LEVEL 3: 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 should be able to perform low-intermediate speech acts on every day and familiar academic topics such as university life, social media, education, jobs & professions, city life, housing, communication, health and nutrition, etc. | Provide activities through recordings, pair/group work and formal/informal presentations for students to speak with each other and native speakers to form verbal “paragraphs” consisting of simple, compound and some complex sentences on every day and familiar academic topics. | Successfully perform the following speech acts with 80% accuracy: • State an informed simple opinion on a class-based topic with give substantive support • Engage in and sustain a conversation on both every day and familiar academic topics • Give formal prepared presentation for 3-5 minutes on familiar academic topic • Give informal unprepared “speech” on familiar academic topic for 30-60 seconds • Effectively restate main ideas and some details from listening excerpts For Oral Proficiency Exam, student should be able form a simple opinion and support it by verbally constructing coherent sentences to discuss each question/topic for 30-60 seconds with relative ease. |
| **Vocabulary** | Students need to learn low-intermediate vocabulary words from the text and correctly use them in sentences and conversations with the teacher and other students, as well as in formal and informal presentations. | Provide students with instruction on vocabulary meaning through context and dictionary usage. Give students ample opportunities to utilize vocabulary in listening exercises, short authentic texts, conversation with each other and native English speakers, and in informal and formal presentations. | Acquire text vocabulary words demonstrated through • Listening comprehension tests/quizzes • Short conversations • Formal/informal presentations • Oral Proficiency Exam |
| **Listening** | Students need to listen to and understand the teacher, recorded conversations/ lectures from the audio text, and conversations with other students. Students should begin to understand main ideas of short authentic audio texts. Students will practice both intensive and extensive listening skills. | Provide students with instruction, activities, and exercises to practice listening to themed text audio excerpts (3-15 minutes in length) and then demonstrate successful comprehension of main ideas and details. Begin to introduce short authentic text excerpts (the news, movie/T.V. shows) and have students listen for major ideas and some details through repeated listenings. | Comprehend main ideas and details of audio text conversations and simplified lectures with 80% accuracy on familiar academic topics through: • Listening comprehension tests/quizzes • Short conversations • Demonstrate beginning note-taking skills based on simplified academic lectures • Listened to weekly out of class excerpts for 30-40 minutes. |
| **Grammar** | Students need to correctly use SVO word order, pronouns, simple present, present progressive, simple past and future tense 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. Have students record, listen to, transcribe and then correct their speech through re-recordings. | Demonstrate ability to construct simple and some complex grammatically correct sentences--SVO word order, simple present and progressive tenses with 80% accuracy; simple past and future tense with 75% accuracy--through monitored: • Informal class/paired conversations • Formal and informal presentations • Oral Proficiency Exam |
| **Pronunciation** | Students should be able to distinguish and pronounce all the sounds of the English language, as well as incorporate American English stress and intonation in their speech. They should also be able to recognize the phonetic symbols from the Phonetic Alphabet. | Provide students with opportunities to practice the different phonemes in the English language as well as intonation and stress through listening excerpts and short conversations with other students. Introduce/Review the Phonetic Alphabet. Students should record their speech for personal and teacher feedback. | Noticeably reduce accent over the course of the semester. Regularly pronounce 75% of individual consonant and vowel sounds accurately. Pronunciation is 75% comprehensible to sympathetic listener when student speaks on every day and familiar academic topics during: • Informal class/paired conversations • Formal/informal presentations • Oral Proficiency Exam Students are 80% successful identifying correct phonemes, intonation and stress in listening quizzes and exercises at the low-intermediate level. |

LEVEL 3: READING COURSE OUTCOMES

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

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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 details and think critically about short passages (up to about 250 words) that are slightly above their reading level. | Teach and assess intensive reading skills such as skimming, scanning, mapping, context, main ideas/supporting details as well as relevant literary terms and cultural knowledge in reading passages and teacher-selected material. Include instruction on morphemes and incidental grammar. | Practice finding main ideas/supporting details, making inferences, using context to understand new words, skimming, scanning, mapping, and other skills through in-class exercises and homework assignments.Understand and successfully interpret literary terms and cultural knowledge relevant to class texts |
| **Quasi-Extensive Reading Activities** | Students need to read and comprehend readers and easy novels that are assigned to the class. | Conduct comprehension tasks on class novels. Scaffold novels in class and through homework to help students understand and enjoy them. | Read novels for overall comprehension of themes, plot, genre, main ideas, critical analysis, etc. Practice intensive reading skills learned in class. |
| **Extensive Reading Activities** | Students need to read below level but high-interest 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 instruction on how to create and present book reports. | Increase fluency, vocabulary, and a love for reading through extensive reading by: • Finding, selecting and reading interesting novels • Reading a total of (400-500 pages) 100,000 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 160 words per minute on at-level texts with a 70% comprehension level. | Teach practices which support speed reading and conduct weekly speed reading exercises (such as times reading, rapid work recognition, reading rate build-up, etc.) in class and as homework. Conduct short tasks on each reading and provide instruction to strengthen reading comprehension | Increase reading rates through: • Weekly speed reading exercises and tests in class • Weekly speed reading homework assignments • Recording and tracking reading rate and comprehension progress |
| **Vocabulary** | Students need to learn the Second 1000 words and context-specific words. | Pre-teach and support vocabulary learning for class readings. Regularly assess vocabulary acquisition through quizzes and weekly vocabulary journals | Study vocabulary assigned by the teacher (both text-based vocabulary and AWL items)Create a weekly vocabulary study journal with both student- and teacher-selected words Take and pass periodic vocabulary tests with at least 80% accuracy on meaning and spelling |

Exit competencies: Able to read and comprehend texts at the 6th grade reading level (based on average U.S. reading ability)

LEVEL 3: 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** |
| **Writing**  | Students need to write at least 10 paragraphs. They need to write texts that have functional genres (like a book review, a travel description, an email, etc.). | Provide students with instruction, activities, and exercises to help them compose at least 10 functional paragraphs consisting of polished writing | Write a total of 10 paragraphs of polished writing Demonstrate an ability to analyze sample features of target paragraphs Write at least 1 genre-specific paper (3+ paragraphs) and one final exam paragraph or essay Develop effective text organization through: • Using simple topic sentences • Using simple transition words and phrases common for a genre • Placing information in a logical order |
| **Writing Process** | Students need to practice planning, drafting, revising, and editing paragraphs and to understand teacher and tutor feedback. | Help students to develop strategies for planning, drafting, revising, and editing paragraphs and for interpreting teacher and tutor feedback | • Plan a 2-3 paragraph essay using analysis, invention, and pre-writing strategies • Draft, revise, and edit to create a polished 2-3 paragraph essay. • Receive and correctly incorporate feedback from teachers and tutors in second draft. |
| **Vocabulary/Spelling** | Students need to correctly use the Second 1000 words in English. | Help students learn the Second 1000 words in English through activities such as vocabulary journals, and writing and spelling tasks. | • Review the use of nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Master text and assignment specific vocabulary.• Correctly spell 80% of class vocabulary though quizzes, tests or essays. |
| **Genre Model** | Students need to read simple texts that illustrate the functional genres they will produce (L500). | Provide 1-2 easy model texts per assignment in order for students to study paragraph organization and language use. | • Read, understand (and sometimes find) text with paragraph organization • Recognize purposes of different paragraphs • Recognize organization in simple texts • Imitate simplified text of this nature in functional paragraphs |
| **Grammar** | Students need to improve their grammar and develop verb tense control (see corresponding grammar level objectives). | Use a system for students to practice verb tense control and get immediate feedback—for example “perfect sentences.” | • Regularly write and edit short sentences or paragraphs for verb accuracy • Review SVO and simple, compound, complex sentence types • Keep track of all verb tense errors • Demonstrate appropriate control of simple past, present perfect, and present perfect progressive • Demonstrate observable grammar improvement from the diagnostic to the final writing task |
| **Timed Writing** | Students need to experience and prepare for spontaneous writing. | Assign students to write paragraphs in class for immediate grading. | • Write at least 3 timed paragraphs (longer than 10 minutes) which are graded • Develop strategies for organizing time and planning during timed writing • Complete a timed-writing midterm and final exam that demonstrates knowledge of organization and incorporates compound and some complex sentences. |

LEVEL 3: 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 multiple verb structures in English | Review the following grammatical structures from level 1: • BE, DO, and HAVE verbs • negative BE verbs • simple present • present progressive • simple past + irregular verbs • future tense + “be going to” • positive imperative commands • negative imperative commands Introduce the following new grammatical structures: • past progressive • present progressive to express • planned future activities • more simple past irregular verbs • present perfect + for/since • difference between simple past and present perfect Teach models: can, could, may, might, would, will, should, ought to, had better, must, have got to, have to | Produce the following correctly in 80% of spontaneous sentences students attempt both written and verbally: • BE, DO, and HAVE as main verbs • Simple present and present progressive verb aspects • Simple past (both regular and irregular verbs) • Future tense • Past progressive • Present progressive (to express future) • Present perfect |
| **Verb Alternatives** | Students need to know and use simple-speech verb forms | • Teach the difference between “will” and “be going to” • Teach the grammar and use of phrasal verbs | • Use will and going to in order to form grammatically and pragmatically correct sentences • Accurately use 20 phrasal verbs in speech and writing |
| **Questions** | Students need to effectively form a variety of question types | • Review “information question” structure from level 1 using “who”, where”, “when”, “what time”, “why”, and “whose” • Teach complex subject and object WH- questions • Teach tag questions | • Correctly form subject and object information questions with six different WH question words in a workbook activity, in writing and in speech • Correctly form tag questions |
| **Nouns & Modifiers** | Students need to be familiar with a number of noun modifying structures | • Teach subject-verb agreement • Teach reflexive pronouns • Teach the use of possessive nouns and pronouns • Review definite and indefinite articles • Teach structures to express comparisons and the superlative | • Accurately align subjects and verbs in writing or in speech • Accurately use reflexive and possessive pronouns and nouns • Correctly use definite and indefinite articles more than 50% of the time in writing and speech • Accurately produce comparisons and superlative structures |
| **Prepositions** | Students need to learn about prepositions | Review and expand on their knowledge of the use of prepositions | Accurately incorporate prepositions 80% of the time in written and oral sentence constructions. |
| **Sentences** | Students need to learn about prepositions | Review and expand on their knowledge of the use of prepositions | Accurately incorporate prepositions 80% of the time in written and oral sentence constructions. |