<table>
<thead>
<tr>
<th>Class or Program Name</th>
<th>Intermediate Writing and Digital Literacy – Level Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Site(s)</strong></td>
<td>Low Intermediate ABE</td>
</tr>
<tr>
<td><strong>Program Area</strong></td>
<td>Class Assessment(s) TABE Reading or Language Scaled Score Range</td>
</tr>
<tr>
<td><strong>Student Placement Level(s)</strong></td>
<td>4.0 – 6.0 (Form M)</td>
</tr>
<tr>
<td><strong>Class Led By</strong></td>
<td>Paid Teacher</td>
</tr>
<tr>
<td><strong>Delivery Style</strong></td>
<td>Class / Computer-assisted</td>
</tr>
</tbody>
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**Class Goals**

To improve writing skills for low-intermediate learners.
Learners will be able to:

- define, identify and correctly use the parts of speech.
- identify the parts of simple, complex and compound sentences.
- revise and edit sentences and paragraphs.
- write sentences correctly with a consistent use of basic punctuation, capitalization, and spelling.
- write paragraphs with an effective topic sentence and supporting details.
- use the different styles of organization to write paragraphs and short essays.
- write a response to a passage, article, event or idea defending their position on a topic.
- apply the steps of the writing process in order to create a final draft.
- complete forms on paper and online.
- understand and use digital literacy skills to create documents such as: business letters, resumes, research essays, and email.

**Class Content**

- Parts of Speech: nouns, pronouns, verbs, adjectives, adverbs, articles, prepositions, conjunctions and interjections.
- Spelling: syllable patterns, roots, prefixes, suffixes, plurals.
- Sentence formation: definition; parts of a simple sentence, complete/fragment/run-on; subject-verb agreement; combining: complex, compound, coordinating, subordinating, adding modifiers; parallel structure.
- Paragraph development: topic sentence, supporting sentences, sequence, transitions.
- Capitalization: first word, proper nouns, names, days, months, geographic names, titles.
- Punctuation: end marks, commas, quotations, apostrophes: possessives, contractions.
- Editing practice: peer and self-editing.
| Class Activities | Writing process: Pre-writing, writing, revising, editing  
|                  | Patterns of organization for writing: time order, cause and effect, compare and contrast  
|                  | Writing applications: personal narratives, responses to passage, article, event, or idea; writing personal and business letters, completing forms, including online job applications; business documents, including resumes  
|                  | Digital literacy: computer basics, typing, word processing, internet searching  
| Review of learning goals/objectives, accessing/activating prior knowledge, presentation of new information, application of new knowledge, and generalization. May include direct instruction and modeling, cooperative learning/group work, pair and share, guided practice, independent work, class discussions, development/practice of learning strategies, and demonstration of learning objectives including formal and informal assessments.  
| Class Text(s), Educational Technology, & Other Instructional Materials | Building Strategies for GED Success: Writing (Steck-Vaughn)  
|                  | Northstar Digital Literacy  
|                  | Mavis Beacon Typing Software  
|                  | Education World website: every-day-edits  
|                  | Language Builder: Intermediate (McGraw Hill/Contemporary)  
|                  | Megawords Series (School Specialty)  
|                  | Edge on English: Books 1&2 (Contemporary)  
|                  | Breakthroughs in Writing and Language (Contemporary)  
|                  | Foundations in Writing (Contemporary)  
|                  | PreGED Writing (McGraw Hill)  
|                  | Write and Read (Steck-Vaughn)  
|                  | Building Strategies for GED Success: Writing (Steck-Vaughn)  
|                  | K-12 Reader website  
|                  | Teacher Created Materials  