style-type: none"> Developing concluding sentence for paragraph | Medical Office Assistants, Sales Representatives | PLEASE assessment |
| 28 | <ul style="list-style-type: none"> PLEASE strategy – focus on evaluating your work | <ul style="list-style-type: none"> Correcting paragraph for errors/COPS | Carpenters | |
| 29 | <ul style="list-style-type: none"> PLEASE strategy – review Assessment | <ul style="list-style-type: none"> Review of complete PLEASE strategy Assessment | none | Paragraph writing assessment |
| 30 | <ul style="list-style-type: none"> Reflect and Celebrate | <ul style="list-style-type: none"> Write and discuss about personal successes Write and discuss about how the course went | none | |

**Oregon Pathways for Adult Basic Skills
Transition to Education and Training Initiative (OPABS)**

Course Overview and Outline—Pre-Bridge Writing Course, Term 2

30, 1 hour lessons

Brenda Marks

Information Used in Developing Course

The following information was used in the development of this course: English Language Arts Curriculum Framework from the Massachusetts Department of Education's Adult and Community Learning Services, Northwest Regional Educational Laboratory's 6 +1 Trait Writing, GED assessment information from the American Council on Education, and documents from the National Council of Teachers of English.

Course Objectives

Learners will:

Express themselves through expository writing:

- Develop well-focused topic sentences;
- Organize ideas to support the topic sentence;
- Provide effective support for ideas included in passages;
- Use language and vocabulary to convey the intended meaning;
- Develop longer paragraphs with extensive details;
- With assistance, proofread writing to assure correct punctuation, spelling, grammar, idea development, clarity and relevant supporting details; and
- Write a summary.

Apply knowledge of English conventions, vocabulary, and language structure as they write:

- Compose compound sentences using conjunctive adverbs;
- Use parallel structures when composing sentences;
- Use subjects and verbs that agree; and
- Use pronouns that agree with their subjects.

Use a variety of strategies to convey meaning through written English

- Practice all steps of the writing process: prewriting, drafting, eliciting feedback, revising, editing, and producing finished copy.

Assumptions Guiding Course

- Expository writing is the focus of this class since it is a critical skill for college preparation, workplace writing, and preparing for the GED writing test. Other rhetorical modes may be introduced and discussed; and
- Instructional activities are based on Graham & Harris (2005), *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. Instructors will review this book as they teach the course.

Pre-Bridge Writing Course Outline, Term 2

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|---|--|--|--|
| 1 | <ul style="list-style-type: none"> • Introduction • Syllabus | <ul style="list-style-type: none"> • Writing assessment | Education Pays | Teacher-created paragraph writing assessment |
| 2 | <ul style="list-style-type: none"> • Review STOP and LIST | <ul style="list-style-type: none"> • Prewriting strategy review | N/A | N/A |
| 3 | <ul style="list-style-type: none"> • Sentence Structure Review | <ul style="list-style-type: none"> • Identify phrases & clauses in sentences • Practice STOP and LIST | Hospital Industry | N/A |
| 4 | <ul style="list-style-type: none"> • Components of a paragraph review | <ul style="list-style-type: none"> • Identify critical components of a paragraph • Practice sentence skills | Precision Assemblers Overview | N/A |
| 5 | <ul style="list-style-type: none"> • PLEASE paragraph writing strategy | <ul style="list-style-type: none"> • Writing a complete paragraph | Executive Secretary Overview | N/A |
| 6 | <ul style="list-style-type: none"> • Compound and complex sentence review | <ul style="list-style-type: none"> • Join sentences with compound and complex patterns using correct punctuation | Printing Press Operators Overview & working conditions | N/A |
| 7 | <ul style="list-style-type: none"> • Focus on writing effective topic sentence | <ul style="list-style-type: none"> • Write a topic sentence that relates to assigned topic and narrows the focus. • Practice PLEASE strategy | N/A | N/A |
| 8 | <ul style="list-style-type: none"> • Sequencing ideas in a paragraph | <ul style="list-style-type: none"> • Choose an effective pattern to organize written ideas | Dental Hygienist Interview | N/A |
| 9 | <ul style="list-style-type: none"> • Use subjects and verbs that agree | <ul style="list-style-type: none"> • Write sentences with coordinating subjects and verbs • Practice PLEASE strategy | Metal and Plastic Processing workers overview | N/A |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|--|--|---|--|
| 10 | <ul style="list-style-type: none"> Develop supporting details in a paragraph I | <ul style="list-style-type: none"> Use prewriting strategy and extend the details generated during prewriting Practice PLEASE strategy | Administrative Managers overview | N/A |
| 11 | <ul style="list-style-type: none"> Develop supporting details in a paragraph II | <ul style="list-style-type: none"> Use prewriting strategy and extend the details generated during prewriting Practice PLEASE strategy | Administrative Managers overview | N/A |
| 12 | <ul style="list-style-type: none"> Develop supporting details in a paragraph III | <ul style="list-style-type: none"> Ask questions to determine an effective supporting detail to include Practice PLEASE strategy | Dental Assistants Interest | N/A |
| 13 | <ul style="list-style-type: none"> Develop supporting details in a paragraph IV | <ul style="list-style-type: none"> Ask questions to determine an effective supporting detail to include Practice PLEASE strategy | Quality Control overview | N/A |
| 14 | <ul style="list-style-type: none"> Review and Assessment | <ul style="list-style-type: none"> Review skills and concepts taught to date Create writing sample for assessment | N/A | Teacher-created paragraph writing assessment |
| 15 | <ul style="list-style-type: none"> Use pronouns that agree with their antecedents | <ul style="list-style-type: none"> Use correct pronouns in sentences | Sheet Metal Worker Interview | N/A |
| 16 | <ul style="list-style-type: none"> Revising writing | <ul style="list-style-type: none"> CASE revise strategy overview | Quality Control Inspectors overview | N/A |
| 17 | <ul style="list-style-type: none"> Revising writing | <ul style="list-style-type: none"> CASE revise strategy practice | Pharmacy Technician Overview | N/A |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|---|--|--|--|
| 18 | <ul style="list-style-type: none"> • Use parallel elements in constructing sentences | <ul style="list-style-type: none"> • Identify parallelism • Use parallelism when writing sentences • Practice PLEASE strategy | Metal and Plastic Processing workers work conditions | N/A |
| 19 | <ul style="list-style-type: none"> • Summary writing | <ul style="list-style-type: none"> • Overview of writing summaries | Order Clerks Overview Precision Assemblers Overview | N/A |
| 20 | <ul style="list-style-type: none"> • Summary writing | <ul style="list-style-type: none"> • Practice summary writing using sentence variety | Dental Hygienist working conditions Printing Press operators working conditions | N/A |
| 21 | <ul style="list-style-type: none"> • Summary writing | <ul style="list-style-type: none"> • Practice summary writing from a list of items and using sentence variety | Secretary Skills and Abilities Secretary Working conditions | N/A |
| 22 | <ul style="list-style-type: none"> • Summary writing | <ul style="list-style-type: none"> • Practice summary writing from a passage and using sentence variety | Secretary interview | N/A |
| 23 | <ul style="list-style-type: none"> • Summary writing | <ul style="list-style-type: none"> • Practice summary writing from a passage and using sentence variety • Use CASE revising strategy | Sheet Metal Worker interview | Teacher-created summary writing assessment |

| Day/ Date | Objectives | Basic Skills Task | Occupational Skills/ Knowledge | Assessment |
|----------------------|--|---|---|----------------------|
| 24 | <ul style="list-style-type: none"> Review | <ul style="list-style-type: none"> Review skills and concepts taught to date | Pharmacy Technician Interview | N/A |
| 25 | <ul style="list-style-type: none"> Transitioning to Essay I | <ul style="list-style-type: none"> Show the relationship between a summary and an essay Show the relationship between a paragraph and a summary | Emergency Medical Technician summary | N/A |
| 26 | <ul style="list-style-type: none"> Transitioning to Essay II | <ul style="list-style-type: none"> Write an essay as a group | N/A | N/A |
| 27 | <ul style="list-style-type: none"> Transitioning to Essay III | <ul style="list-style-type: none"> Write individual essays | N/A | N/A |
| 28 | <ul style="list-style-type: none"> Transitioning to Essay IV | <ul style="list-style-type: none"> Revise individual essays | N/A | N/A |
| 29 | <ul style="list-style-type: none"> Review | <ul style="list-style-type: none"> Write final sample Review information to date | Secretary Overview | Final writing Sample |
| 30 | <ul style="list-style-type: none"> Reflect and Celebrate | <ul style="list-style-type: none"> Write and discuss about personal successes Write and discuss about how the course went | N/A | N/A |

OPABS Pre-Bridge Writing Course: List of Materials for Term 1

Name: Brenda Marks
Course Name: Pre-Bridge Writing, Term 1

School: Clackamas Community College
Date Completed: 2/21/08

| Title | Date Published | Author | Publisher | Web Address for Publication |
|--|-----------------------|------------------------------|--|---|
| <i>Education Pays</i> | March 2006 | unknown | Worksource Oregon, Oregon Employment Dept. | http://www.qualityinfo.org/pubs/posters/edpays.pdf |
| <i>Skills Employers Want</i> | unknown | | Oregon Education Dept. | http://www.qualityinfo.org/pubs/posters/skills.pdf |
| GED sample test Questions | unknown | | American Council on Education | http://www.acenet.edu/AM/Template.cfm?Section=GEDTS&Template=/CM/HTMLDisplay.cfm&ContentID=5333 |
| <i>Writing Better: Effective Strategies for Teaching Students with Learning Disabilities</i> | 2005 | Steven Graham & Karen Harris | Brookes Publishing Company, Baltimore, MD | http://www.pbrookes.com/ |