

Reading & Writing Curriculum-College Academic Readiness

PIEDMONT COMMUNITY COLLEGE

Adult Basic Skills

CTW. 1- Students will develop and refine persuasive writing skills and, in the process, learn how to produce a college-level essay.		
Benchmark	Performance Indicator	Resource
CTW. 1.1. Write a clear and coherent thesis statement.	Complete a minimum of two exercises that require drafting and rewriting an effective thesis statement. (Choose a partner and read the thesis statement to determine its clarity.)	Transitions, Preparing for College Writing, pgs. 10-11
CTW. 1.2. Incorporate arguments and counter-arguments.	Complete a minimum of three exercises that provide evidence-source, quotations, statistics, and facts to support the argument expressed in the thesis statement.	Transitions, pgs. 12-15
CTW. 1.3. Develop supporting arguments	Write a minimum of three supporting points to support the thesis statement.	Transitions, pgs. 18-19
CTW. 1.4. Construct the persuasive argument to appeal to the readers' logic and emotions.	Write a minimum of two statements that appeal to logic by citing hard evidence in the form of data, expert testimony, or research; write a minimum of two statements that appeal to emotion through the use of dramatic word choice, vivid images, and shocking examples.	Transitions, pgs. 22-23
CTW. 1.5. Analyze persuasive techniques	Read essay and analyze the persuasive techniques used by the author.	Transitions, pgs. 27-30
CTW. 1.6. Determine voice, tone, and audience for persuasive writings	Complete a minimum of two exercises that require the identification of voice, tone, and audience based on the persuasive writings.	Transitions, pgs. 32-36

CTW.2- Students will develop expository writing skills that involve presenting information in a manner

that demonstrates what they have learned and that helps others understand the topic. Students will be able to identify the main idea of a reading passage.

Benchmark	Performance Indicator	Resource
CTW.2.1. Paraphrase and summarize	Complete a minimum of two exercises that require paraphrasing and summarizing of paragraphs and/or passages.	Transitions, pgs. 46-52
CTW.2.2. Develop an outline, thesis statement, and topic sentences	Develop a thesis statement for the expository essay; create an outline with the topic sentences and supporting details.	Transitions, pgs. 53-59
CTW.2.3. Draft an expository essay	Draft an expository essay using the outline created; elaborate on supporting details.	Transitions, pgs. 60-68
CTW.2.4. Use and identify transitional words and phrases	Complete at least one exercise that requires the use of transitional words or phrases.	Transitions, pgs. 74-78
CTW.2.5. Create entries for a work-cited page	Complete an exercise that requires the development of a work-cited page.	Transitions, pgs. 81-85
CTW.2.6. Identify the main idea of a passage	Read several passages and identify the main idea in each passage; complete a minimum of four exercises.	Reading Basics (Advanced), pgs. 139-146

CTW. 3. Students will develop reflective writing skills by analyzing an experience or event and interpreting its implications. Students will be able to predict outcomes and draw conclusions from reading passages.

Benchmark	Performance Indicator	Resource
CTW. 3.1. Combine narration and commentary	Complete at least one assignment that requires the combining of narration and commentary.	Transitions, pgs. 90-95
CTW.3.2. Develop a reflective stance	Complete at least one assignment that assists in identifying reflection, perception, and learning.	Transitions, pgs. 96-101
CTW.3.3. Use description and sensory details	Read a reflective essay and identify the sensory details.	Transitions, pgs. 108-114

CTW.3.4. Revise a reflective essay	Read and revise a reflective essay by using the essay rubric (5-point scale).	Transitions, pgs. 115-122
CTW. 3.5. Predict outcomes for reading assignments	Complete all exercises; read the passages and choose the best answer; do check-ups.	Reading Basics, pgs. 193-200
CTW. 3.6. Draw conclusions for reading assignments	Complete all exercises; read the passages and choose the best answer; do check-ups.	Reading Basics, pgs. 155-162

CTW. 4 Students will develop the skills to write on demand. Students will recognize commonly confused words and context clues.		
Benchmark	Performance Indicator	Resource
CTW. 4.1. Write using a prompt	Complete two exercises that require the use of a writing prompt.	Transitions, pgs. 132-139
CTW.4.2. Write a model essay	Write an essay based on the prompt given, under timed conditions.	Transitions, pgs. 151-158
CTW.4.3. Identify simple, compound, and complex sentences	Complete a minimum of two exercises which require identification of simple, compound and complex sentences.	Transitions, pgs.159-164
CTW. 4.4. Recognize and identify commonly confused words	Complete one exercise that contains commonly confused words; identify the words and their proper usage.	Transitions, pgs. 165-168
CTW.4.5. Identify the meaning of words by using context clues	Complete three to four exercises to determine the meaning of words used in context; do check-up.	Reading Basics (Advanced), pgs. 37-41

CTW.5 Students will develop the skills to write an effective research paper.

Benchmark	Performance Indicator	Resource
CTW.5.1. Develop a research thesis	Complete a minimum of three exercises; choose the best research thesis.	http://www.esc.edu/writer
CTW.5.2. Find and evaluate sources	Complete exercise 6- Finding sources; complete exercise 7- Evaluating sources.	www.esc.edu/writer
CTW.5.3. Practice note-taking skills	Read section on note-taking; complete exercises 8 & 9.	www.esc.edu/writer
CTW.5.4. Discuss the components of the research draft	Read section on development options, introductions, linking paragraphs, and conclusions. Group discussion should follow.	www.esc.edu/writer
CTW.5.4. Practice documenting sources	Read section on documenting sources; complete exercise 10, 12 & 14.	www.esc.edu/writer
CTW.5.5. Review steps in writing a research paper	Group discussion and review	www.esc.edu/writer