

English Language Institute Curriculum

Level 1	Oral Integrated	Written Integrated	Reading & Vocabulary
Course Goal	The goal of this course is to support students in the development of basic listening and speaking skills needed for everyday American life.	The goal of this course is to support students in the development of basic English grammar and writing skills.	The goal of this course is to support students with the acquisition of basic English vocabulary and foundational literacy skills.
Outcomes <i>The student will be able to:</i>	<p>Apply basic listening strategies to comprehend simple language.</p> <p>Recognize and use vocabulary reflecting personal needs.</p> <p>Incorporate basic appropriate non-verbal communication and common polite language into short conversation.</p> <p>Negotiate for meaning in simple social interactions.</p> <p>Produce simple sentences with grammatical accuracy.</p> <p>Pronounce English sounds more accurately at the end of the course than at the beginning of the course.</p>	<p>Write intelligible letters of the English alphabet in upper and lower case.</p> <p>Use and correctly spell simple vocabulary.</p> <p>Share information about himself/herself in written form.</p> <p>Write simple comprehensible sentences with basic grammatical and mechanical accuracy.</p>	<p>Show general understanding of varied simple texts.</p> <p>Apply basic reading strategies to comprehend simple texts.</p> <p>Use vocabulary reflecting personal needs.</p>

<p>Objectives</p> <p><i>As teachers support students in their efforts to meet course outcomes, instructional focus is on:</i></p> <p>I = Introductory – Instruction does not assume previous student knowledge</p> <p>D = Developing - Instruction will deepen and extend current learner understanding</p> <p>M = Mastery - Instruction will deepen and extend current learner understanding and support learners striving to meet program outcomes, i.e. mastery for the purposes of collective curriculum.</p>	<p><u>Listening</u></p> <p>(I) Listening for main ideas. (I) Listening for details. (I) Listening for numbers. (I) Listening for transitions. (I) Listening for multiple viewpoints. (I) Listening for opinions. (I) Listening for reasons. (I) Making predictions. (I) Recognizing a speaker’s tone and feeling. (I) Using pictures and visuals to aid in understanding. (I) Recognizing vocabulary. (D) Taking short notes. (I) Identifying the simple present, present continuous, simple future, and simple past tenses.</p> <p><u>Speaking</u></p> <p>(I) Using the simple present, present continuous, simple future, and simple past tenses. (I) Asking and answering <i>Yes/No</i> and <i>wh</i>-questions. (I) Introducing oneself. (I) Using verbal and non-verbal expressions for communicating in personal and social situations. (I) Using fillers to show interest. (I) Participating in conversations, dialogs, interviews, and role plays</p>	<p>(D) Legibly writing letters of the English alphabet.</p> <p>(I) Using upper and lower case letters correctly.</p> <p>(I) Spelling vocabulary reflecting personal needs correctly.</p> <p>(I) Identifying and producing simple sentences.</p> <p>(I) Writing simple sentences on topics regarding personal needs.</p> <p>(I) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Simple sentences • <i>Yes/No</i> questions • <i>Wh</i>- Questions • Simple present tense • Present continuous tense • Simple future tense • Adjectives • Adverbs of frequency • Articles • Prepositions <p>(I) Using basic connective devices like <i>and, but, so, because</i>.</p> <p>(I) Using ending punctuation correctly.</p>	<p><u>Reading</u></p> <p>(I) Using simple and short authentic printed material to increase students’ ability to recognize familiar words in everyday contexts, such as: advertisements, announcements, application forms, and written directions.</p> <p>Increasing students’ ability to read and understand passages and short stories using the following reading strategies:</p> <p>(I) Skimming (I) Scanning (I) Previewing (I) Identifying main ideas and details</p> <p><u>Vocabulary</u></p> <p>(I) Using a picture dictionary to define words.</p> <p>Identifying the following parts of speech of targeted vocabulary words: (I) Nouns, verbs, adjectives, and prepositions</p> <p>Increasing students’ vocabulary for common things by: (I) Matching pictures with words (I) Using words to complete sentences (I) Using targeted vocabulary words to create sentences</p>
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<p>(Objectives, continued)</p>	<p>about common personal and social situations. (I) Using basic vocabulary pertaining to common personal and social situations. (I) Describing pictures.</p> <p><u>Pronunciation</u> (I) Articulating consonant and vowel sounds correctly. (I) Recognizing and producing syllable stress. (I) Identifying word stress. (I) Interpreting rising/falling intonation. (I) Identifying and repeating connected speech. (I) Identifying and pronouncing grammatical word endings for nouns and verbs. (I) Using reduced speech.</p>		<p>(I) Spelling targeted vocabulary words correctly using word search puzzles, word scrambles, and dictations.</p> <p>(I) Using audio files of short authentic readings and the Oxford Picture Dictionary to build phonemic awareness to aid in word recognition, retention, and spelling.</p>
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Level 2	Oral Integrated	Written Integrated	Intensive Reading & Vocabulary	Communicative Grammar
Course Goal	The goal of this course is to help students successfully carry on short, sustained social conversation.	The goal of this course is to help students build upon basic grammatical understanding and to successfully write organized paragraphs.	The goal of this course is to help students develop reading strategies to aid in reading comprehension and to acquire high-frequency vocabulary.	The goal of this course is to help students increase syntactical accuracy in everyday spoken and written language.
Outcomes <i>The student will be able to:</i>	<p>Apply listening strategies to comprehend simple passages.</p> <p>Recognize and use high-frequency vocabulary.</p> <p>Incorporate basic appropriate non-verbal communication and common polite language into short discourse.</p> <p>Negotiate for some detailed meaning in common social situations.</p> <p>Generate creative, simple and compound sentences with grammatical accuracy.</p> <p>Pronounce English sounds, particularly grammatical</p>	<p>Correctly use and spell high-frequency vocabulary.</p> <p>Write compound sentences with comprehensible grammatical and mechanical accuracy.</p> <p>Write organized paragraphs.</p> <p>Edit short written passages with assistance.</p>	<p>Show general understanding of simple varied texts with high-frequency vocabulary.</p> <p>Apply a range of reading strategies to broadly comprehend varied texts.</p> <p>Apply vocabulary acquisition strategies for high-frequency vocabulary development.</p> <p>Accurately use high-frequency vocabulary.</p>	<p>Incorporate accurate grammatical form into simple, coherent real-world discourse.</p>

(Outcomes, continued)	word endings, and use intonation patterns more accurately at the end of the course than at the beginning of the course.			
<p>Objectives</p> <p><i>As teachers support students in their efforts to meet course outcomes, instructional focus is on:</i></p> <p>I = Introductory – Instruction does not assume previous student knowledge</p> <p>D = Developing – Instruction will deepen and extend current learner understanding</p> <p>M = Mastery – Instruction will deepen and extend current learner understanding and support learners striving to meet program outcomes, i.e. mastery for the purposes of collective curriculum.</p>	<p><u>Listening</u></p> <p>(D) Listening for main ideas.</p> <p>(D) Listening for details.</p> <p>(D) Listening for examples.</p> <p>(D) Listening for numbers.</p> <p>(D) Listening for transitions.</p> <p>(D) Listening for multiple viewpoints.</p> <p>(D) Listening for opinions.</p> <p>(D) Listening for reasons.</p> <p>(D) Making predictions.</p> <p>(D) Recognizing a speaker’s tone and feeling.</p> <p>(D) Using pictures and visuals to aid in understanding.</p> <p>(D) Taking short notes.</p> <p>(D) Recognizing vocabulary.</p> <p>(D) Identifying the simple present, present continuous, simple past, and simple future tenses.</p> <p>(I) Identifying the past continuous tense.</p> <p>(I) Identifying modals.</p>	<p>(I) Spelling high-frequency vocabulary correctly.</p> <p>(D) Producing original sentences that use high-frequency vocabulary correctly.</p> <p>(D) Producing the following grammar points:</p> <ul style="list-style-type: none"> • Simple sentences • Yes/no questions • <i>Wh-</i> questions • Simple present tense • Present progressive tense • Simple past • Past progressive • Simple future • Adjectives • Adverbs of frequency • Articles • Prepositions 	<p><u>Reading</u></p> <p>Increasing students’ ability to read and understand passages using the following reading strategies:</p> <p>(D) Skimming</p> <p>(D) Scanning</p> <p>(D) Previewing</p> <p>(I) Inferencing</p> <p>(D) Identifying main ideas and details</p> <p>(I) Understanding the gist</p> <p>(I) Understanding charts and graphs</p> <p>(I) Classifying information</p> <p>(I) Identifying reasons</p> <p>(I) Summarizing a concept map</p> <p>(I) Understanding sequence</p> <p>(I) Understanding pros and cons</p> <p>(I) Using definitions to find meaning</p> <p>(I) Annotating text</p> <p>(I) Understanding pronoun reference</p>	<p>(I) Creating communicative activities that simulate real-life situations.</p> <ul style="list-style-type: none"> • Mingle activities (i.e., find the person who...) • Communicative games (i.e., <i>Guess Who?</i> and <i>Guess Where?</i>) • Partner and/or small group discussions • Partner and/or small group writing assignments <p>(I) Producing the following targeted grammar points in speaking and writing:</p> <ul style="list-style-type: none"> • (D) <i>Wh-</i> and yes/no questions • (D) simple present • (D) present progressive

<p>(Objectives, continued)</p>	<p>(D) Identifying simple sentences. (I) Identifying compound and complex sentences.</p> <p><u>Speaking</u> (D) Producing simple sentences using the simple present, present continuous, simple past, and simple future tenses – affirmative and negative. (I) Using the past continuous tense. (I) Using modals. (I) Producing compound sentences using <i>and</i>, <i>but</i>, and <i>so</i>. (I) Producing complex sentences using <i>because</i> and <i>since</i>. (D) Asking and answering <i>Yes/No</i> and <i>wh</i>-questions. (D) Participating in conversations about common social situations. (D) Using fillers to show interest. (D) Interviewing classmates. (I) Expressing opinions. (I) Giving reasons and examples. (I) Making suggestions.</p>	<p>(I) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Compound sentences with correct punctuation and connecting devices • Future progressive • Adverb clauses with time clauses (after/before) • Comparative and superlative adjectives • Adverbs of manner • Count and noncount nouns <p>(D) Using punctuation and capitalization correctly.</p> <p>(I) Writing topic sentences.</p> <p>(I) Writing supporting sentences with minimal subpoints, details, examples and simple transitions.</p> <p>(I) Writing concluding sentences that begin with a transition and restate the topic sentence.</p>	<p><u>Vocabulary</u> (D) Using a dictionary to define words.</p> <p>Identifying the following parts of speech of targeted vocabulary words: (D) Nouns, verbs, adjectives, and prepositions (I) Word forms – suffixes, roots, and prefixes</p> <p>Increasing students' vocabulary for common things by: (D) Matching (labeling) word to pictures (D) Using words to complete sentences (D) Using targeted vocabulary words to create sentences</p> <p>(D) Spelling targeted vocabulary words correctly using word search puzzles, word scrambles, and dictations.</p> <p>(D) Using audio files of readings to build phonemic awareness to aid in word</p>	<ul style="list-style-type: none"> • (D) simple past • (D) past progressive • (D) simple future • (I) comparative and superlative adjectives • (I, D) adverbs of frequency and manner • (I) count and noncount nouns <p>(D) Producing comprehensible intelligibility and fluency</p> <ul style="list-style-type: none"> • (D) consonant and vowel sounds • (D) syllable stress • (I, D) word stress • (I, D) appropriate intonation
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<p>(Objectives, continued)</p>	<p>(I) Recognizing and using high-frequency vocabulary in context. (D) Describing pictures. (I) Describing personal experiences. (I) Describing pros and cons.</p> <p><u>Pronunciation</u> (D) Articulating consonant and vowel sounds correctly. (I) Interpreting phonetic alphabet symbols. (D) Recognizing and producing syllable stress. (I) Identifying and using word stress. (I) Identifying and using appropriate intonation. (D) Identifying and repeating connected speech. (D) Identifying and pronouncing grammatical word endings for nouns and verbs. (D) Using reduced speech.</p>	<p>(I) Writing paragraphs on personal topics in multi-draft, take-home papers and timed in-class papers in the following rhetorical modes:</p> <ul style="list-style-type: none"> • (I) Description • (I) Opinion • (I) Narrative <p>(I) Doing editing/error correction activities.</p>	<p>recognition, retention, and spelling.</p>	
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Level 3	Oral Integrated	Written Integrated	Intensive Reading & Vocabulary	Extensive Reading
Course Goal	The goal of this course is to help students with the continued development of their everyday speaking and listening skills as well as with emerging academic listening and speaking skills.	The goal of this course is to help students develop intermediate grammatical understanding and to successfully write detailed academic paragraphs.	The goal of this course is to help students build vocabulary, especially academic vocabulary, and to develop academic reading skills and comprehension.	The goal of this course is to help students develop effective, sustained reading habits.
Outcomes <i>The student will be able to:</i>	<p>Show general understanding of varied simple academic listening passages.</p> <p>Apply listening and speaking strategies for successful communication.</p> <p>Recognize and use simple academic vocabulary.</p> <p>Initiate, maintain, and close simple discourse.</p> <p>Voice supported opinions on varied simple academic topics.</p> <p>Generate simple, compound, and complex</p>	<p>Correctly use and spell simple academic vocabulary.</p> <p>Write compound and complex sentences with comprehensible grammatical and mechanical accuracy.</p> <p>Write well-organized academic paragraphs.</p> <p>Use editing strategies to self-edit paragraphs.</p> <p>Critically appraise the elements of essay writing.</p>	<p>Show general understanding of simple academic texts.</p> <p>Apply a range of reading strategies to comprehend academic texts.</p> <p>Use vocabulary acquisition strategies for high-frequency academic vocabulary development.</p> <p>Accurately use high-frequency academic vocabulary.</p>	<p>Show detailed understanding of level-appropriate books.</p> <p>Express reactions to and opinions of read books and/or readers.</p> <p>Read at a faster rate at the end of the course than at the beginning of the course.</p> <p>Evaluate the challenges and merits of extensive reading in English.</p>

<p>(Outcomes, continued)</p>	<p>sentences with grammatical accuracy.</p> <p>Pronounce English sounds and follow intonation and stress patterns more accurately at the end of the course than at the beginning of the course.</p>			
<p>Objectives</p> <p><i>As teachers support students in their efforts to meet course outcomes, instructional focus is on:</i></p> <p>I = Introductory – Instruction does not assume previous student knowledge</p> <p>D = Developing – Instruction will deepen and extend current learner understanding</p> <p>M = Mastery – Instruction will deepen and extend current learner understanding and support learners striving to meet</p>	<p><u>Listening</u></p> <p>(D) Listening for main ideas.</p> <p>(D) Listening for details.</p> <p>(D) Listening for and interpreting numbers.</p> <p>(D) Listening for and interpreting transitions.</p> <p>(D) Listening for multiple viewpoints.</p> <p>(M) Listening for opinions.</p> <p>(D) Listening for reasons and examples.</p> <p>(I) Listening for problems and solutions.</p> <p>(I) Making inferences.</p> <p>(I) Identifying the speaker’s purpose.</p> <p>(D) Making predictions.</p> <p>(D) Recognizing a speaker’s tone and feeling.</p> <p>(D) Using visuals to aid in understanding.</p>	<p>(I) Spelling simple academic vocabulary correctly.</p> <p>(I) Using academic vocabulary in grammatically correct sentences.</p> <p>(D) Identifying and producing compound sentences with correct punctuation and connecting devices.</p> <p>(I) Identifying and producing complex sentences with correct punctuation and connecting devices.</p> <p>(I) Identifying and producing the following grammar points:</p>	<p><u>Reading</u></p> <p>Increasing students’ ability to read and understand passages using the following reading strategies:</p> <p>(M) Skimming</p> <p>(D) Scanning for specific information</p> <p>(M) Previewing</p> <p>(D) Inferencing</p> <p>(D) Identifying main ideas and details</p> <p>(D) Understanding the gist</p> <p>(I) Using a <i>Venn diagram</i> to classify information</p> <p>(D) Understanding transitions</p> <p>(D) Understanding pros and cons</p> <p>(I) Using examples to support claims</p> <p>(I) Being an active reader</p>	<p>(I) Students selecting level-appropriate books for their interests (Lexile® measure, five-finger rule).</p> <p>(I) Writing book reviews.</p> <p>(I) Summarizing books.</p> <p>(I) Increasing reading speed.</p> <p>(I) Leading discussions of ELI library books and Class Readers.</p> <p>(I) Analyzing the setting, characters, plot, conflict, and resolution of Class Readers.</p>

<p>program outcomes, i.e. mastery for the purposes of collective curriculum.</p> <p>(Objectives, continued)</p>	<p>(I) Taking notes on academic lectures.</p> <p>(I) Identifying, interpreting, and inferring meaning of academic vocabulary.</p> <p>(M) Identifying modals, the simple present, present continuous, simple past, past continuous, and simple future tenses.</p> <p>(I) Identifying the present perfect tense and passive voice for simple tenses.</p> <p>(M) Identifying simple, compound, and complex sentences.</p> <p><u>Speaking</u></p> <p>(I) Rephrasing and summarizing information.</p> <p>(D) Starting, maintaining, and ending conversations and discussions.</p> <p>(D) Describing personal experiences.</p> <p>(D) Supporting opinions with reasons and examples.</p> <p>(D) Discussing advantages and disadvantages.</p> <p>(D) Making suggestions.</p> <p>(I) Talking about solutions.</p> <p>(D) Using expressions of gratitude.</p>	<ul style="list-style-type: none"> • Present perfect tense • Conditionals • Adjective clauses • Passive • Adjectives with –ed and –ing endings <p>(D) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Future progressive tense • Adverb clauses • Comparative adjectives • Superlative adjectives • Adverbs of manner • Articles • Count and noncount nouns • Prepositions <p>(M) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Simple sentences • Yes/No questions • <i>Wh</i>- questions • Simple present • Present progressive • Simple past • Past progressive 	<p>(D) Understanding conditional relationships</p> <p>(I) Summarizing a writer’s point of view</p> <p>(I) Labeling details on a map</p> <p>(I) Understanding cause and effect relationships</p> <p>(I) Organizing notes in a T-chart</p> <p>(I) Recognizing metaphors</p> <p><u>Vocabulary</u></p> <p>(D) Using a dictionary to define words.</p> <p>(I) Using a thesaurus.</p> <p>(D) Guessing meaning of unfamiliar words.</p> <p>Identifying the following parts of speech of targeted vocabulary words:</p> <p>(D) Nouns, verbs, and adjectives</p> <p>(D) Word forms – suffixes, roots, and prefixes</p> <p>Increasing students’ vocabulary for common things by:</p> <p>(D) Using words to complete sentences</p>	<p>(I) Modeling independent reading by reading silently in each class for 15 minutes.</p>
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<p>(Objectives, continued)</p>	<p>(D) Using fillers to show interest. (I) Using transitions to organize ideas. (I) Recognizing and using academic vocabulary in context. (I) Producing sentences using academic vocabulary. (I) Giving informative and impromptu presentations. (I) Using descriptive language for visual aids. (D) Producing simple, compound, and complex sentences using modals, the simple present, present continuous, simple past, simple future, and past continuous tenses. (I) Producing affirmative and negative statements and questions using the present perfect and passive voice for simple tenses.</p> <p><u>Pronunciation</u> (D) Articulating consonant and vowel sounds correctly. (D) Interpreting phonetic alphabet symbols. (D) Recognizing and producing syllable stress.</p>	<ul style="list-style-type: none"> • Simple future • Adjectives • Adverbs of frequency <p>(D) Writing a topic sentence.</p> <p>(D) Writing supporting sentences with subpoints, adequate details, examples and simple transitions.</p> <p>(D) Writing conclusions that begin with a transition and restate the topic sentence.</p> <p>(D) Writing paragraphs on academic topics in multi-draft, take-home papers and timed in-class papers in the following rhetorical modes:</p> <ul style="list-style-type: none"> • (D) Opinion • (I) Process • (I) Cause-effect • (I) Compare-contrast <p>(D) Doing editing/error correction activities.</p>	<p>(D) Using targeted vocabulary words to create sentences (I) Creating a vocabulary log for word retention</p> <p>(D) Spelling targeted vocabulary words correctly using word search and crossword puzzles.</p> <p>(D) Using audio files of readings to build phonemic awareness to aid in word recognition, retention, and spelling.</p>	
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<p>(Objectives, continued)</p>	<p>(D) Identifying and using word stress. (D) Identifying and using appropriate intonation. (D) Using connected speech. (I) Pausing appropriately during speech. (I) Using appropriate rate of speech. (D) Using reduced speech.</p>	<p>(I) Doing self-evaluations and peer reviews of paragraphs. (I) Identifying and appraising introductory paragraphs with a hook and thesis statement. (I) Identifying and appraising body paragraphs with topic sentences, supporting sentences and a combination of simple and advanced transitions. (I) Identifying and appraising concluding paragraphs that summarize the thesis statement and end with either an opinion or prediction.</p>		
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Level 4	Oral Integrated	Written Integrated	Intensive Reading and Vocabulary	Extensive Reading
Course Goal	The goal of this course is to help students develop academic listening and speaking skills needed for successful extended academic discourse.	The goal of this course is to help students develop complex grammatical understanding and to successfully produce academic writing.	The goal of this course is to help students to acquire academic vocabulary and to comprehend a range of academic texts.	The goal of this course is to help students strengthen effective, sustained reading habits.
Outcomes <i>The student will be able to:</i>	<p>Show detailed understanding of varied academic listening passages.</p> <p>Apply listening and speaking strategies for successful communication with some degree of automaticity.</p> <p>Recognize and use complex academic vocabulary.</p> <p>Initiate, maintain, and close academic discourse.</p> <p>Voice factual information and supported opinions on varied academic topics.</p>	<p>Incorporate academic vocabulary into writing to express complex ideas.</p> <p>Summarize simple academic resources.</p> <p>Write well-organized essays on academic topics incorporating authentic resources.</p> <p>Produce academic writing that generally incorporates correct spelling, mechanics, and grammar.</p> <p>Use editing strategies to self-edit.</p>	<p>Show detailed understanding of academic texts.</p> <p>Apply a range of reading strategies to comprehend complex academic texts.</p> <p>Critically interpret academic texts.</p> <p>Apply vocabulary acquisition strategies for vocabulary development across a range of academic topics.</p> <p>Use a range of academic vocabulary to express complex ideas.</p>	<p>Show detailed understanding of level-appropriate books.</p> <p>Express reactions to and opinions of read books and/or readers.</p> <p>Read at a faster rate at the end of the course than at the beginning of the course.</p> <p>Evaluate the challenges and merits of extensive reading in English.</p>

(Outcomes, continued)	Generate complex academic speech with grammatical accuracy. Consistently speak intelligibly.			
Objectives <i>As teachers support students in their efforts to meet course outcomes, instructional focus is on:</i> I = Introductory – Instruction does not assume previous student knowledge D = Developing – Instruction will deepen and extend current learner understanding M = Mastery – Instruction will deepen and extend current learner understanding and support learners striving to meet program outcomes, i.e. mastery for the purposes of collective curriculum.	<u>Listening</u> (D) Listening for main ideas. (D) Listening for details. (D) Interpreting numbers. (M) Interpreting transitions. (I) Listening for rhetorical questions. (D) Listening for multiple viewpoints. (D) Distinguishing facts from opinions. (D) Interpreting reasons. (D) Listening for problems and solutions. (D) Making inferences. (D) Identifying the speaker’s purpose. (D) Making predictions. (D) Recognizing a speaker’s tone and feeling. (D) Using visuals to aid in understanding. (D) Taking notes on academic lectures.	(D) Using and spelling academic vocabulary in grammatically correct sentences. (I) Summarizing simple academic resources. (I) Using basic citation signal phrases, such as <i>according to....</i> and <i>based on....</i> , in essays. (D) Writing introductory paragraphs with a hook and thesis statement. (D) Writing body paragraphs with topic sentences, supporting sentences and a combination of simple and advanced transitions. (D) Writing concluding paragraphs that summarize	<u>Reading</u> Increasing students’ ability to read and understand passages using the following reading strategies: (M) Scanning for specific details (M) Inferencing (M) Identifying main ideas and details (M) Understanding the gist (M) Sequencing information (M) Recognizing conditional relationships (D) Understanding <i>cause</i> and <i>effect</i> relationships (D) Understanding arguments <i>for</i> and <i>against</i> an issue (I) Recognizing collocations (I) Understanding relative clauses (I) Synthesizing information	(M) Students selecting level-appropriate books for their interests (Lexile® measurement, five-finger rule). (D) Writing book reviews. (D) Summarizing books. (D) Increasing reading speed. (D) Leading discussions of ELI library books and Class Readers. (D) Analyzing the setting, characters, plot, conflict, resolution, theme, and point of view of Class Readers. (M) Modeling independent reading by reading silently in each class for 15 minutes.

<p>(Objectives, continued)</p>	<p>(D) Identifying, interpreting, and inferring meaning of academic vocabulary.</p> <p><u>Speaking</u></p> <p>(D) Summarizing information.</p> <p>(D) Starting, maintaining, and ending academic discussions.</p> <p>(D) Supporting opinions with reasons and examples.</p> <p>(D) Discussing advantages and disadvantages.</p> <p>(D) Using fillers to show interest.</p> <p>(D) Using transitions to organize ideas.</p> <p>(D) Recognizing and using academic vocabulary in context.</p> <p>(D) Producing grammatically correct sentences using academic vocabulary.</p> <p>(I) Using hooks in academic presentations.</p> <p>(D) Giving informative, demonstration, and problem/solution speeches.</p> <p>(D) Using visuals effectively in speeches.</p>	<p>the thesis statement and end with either an opinion or prediction.</p> <p>(I) Writing 5-paragraph essays on academic topics in multi-draft, take-home papers and timed in-class papers on the following rhetorical modes:</p> <ul style="list-style-type: none"> • (D) Opinion • (D) Compare-contrast • (D) Cause-effect • (I) Argument <p>(D) Using correct mechanics:</p> <ul style="list-style-type: none"> • Avoiding fragments and run-ons • Commas, periods, question marks, and quotation marks <p>(D) Identifying and producing compound sentences and complex sentences with correct punctuation and connecting devices.</p> <p>(I) Identifying and producing the following</p>	<p>(D) Recognizing conditional relationships</p> <p>(I) Evaluating Theories</p> <p>(I) Understanding idiomatic expressions</p> <p><u>Vocabulary</u></p> <p>(M) Using a dictionary to define words.</p> <p>(M) Using a thesaurus.</p> <p>(I) Understanding words with multiple meanings.</p> <p>(M) Understanding words from context.</p> <p>(D) Understanding synonyms and antonyms.</p> <p>(D) Understanding word roots and affixes.</p> <p>Increasing students' vocabulary for common things by:</p> <p>(M) Using words to complete sentences</p> <p>(M) Using targeted vocabulary words to create sentences</p> <p>(D) Spelling targeted vocabulary words correctly using word search and crossword puzzles</p>	
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<p>(Objectives, continued)</p>	<p><u>Pronunciation</u> (M) Articulating consonant and vowel sounds correctly. (D) Interpreting phonetic alphabet symbols. (D) Recognizing and producing syllable stress. (D) Using stress appropriately. (D) Interpreting and using appropriate intonation. (D) Using connected speech. (D) Using pauses effectively. (D) Using appropriate rate of speech. (D) Using reduced speech.</p>	<p>grammar points in academic writing:</p> <ul style="list-style-type: none"> • Past perfect tense • Future perfect tense • Noun clauses <p>(D) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Present perfect tense • Conditionals • Adjective clauses • Adverb clauses • Passive • Adjectives with –ed and –ing endings • Articles • Prepositions <p>(M) Identifying and producing the following grammar points:</p> <ul style="list-style-type: none"> • Future progressive • Comparative adjectives • Superlative adjectives • Adverbs of manner • Count and noncount nouns <p>(D) Doing editing/error correction activities.</p>		
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(Objectives, continued)		(D) Doing self-evaluations and peer reviews of essays.		
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Level 5	Oral Integrated	Written Integrated	Research Skills	Media and Culture
Course Goal	The goal of this course is to help students develop the academic listening and speaking skills needed for successful extended academic discourse.	The goal of this course is to help students effectively respond to academic texts through formal, extended writing.	The goal of this course is to help students strengthen the literacy skills needed to successfully navigate the tertiary research process.	The goal of this course is to help students strengthen academic discourse skills while deepening understanding of American culture and print media.
Outcomes <i>The student will be able to:</i>	<p>Show detailed understanding of varied and lengthy academic listening passages.</p> <p>Apply listening and speaking strategies for successful communication with automaticity.</p> <p>Use complex academic vocabulary.</p> <p>Engage in academic discourse in a culturally appropriate fashion.</p> <p>Share information and perspectives across a range of real-world academic scenarios.</p>	<p>Appropriately incorporate academic vocabulary into writing.</p> <p>Analyze, critique, and deduce meaning in academic texts.</p> <p>Summarize academic texts.</p> <p>Paraphrase academic texts.</p> <p>Write cohesive, readable academic essays.</p> <p>Self-correct academic writing to a high level of accuracy as it relates to spelling, mechanics, and grammar.</p>	<p>Differentiate the quality of content across a range of academic resources.</p> <p>Collect quality resources available in an academic library or database.</p> <p>Critically read academic sources specific to a field of study or area of interest.</p> <p>Paraphrase academic resources.</p> <p>Summarize academic resources.</p> <p>Cite and reference resources to a high level of accuracy.</p>	<p>Apply a range of reading strategies to comprehend complex print and digital media.</p> <p>Paraphrase and cite print and digital media with readable written and comprehensible spoken English.</p> <p>Summarize and cite print and digital media with readable written and comprehensible spoken English.</p> <p>Critically evaluate American print and digital media related to American culture and topical issues with readable written and</p>

<p>(Outcomes, continued)</p>	<p>Generate extended and complex academic speech with grammatical accuracy.</p> <p>Consistently speak intelligibly and fluently.</p>		<p>Synthesize ideas presented in multiple academic resources.</p>	<p>comprehensible spoken English.</p> <p>Objectively deliberate various perspectives on cultural and topical issues with comprehensible spoken English.</p>
<p>Objectives</p> <p><i>As teachers support students in their efforts to meet course outcomes, instructional focus is on:</i></p> <p>I = Introductory - Instruction does not assume previous student knowledge</p> <p>D = Developing - Instruction will deepen and extend current learner understanding</p> <p>M = Mastery - Instruction will deepen and extend current learner understanding and support learners striving to meet program outcomes,</p>	<p><u>Listening</u></p> <p>(M) Listening for main ideas.</p> <p>(M) Listening for details.</p> <p>(M) Interpreting numbers.</p> <p>(M) Listening for rhetorical questions.</p> <p>(M) Listening for multiple viewpoints.</p> <p>(M) Distinguishing facts from opinions.</p> <p>(M) Interpreting reasons.</p> <p>(M) Listening for problems and solutions.</p> <p>(M) Making inferences.</p> <p>(M) Identifying the speaker's purpose.</p> <p>(M) Making predictions.</p> <p>(M) Recognizing a speaker's tone and feeling.</p> <p>(D) Using visuals to aid in understanding.</p> <p>(M) Taking notes on academic lectures.</p>	<p>(M) Using academic vocabulary in grammatically correct sentences.</p> <ul style="list-style-type: none"> • Parts of speech • Meaning in English/synonyms • Word choice and nuances <p>(M) Assessing a writer's tone, possible bias, and credibility in relation to a text.</p> <ul style="list-style-type: none"> • Writer's purpose and target audience • Level of formality • Use of language to convey attitude • Writing style <p>(M) Writing journal responses after reading articles from textbook.</p>	<p>(I) Locating websites and database search engines commonly used by the student's academic field.</p> <p>(I) Narrowing a research topic and defining a research question.</p> <p>(I) Identifying types and discerning quality of sources.</p> <p>(I) Practicing open reading of sources to develop background knowledge of a research topic.</p> <p>(D) Selecting sources most appropriate for a chosen research topic.</p> <p>(I, D) Identifying citation information using different</p>	<p>(I) Applying analysis of American values to current events covered in print and digital media.</p> <p>(I) Discerning fake news from legitimate news sources.</p> <p>(D) Summarizing a news story objectively and then stating a reaction.</p> <p>(I) Accurately citing the academic resource in paraphrases and summaries using APA format.</p> <p>(D) Comparing how a story about a student's home country is covered in the American media to that in the home country's media.</p>

	<p>(M) Giving an impromptu speech. (M) Participating in a panel discussion. (M) Using visuals effectively in speeches.</p> <p><u>Pronunciation</u> (M) Interpreting phonetic alphabet symbols. (M) Recognizing and producing syllable stress. (M) Using stress appropriately. (M) Interpreting and using appropriate intonation. (M) Using connected speech. (M) Using pauses effectively. (M) Using appropriate rate of speech. (M) Using reduced speech.</p>	<ul style="list-style-type: none"> • Opinion <p>(M) Identifying and correcting spelling, mechanics, and grammatical errors.</p> <p>(M) Identifying and producing compound sentences and complex sentences with correct punctuation and connecting devices.</p> <p>(M) Identifying and producing the following grammar points in academic writing:</p> <ul style="list-style-type: none"> • Present perfect tense • Passive verbs • Adverb clauses • Adjective clauses • Connective devices (<i>even though, because of, despite, in spite of, due to the fact that, etc.</i>) • Conditionals • Articles • Preposition combinations with adjectives and verbs (as needed) 	<p>(M) Creating a final annotated bibliography in APA format of resources chosen for a research topic.</p>	<p>(M) Synthesizing all course objectives via a final oral and written project</p>
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Updated 6/1/18