LEVEL 1: LISTENING & SPEAKING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Speaking** | Students need to perform basic speech acts on familiar topics such as home, family, school, jobs, food, weather, and seasons. | Provide activities through pair and group work for students to form simple sentences on every day topics with each other and native speakers. | Interact successfully in survival situations using basic speech acts with 80% accuracy on the following topics:  • Greet and take leave  • Ask for and give basic personal information  • Give simple instructions  • Make, accept and decline invitations  • Express likes and dislikes on familiar topics  For Oral Proficiency Exam, student should be able to verbally construct 3-5 coherent sentences to support each familiar question/topic. |
| **Vocabulary** | Students need to learn text specific vocabulary and use vocabulary in short sentences and conversations with the teacher and other students. | Provide students with instruction on vocabulary meaning through pictures and gestures. Give students ample opportunities to use vocabulary in conversation with each other and native English speakers. | Acquire 600-700 word vocabulary demonstrated through  • Listening comprehension tests/quizzes  • Short conversations  • Oral Proficiency Exam |
| **Listening** | Students need to listen to and understand the teacher, short recorded conversations from the audio text, and short conversations with other students | Provide students with instruction, activities, and exercises to practice listening to themed audio excerpts and then demonstrate successful comprehension. | Comprehend main ideas of simple conversations with 80% accuracy on familiar topics such as home, family, school, occupations, shopping and seasons demonstrated through:  • Listening comprehension tests/quizzes  • Short conversations |
| **Grammar** | Students need to incorporate SVO word order, pronouns, simple present, present progressive, and start to incorporate simple past sentences in their speech. | Provide opportunity for students to verbally construct grammatically correct sentences with SVO word order, pronoun usage, and tense; teacher should provide immediate feedback. | Demonstrate ability to verbally construct simple grammatical sentences--SVO word order, simple tense and simple progressive tense with 75% accuracy; simple past with 50% accuracy--through monitored:  • Informal class/paired conversations  • Oral Proficiency Exam |
| **Pronunciation** | Students should become familiar with and start to pronounce all the sounds of the English language | Provide students with opportunities to practice the different phonemes in the English language. | Pronunciation is 75% comprehensible to teacher when student speaks on familiar topics during:  • Informal class/paired conversations  • Oral Pro­ficiency Exam |

LEVEL 1: VOCABULARY COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Vocabulary** | Students need to learn half of the First 1000 words along with text specific vocabulary and use vocabulary in short sentences and conversations with the teacher and other students. | Provide students with instruction on vocabulary meaning through pictures and gestures. Give students ample opportunities to use vocabulary in conversation with each other. | Acquire 500-600 word vocabulary demonstrated through  • Comprehension tests/quizzes  • Short conversations  • Writing vocabulary words and short sentences |
| **Speaking** | Students need to use vocabulary to perform basic speech acts on familiar topics such as home, family, school, jobs, food, weather, and seasons | Provide activities through pair and group work for students to form simple sentences on every day topics with each other. | Interact successfully in survival situations using vocabulary to perform basic speech acts with 80% accuracy on the following topics:  • Greet and take leave  • Ask for and give basic personal information  • Go shopping  • Express likes and dislikes on familiar topics  • Visit a doctor |
| **Listening** | Students need to listen to and understand the teacher, short recorded conversations from the audio text, and short conversations with other students. | Provide activities through pair and group work for students to form simple sentences on every day topics with each other. | Comprehend main ideas of simple conversations with 80% accuracy on familiar topics such as home, family, school, occupations, shopping and seasons demonstrated through:  • Listening comprehension tests/quizzes  • Short conversations |
| **Grammar/Writing** | Students need to spell target vocabulary correctly, and incorporate vocabulary into sentences using correct SVO word order, pronouns, and simple tenses. | Provide opportunity for students to practice spelling target words, and to verbally construct short grammatically correct sentences; teacher should provide immediate feedback. | Demonstrate ability to spell target vocabulary and to use vocabulary in grammatically correct sentences 75% of the time through:  • Written tests/quizzes  • Informal class/paired conversations  • Speaking quizzes |
| **Pronunciation** | Students should be able to comprehensibly pronounce target vocabulary words. | Provide students with opportunities to practice orally pronouncing words individually and in conversational sentences with each other. | Pronunciation of target vocabulary is 80% comprehensible to teacher when student speaks during:  • Informal class/paired conversations  • Oral quizzes/tests |

LEVEL 1: READING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Intensive Reading Skills** | Students need to improve reading skills to understand paragraph-sized passages that are slightly above their reading level. | Teach and assess intensive reading skills such as beginning skimming, scanning, mapping, vocabulary in context, main ideas/supporting as well as relevant literary terms and cultural knowledge in textbook passages and teacher-selected material. Include instruction on morphemes, roots, prefixes/suffixes and incidental grammar. | • Demonstrate ability to find main ideas/supporting details, make inferences, use context to understand new words, and to map the ideas of a text.  • Interpret literary terms and demonstrate cultural knowledge relevant to class texts. |
| **Quasi-Extensive Reading Activities** | Students need to read and comprehend short, easy readers and very easy novels that are assigned to the class. | Conduct daily comprehension quizzes on class novels and readers using basic questions written mainly to verify that the reading homework was completed and given adequate attention.  Scaffold novels and readers in class and through homework to help students understand and enjoy them. | • Demonstrate comprehension of themes, plot, genre, main ideas, vocabulary, etc. of novels.  • Begin to critically analyze themes in novels through discussion and written reports. |
| **Extensive Reading Activities** | Students need to read below level English texts with no formal comprehension assessment. | Provide students with direction and instruction in selecting easy, high-interest fun books.  Regularly check students’ extensive reading progress, including a log kept by students of self-selected books that they have read. | Increase fluency, vocabulary, and a love for reading through extensive reading by:  • Finding, selecting and reading interesting novels  • Reading at least 300 pages (50,000 words)--including class novels--over the course of the semester  • Creating and presenting at least two book reports (one oral, one written) |
| **Reading Rate** | Students need to read 140 words per minute on an at-level texts with a 70% comprehension level. | Introduce students to the practice and methods of increasing reading speed while maintaining comprehension (i.e. teach clustering, timed readings followed by comprehension tasks). | Increase reading rate through:  • Weekly speed reading exercises and tests  • Recording and tracking reading rate and comprehension progress |
| **Vocabulary** | Students need to recognize and know the basic meaning(s) of the most common 1000 English words as well as words that are essential to understanding class assignments. | Pre-teach and support vocabulary learning for class readings.  Regularly assess vocabulary acquisition through quizzes and weekly vocabulary journals. | • Demonstrate vocabulary comprehension through periodic tests and quizzes with at least 80% accuracy on meaning and spelling.  • Create a weekly vocabulary study journal with both student- and teacher-selected words.  • Utilize vocabulary in group discussions, and oral |
| **Phonemes** | Students should recognize and be able to verbally produce all the phonemes in the English language from their corresponding alphabet letters. | Employ a method of teaching phonics in order of difficulty, especially giving attention to high frequency words. | Decode all the phonemes in beginning level words demonstrated through phoneme quizzes and reading passages out loud with 80% accuracy. |

Exit competencies: Able to read and comprehend texts at the 4th grade reading level (based on average U.S. reading ability).

LEVEL 1: WRITING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Vocabulary/Spelling** | Students need to know the difference among nouns/pronouns, verbs/adverbs, and adjectives and become familiar with the First 500 words in English, and additional text specific vocabulary.  They need to master the spelling of all vocab words. | Help students learn 5 of the 8 parts of speech and the First 500+ words in English while spelling these words correctly. | * Learn to recognize and use nouns/pronouns, verbs/adverbs, and adjectives   • Correctly use and spell 80% of words learned in class  • Look up and incorporate vocabulary that is specific to personal writing task |
| **Reading** | Students need to read material in order to practice vocabulary and prepare to write (L200). | Read and study at least 10 sentences and one paragraph per week that are level- and topic-appropriate. | • Read and understand text with target vocabulary and sentence variety  • Analyze sentence patterns in simple texts  • Understand placement and use of punctuation marks and capitalization  • Imitate simplified text in speech and writing |
| **Writing** | Students need to write at least 50 sentences.  They need to practice writing simple, compound, and complex sentence structure on simple interpersonal topics. | Provide students with instruction, activities, and exercises to help them compose 50 polished, grammatically accurate sentences (consisting of simple, compound, and complex sentences). | * Write a total of 50 polished, basic sentences. * Write a short 4-5 sentence paragraph with a simple topic sentence and supporting sentences. * Demonstrate organizational improvement from first paragraph draft to the second draft. |
| **Grammar** | Students need to become familiar with Subject/Verb/Object order, pronoun usage, and basic sentence variety. | Use a system for students to practice Subject/Verb/Object, pronoun usage, and sentence variety and to get immediate feedback. | • Regularly write and edit sentences for Subject/Verb/Object structure and pronoun usage  • Demonstrate beginning proficiency with simple, compound, and some complex sentences  • Demonstrate observable grammar improvement from the diagnostic to the final writing task |

LEVEL 1: GRAMMAR COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Verbs** | Students need to have command of a few basic verb tenses / structures. | Introduce and teach the following: simple present, present progressive, and be going to + verb.  They will also briefly introduce the simple past of be and a limited number of other verbs. Teach can/can’t, must/must not. | Students will be able to correctly use the simple present, present progressive, and be going to + verb at least 80% of the time in multiple-choice or fill-in-the-blank type questions, and in monitored speech.  They will recognize the simple past of certain verbs.  Students will understand and use accurately can/can’t, must/must not in multiple-choice or fill-in-the-blank type questions. |
| **Questions** | Students need to effectively form a variety of question types. | Teach YES/NO question structure with BE verb.  Teach how to form “information questions” using DO/DOES and “how”, “where”, “what”, “how much”. | Accurately form YES/NO questions with BE in writing and in speech.  Correctly form information questions using “how”, “where”, “what” and “how much” in writing or in speech at least 80% of the time. |
| **Pronouns** | Students need to have a basic knowledge of a number of pronoun types and structures. | Teach subject pronouns and possessive adjectives.  Teach there is and there are. | Accurately form YES/NO questions with BE in writing and in speech.  Correctly form information questions using “how”, “where”, “what” and “how much” in writing or in speech at least 80% of the time. |
| **Prepositions** | Students need to learn about basic prepositions. | Teach basic uses of at, on, in, from-to, across from, behind, next to, between. | Accurately use the prepositions mentioned in COURSE GOALS in multiple-choice, fill-in-the-blank type questions and in speech at least 80% of the time. |
| **Sentences** | Students need the ability to form simple affirmative and negative sentences. | Teach simple affirmative and negative sentences using BE, DO, HAVE, and NEED as main verbs | Accurately use the prepositions mentioned in COURSE GOALS in multiple-choice, fill-in-the-blank type questions and in speech at least 80% of the time. |
| **Nouns, Adjectives, Adverbs** | Students need to understand what nouns, adjectives, and some basic adverbs are. | Teach nouns, adjectives and adverbs appropriate for this level.  Teach the plural of nouns appropriate for this level. | Accurately identify and use nouns, adjectives, and adverbs in multiple-choice or fill-in-the-blank type questions, and in monitored speech at least 80% of the time. |