LEVEL 4: 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 intermediate speech acts on every day and concrete academic topics such as plagiarism, careers, business, lifestyles, social media, technology, ceremonies, 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 complex sentences on every day and concrete academic topics | Successfully perform the following speech acts with 80% accuracy:  • State and defend an informed opinion on a class-based topic with substantive support  • Engage in and sustain a conversation on concrete academic topics  • Give formal prepared presentation for 4-5 minutes on concrete academic topic  • Give informal unprepared “speech” on concrete academic topic for 50-60 seconds  • Effectively restate main ideas and details from listening excerpts  For Oral Proficiency Exam, student should be able to form an opinion on a concrete academic topic and support it by verbally constructing coherent sentences to discuss each question/topic for 50-60 seconds with ease. |
| **Vocabulary** | Students need to learn intermediate colloquial and academic 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 intermediate and some AWL vocabulary demonstrated through  • Listening comprehension tests/quizzes  • Informal 5-10 minute conversations  • Formal/informal presentations  • Oral Proficiency Exam |
| **Grammar** | Students need to use SVO word order, pronouns, simple present, present progressive, simple past, future tense, present and past perfect and adjective clauses 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 correct their speech through re-recordings. | Demonstrate ability to construct simple and some complex grammatically correct sentences--SVO word order, pronouns, simple present, progressive, simple past and future tenses with 80% accuracy; relative clauses and modals 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. Review the Phonetic Alphabet. Students will record their speech for personal and teacher feedback. | Noticeably reduce accent over the course of the semester. 80% of all individual consonant and vowel sounds are pronounced accurately. Pronunciation including word stress is 80% comprehensible to sympathetic listener when student speaks on every day and concrete academic topics during:  • Informal class/paired conversations  • Formal/informal presentations  • Oral Proficiency Exam  Students are 80% successful in identifying correct phonemes, intonation and stress in listening quizzes and exercises at the intermediate level. |

LEVEL 4: READING COURSE OUTCOMES

Entrance competencies: Able to read and comprehend texts at the 6th 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 500 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 longer but still fairly easy novels as a 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 500-600 pages (150,000 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 180 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 show mastery of the first 2000 words. Learn general vocabulary and context-specific words as well as incorporate words from sub-lists 1-5 from the AWL. | Pre-teach and support vocabulary learning for class readings  Assign and teach weekly academic vocabulary words from text and sub-lists 1-5 of the AWL  Regularly assess vocabulary acquisition through quizzes and weekly vocabulary journals | • Study vocabulary assigned by the teacher (both text-based vocabulary and some 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 |

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

LEVEL 4: 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 1,500 words /12-15 total paragraphs of formal writing.  They need to write basic texts that have a defined genre (I.e. a complaint letter, a celebrity biography, a movie review etc.) to a real audience. | Provide students with instruction, activities, and exercises to help them compose non-academic paragraphs and essays totaling 1,500 words of polished writing (consisting of final papers, final exam, and revised short projects) | Write a total of 1,500 words of polished writing  Write at least 2 genre-specific, multi-draft papers (4-5 paragraphs) and one final exam essay with a clear introduction paragraph and thesis, developing paragraphs with appropriate topic sentences, and a concluding paragraph. Develop effective genre-specific, audience-driven formal texts through:  • Demonstrating the composition skills from levels 1-3, in addition to the following:   * + Demonstrating beginning ability to analyze elements of a genre (i.e., rhetorical moves, vocab)   + Organizing a paper according to genre expectations   + Working on at least one academic writing assignment |
| **Writing Process** | Students need to practice each step of the writing process and to understand feedback from teachers, tutors, and peers. | Help students to develop strategies for each step of the writing process and expose them to multiple sources of feedback including thoughtful, well-designed, and frequent peer review | • Plan a paper using graphic organizers and free-writing  • Invent, pre-write, draft, revise, and edit to create functional writing  • Receive and correctly interpret feedback from teachers and tutors  • Become a more critical reader through multiple peer-review opportunities |
| **Vocabulary** | Students need to learn and use text and essay specific vocabulary. | Help students enlarge their academic vocabulary though activities such as vocabulary journals and writing and spelling tasks in preparation for level. | • Use text and essay specific vocabulary in essays.  • Identify AWL items in class readings  • Use at least 2% AWL words in genre-based writings and/or homework assignments |
| **Genre Model** | Students need to read short, basic and semi-academic texts that illustrate the genres they will produce (L650). | Provide at least 1 reading per paper for students to study for organization and language use. | • Read, understand (and sometimes find) text related to their writing topics  • Recognize how texts are organized for a particular genre  • Analyze purpose and organization in reading assignments  • Practice summarizing, paraphrasing, and quoting from reading texts |
| **Grammar** | Students need to improve their grammar (see corresponding level grammar objectives) and develop clause and transition structures. | Teach clause and transition structures and use a system for students to practice these and then get immediate feedback, for example “perfect sentences.” | • Regularly write and edit sentences or short paragraphs for grammatical correctness  • Review clause structures (noun, adverbial, appositives, etc) and sentence-transition structures  • Make a personalized plan for grammar, sentence, and language improvement  • Demonstrate observable grammar improvement from the diagnostic to the final writing task |
| **Timed Writing** | Students need to prepare for and execute timed writings. | Assign students to write short, timed essays and teach student to manage time, anxiety, and to plan for and organize their writing | • Write at least 3 pieces of timed writings (longer than 15 minutes) which are graded  • Develop strategies for managing time and anxiety and for planning during timed writing.  • Complete a timed-writing midterm and final exam with a clear introduction and thesis, supporting paragraphs with clear topic sentences, and a concluding paragraph. |
| **Portfolio** | Students need long-term revision opportunities. | Encourage students to continue revising their writing throughout the semester to submit polished pieces for final evaluation | • Keep copies of all writing throughout the semester  • Polish one major essay and one minor piece of writing to submit along with the timed final exam at the end of the semester  • Write a short introduction to the portfolio explaining the revising and polishing process |

LEVEL 4: 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 number of basic verb tenses / structures | Review the following: simple past and past progressive, present perfect, future (will, be going to, simple present and present progressive).  The teacher will introduce the past perfect tense  \*\*If the teachers deems it necessary to also review and practice the simple present and the present progressive, he/she may do so | Students will be able to correctly use the verb tenses presented above at least 80% of the time in multiple-choice or fill-in-the-blank type questions and for written and spoken sentences. |
| **Nouns & Articles** | Students need to understand nouns and articles and their varied uses | Review / Teach about nouns (their singular and plural forms); review / teach the difference between count/non-count nouns and the words/expressions used with each type (some, many, much, a few, a little, etc. | Accurately form and use the different types of nouns and associated words in writing and in speech at least 80% of the time.  Accurately use articles in writing and in speech at least 80% of the time |
| **Pronouns** | Students need to understand the different types of pronouns and their uses | Review / Teach subject, object, reflexive, and indefinite pronouns | Accurately use the different types of pronouns in writing and in speech at least 80% of the time |
| **Comparisons** | Students need to understand how to correctly use the forms used to express comparisons | Teach how to show similarities and differences using –er/more/less, the same, similar, different, alike, like, -est/most/least with adjectives and adverbs | Accurately use the structures used to show similarities and differences in multiple-choice or fill-in-the-blank type questions and for verbal and written sentences at least 80% of the time. |
| **Modals** | Students need to understand the variety of meanings and uses of modal verbs | Review / Teach the modals used to express possibility, ability, necessity, advice, permission, preference, expectations, and certainty | Accurately use the types of modals referenced in COURSE GOALS in multiple-choice or fill-in-the-blank-type questions and in speech and written sentences at least 80% of the time. |
| **Adjectivities** | Students need understand the use of adjectives and other forms used to describe nouns | Review / Teach adjectives, adjective suffixes and prefixes, multiword adjectives.  Introduce adjectives ending in –ed and –ing.  Introduce adjective clauses | Correctly use adjectives in writing and in speech at least 80% of the time. |
| **Gerunds and Infinitives** | Students need to have a basic understanding of the use of gerunds and infinitives | Teach the use of gerunds as the subject of sentences, as objects of prepositions, after go, and as objects of a number of verbs.  Teach the use of infinitives as the infinitive of purpose, and after a number of verbs. | Students will accurately use gerunds and infinitives in the contexts referenced in the COURSE GOALS in fill-in-the-blank questions or multiple-choice questions, and in verbal and written sentences at least 80% of the time |
| **Passive Voice** | Students need to have a basic understanding of passive voice sentences | Introduce the concept of transitive and intransitive verbs.  Introduce passive voice sentences – their meaning and formation. | Students will have a basic understanding of the meaning and formation of the passive voice and its use.  Students will be able to distinguish between an active voice sentence and a passive voice sentence. |