

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## ***ESL FE 201/205 ADVANCED BEGINNING LEVEL***

### **Curriculum Guide**

Curriculum Guide Re Approved December 2018



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***ESL FE 201/205***  
***ADVANCED BEGINNING LEVEL***

**Curriculum Committee Members**

**Esterina Fusco**  
**Deirdre Vedova**

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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language

acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

## ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

### ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

## ESL ENTRANCE/EXIT POLICY

### **I. Identification**

- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

### **II. Multiple Entrance Criteria**

- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

### **III. Program**

- Two periods of ESL daily for beginning students
- One period of ESL daily for intermediate and advanced students

### **IV. Monitoring**

- Supervisor
- ESL instructor

### **V. Multiple Exit Criteria**

- ACCESS for ELLs and other Performance and Standardized tests
- ESL teacher recommendation
- Mainstream classroom performance

### **VI. Follow up**

- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

## **Course Description**

**ESL FE201/205  
ADVANCED  
BEGINNING LEVEL**

**This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills. In addition, an appreciation of different cultures and critical thinking are emphasized.**

**At this level of English proficiency, English language learners will process, understand, produce or use:**

- **Oral or written language presented with visual, sensory, or interactive support**
- **Expanded sentences in oral interaction or written paragraphs**
- **General and some specific language of the content areas**

# **Recommended Textbooks**

**Keystone Series– Pearson Longman**

**The Oxford Picture Dictionary for the Content Areas**

**Scholastic Action Magazine**

**Ancillary Books and materials**

**Online Resources**

## Course Proficiencies (WIDA STANDARDS)

### I.: Listening

#### SWBAT:

- Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples
- Sort oral language statements according to time frames
- Sequence visuals, sentences, and events according to oral directions

### II.: Speaking

#### SWBAT:

- Describe objects, people, places, and events
- Ask WH – questions to clarify meaning
- Give features of content-based material (e.g., time periods)
- Characterize issues, situations, regions shown in illustrations

### III.: Reading

#### SWBAT:

- Match data or information with its source or genre (e.g., description of element to its symbol on period table)
- Follow multi-step instructions supported by visuals or data
- Classify or organize information presented in visuals or graphs
- Match sentence-level descriptions to visual representations
- Compare content-related features in visuals and graphics
- Locate main ideas in a series of related sentences

### IV.: Writing

#### SWBAT:

- Make content-related lists of words, phrases or expressions
- Take notes using graphic organizers or models
- Formulate yes/no, choice and WH-questions from models
- Correspond for social purposes (e.g., memos, e-mails, notes)

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1:	30
Unit 2:	30
Unit 3:	30
Unit 4:	30
Unit 5:	30
Unit 6:	30
	<hr/>
	180 days



## Curriculum Units

**Unit 1: Mysteries**

**Unit 2: Growing Up**

**Unit 3: Helping Others**

**Unit 4: Winning and Losing**

**Unit 5: Courage and Imagination**

**Unit 6: Life in the Future**

### Unit 1 Mysteries

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Can all mysteries be solved?            What do you believe?            How mysteries are usually solved?            What are some mysteries that have been solved and have not been solved?            What are your favorite kinds of mysteries?</p>	<p><b>Literary Words:</b> Idioms, puns, character &amp; character traits, plot  <b>Word Study:</b> Same sounds, diff. spellings, compound nouns, ai, ay, ee oa words, prefixes un- dis-  <b>Reading Strategy:</b> Preview, draw conclusions, use visuals, predict  <b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell  <b>Grammar:</b> Parts of speech/sent, possessive nouns, adjectives, pronouns, indefinite pronouns; comparison structures, comp./ superlative adjectives, single/multi word prepositions of location  <b>Writing:</b> Descriptive - place, event, object, character</p>	<p>Write Descriptive Essay            Descriptive Guessing Game            Write a biography            Write an autobiography            Reader's Theater            Games</p>	<p>Tests            Quizzes            Projects            Background knowledge -pre-test questions            Open-ended questions            Cloze questions            Student work portfolio</p>

### Unit 2 Growing Up

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does growing up change us?            Do boys and girls have different experiences of growing up?            What are some of the positive things about growing up?            What are some of the positive things about growing up?</p>	<p><b>Literary Words:</b> dialogue, setting, Point of V, narrator  <b>Word Study:</b> long vowel e &amp; o, suffixes -ness, -tion, -ation, Sound-letter relationships  <b>Reading Strategy:</b> compare &amp; contrast, visualize, recognize historical context  <b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell  <b>Grammar:</b> showing contrast, coordinating conjunctions, conj. Adverbs, count/non-count nouns, simple past reg. irreg verbs, direct quotations – statements &amp; questions  <b>Writing:</b> Write about character &amp; setting, story from a different point of view, personal narrative, sequence of events, spatial order, chronol order, memorable exp.</p>	<p>Write a friendly letter.            Write a short story            Personal narrative            Points of View piece            Biography            Autobiography            Reader's Theater            Games</p>	<p>Tests            Quizzes            Projects            Background knowledge -pre-test questions            Open-ended questions            Cloze questions            Student work portfolio</p>

### Unit 3 - Helping Others

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does helping others help us all?</p> <p>Have you ever helped anyone?</p> <p>How did that person feel when you helped him or her?</p> <p>How did helping someone else make you feel?</p>	<p><b>Literary Words:</b> dialect, mood, suspense, figure of speech, hyperbole</p> <p><b>Word Study:</b> uses of apostrophe, silent gh, synonyms/ antonyms, Greek and Latin roots</p> <p><b>Reading Strategy:</b> Inferences, problems/solutions, fact and opinion, main ideas and details</p> <p><b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell</p> <p><b>Grammar:</b> Sentence agreement, prepositions/phrases of time, adjective placement, participial adjectives</p> <p><b>Writing:</b> Persuasion, critical evaluation</p>	<p>Write a book review</p> <p>Write a persuasive paragraph</p> <p>Diary entry</p> <p>Persuasive speech</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

### Unit 4 - Winning and Losing

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What do we learn from winning and losing?</p> <p>Have you ever won something? How did it make you feel?</p> <p>What can you learn from winning?</p> <p>What can you learn from losing?</p>	<p><b>Literary Words:</b> rhythm, repetition, rhyme scheme, table, moral, personification, myth</p> <p><b>Word Study:</b> long vowel i, homophones, spellings for r</p> <p><b>Reading Strategy:</b> read for enjoyment, cause and effect, author's purpose, ask questions</p> <p><b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell</p> <p><b>Grammar:</b> present perfect, complex sentences with subordinating conjunctions, adverb clauses, past perfect</p> <p><b>Writing:</b> Expository, who, what, where, when, why; Compare and contrast two topics; How are causes and effects logically related?</p>	<p>Write a response to literature, cause and effect paragraph</p> <p>Compare and contrast games</p> <p>Write a newspaper article</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Background knowledge -pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

### Unit 5 - Courage and Imagination

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How are courage and imagination linked?                      What have you done that might be considered brave?                      How did it make you feel?                      What kinds of things have you done that require imagination?</p>	<p><b>Literary Words:</b> Setting the scene, list of characters, stage directions, humor, colorful language  <b>Word Study:</b> spelling words with oo and ea, suffixes – ic, -ist, -able, prefixes mega-, tele-, re-  <b>Reading Strategy:</b> Analyze text structure, follow steps in a process, summarize, classify  <b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell  <b>Grammar:</b> future tense, imperatives – sequence words/phrases, reported speech, active/passive voice  <b>Writing:</b> Expository</p>	<p>Write a formal e-mail                      how-to instructions                      plot summary                      paragraph that classifies                      expository essay                      Games                      Reader's Theater</p>	<p>Tests                      Quizzes                      Projects                      Background knowledge -pre-test questions                      Open-ended questions                      Cloze questions                      Student work portfolio</p>

### Unit 6 - Life in the Future

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What is your vision of life in the future? What do you think schooling will be like? How do you think students will learn their subjects? How will we communicate with each other? What is already happening in communication that will help answer this question? How will forms of entertainment be different?</p>	<p><b>Literary Words:</b> simile, metaphor, stanzas, science- fiction, setting  <b>Word Study:</b> diphthongs oi, ou, Greek and Latin roots, Schwa a, e, i, o, u, cognates  <b>Reading Strategy:</b> taking notes, analyze text structure, skim, analytical skills  <b>Listening &amp; Speaking:</b> Reader's Theater, dramatic reading, retell  <b>Grammar:</b> transitions, capitalization, punctuation, abbreviations, quotations for exact quotes  <b>Writing:</b> Research, intro. Paragraph, support main ideas, quotations/citations, paraphrasing</p>	<p>Write an introductory paragraph                      Write a research report                      Reader's Theater                      Create graphic organizers                      Write poetry                      Games</p>	<p>Tests                      Quizzes                      Projects                      Background knowledge -pre-test questions                      Open-ended questions                      Cloze questions                      Student work portfolio</p>

## **Common Core State Standards – Academic Area**

**Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 9-12**

**Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 9-12**

**Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 9-12**

## **WIDA STANDARDS**

**Standard 1-Social & Instructional Language**

**Standard 2-Language of Language Arts**

**Standard 3-Language of Mathematics**

**Standard 4-Language of Science**

**Standard 5-Language of Social Studies**

## WIDA RUBRIC

	<b>1 ENTERING</b>	<b>2 BEGINNING</b>	<b>3 DEVELOPING</b>	<b>4 EXPANDING</b>	<b>5 BRIDGING</b>	<b>6 REACHING</b>
<b>LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)</b>	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
<b>VOCABULARY USAGE</b>	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
<b>LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)</b>	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

## New Jersey Scoring Rubric

### New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content &amp; Organization</b>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transition evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>