LEVEL 2: 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 toperform basic speech acts onevery day topics such as family,school life, jobs, food, weather,and seasons, etc. with relativeease. | Provide activities through pair and groupwork for students to form simplesentences on every day topics with eachother and native speakers. | Successfully perform the following speech acts with 80% accuracy: • Ask questions and make comments in class • Express simple opinions and preferences with support • Make a telephone call • Give and follow directions • Engage in and sustain a simple conversation on a familiar topic • Give formal prepared presentation for 2-4 minutes on familiar topic • Give informal unprepared “speech” on familiar topic for 20-30 secondsFor Oral Proficiency Exam, student should be able verbally construct 5-7 coherent sentences to discuss eachfamiliar question/topic. |
| **Vocabulary** | Students need to learn the vocabulary words from the textand correctly use them insentences and conversations withthe teacher and other students. | Provide students with instruction onvocabulary meaning through context andpictures. Give students ampleopportunities to utilize vocabulary inlistening exercises, conversation with eachother and native English speakers, and ininformal and formal presentations. | Acquire high-beginning vocabulary demonstrated through • Listening comprehension tests/quizzes • Short conversations • Oral Proficiency Exam |
| **Listening** | Students need to listen to andunderstand the teacher, recordedexcerpts from the audio text, andconversations with otherstudents. Students will practiceboth intensive and extensivelistening skills | Provide students with instruction,activities, and exercises to practicelistening to themed audio excerpts (of2-10 minutes of length) and thendemonstrate successful comprehension ofmain ideas and details. | Comprehend main ideas and details 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 • Listened weekly to out of class audio excerpts (10-20 minutes in length) |
| **Grammar** | Students need to use SVO wordorder, pronouns, and simplepresent, present progressive, andsimple past sentences in theirspeech. | Provide opportunity for students toverbally construct grammatically correctsentences with SVO word order, pronounusage, and tense; teacher should provideimmediate feedback. | Demonstrate ability to construct simple grammatically correct sentences (SVO word order, simple present and progressive tense, simple past tense) with 70% accuracy through monitored: • Informal class/paired conversations • Oral Proficiency Exam |
| **Pronunciation** | Students should begin todistinguish and pronounce all thesounds of the English language, aswell as begin to incorporateAmerican English stress andintonation. They should begin torecognize the phonetic symbolsfrom the Phonetic Alphabet. | Provide students with opportunities topractice the different phonemes,intonation and stress patterns in theEnglish language through listeningexcerpts and short conversations withother students. Introduce the PhoneticAlphabet. | Noticeably reduce accent over the course of the semester. Regularly pronounce over 70% of individual consonant and vowel sounds accurately. Pronunciation of free flowing speech is 80% comprehensible to sympathetic listener when student speaks on familiar topics during: • Informal class/paired conversations • Formal/informal presentations • Oral Proficiency Exam Students are 80% successful identifying correct phonemes and stress in listening quizzes and exercises in beginning and high-beginning words and phrases. |

LEVEL 2: READING COURSE OUTCOMES

Entrance competencies: Able to read and comprehend texts at the 2nd 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 readingskills to understandparagraph-sized passages that areslightly above their reading level. | Teach and assess intensive reading skillssuch as beginning skimming, scanning,mapping, vocabulary in context, mainideas/supporting as well as relevantliterary terms and cultural knowledge intextbook passages and teacher-selectedmaterial. Include instruction onmorphemes, roots, prefixes/suffixes andincidental grammar. | • Demonstrate ability to find main ideas/supporting details, make inferences, use context to understandnew 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 andcomprehend short, easy readersand very easy novels that areassigned to the class. | Conduct daily comprehension quizzes onclass novels and readers using basicquestions written mainly to verify that thereading homework was completed andgiven adequate attention.Scaffold novels and readers in class andthrough homework to help studentsunderstand 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 levelEnglish texts with no formalcomprehension assessment. | Provide students with direction andinstruction in selecting easy, high-interestfun books.Regularly check students’ extensivereading progress, including a log kept bystudents of self-selected books that theyhave 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 wordsper minute on an at-level textswith 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 andknow the basic meaning(s) of themost common 1000 Englishwords as well as words that areessential to understanding classassignments. | 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 and written book reports. |
| **Phonemes** | Students should recognize and beable to verbally produce all thephonemes in the English languagefrom their corresponding alphabetletters. | 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 2: 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 10sentences per week of increasingcomplexity. They need to master simple,compound, and complex sentencestructure on simple topics. | Provide students with instruction,activities, and exercises to help themcompose 10-15 polished, grammaticallyaccurate sentences per week (consisting ofsimple, compound, and complexsentences) culminating in two paragraphs. | • Write a total of at least 100 polished sentences throughout the semester. • Write at least 2 genre-specific paragraphs for a final assignment. • Develop effective text organization through using a simple topic sentence, supporting sentences, and a concluding sentence. |
| **Writing Process** | Students need to practiceplanning, drafting, and editingsentences and paragraphs for writing assignments. | Help students to develop strategies forplanning, drafting, and editing sentences. | • Plan a 1-2 paragraph “essay” with organization and simple, compound, and some complex sentences. • Effectively draft “essay.”  • Receive feedback on organization and sentence structure. • Edit organization and grammar for second draft. |
| **Vocabulary/Spelling** | Students need to know parts of speech and correctly use test/assignment specific vocabulary. | Help students learn the parts of speechand master English vocabulary needed for writing through instruction and providingexercises for vocabulary use. | • Learn to recognize and use all 8 parts of speech • Master text and assignment specific vocabulary words. • Correctly spell 80% of vocabulary words |
| **Reading** | Students need to read simpletexts that illustrate good sentenceuse and variety (L350). | Read 1-2 easy texts per week for students to study sentence structure (i.e., children’s books) | • Read, understand, analyze (and sometimes find) text with good sentence variety • Analyze purposes and usage of different sentence variety in simple texts • Imitate simplified text of this nature |
| **Grammar** | Students need to improve theirgrammar and masterSubject/Verb/Object order andother level grammar objectives. | Use a system for students to practiceSubject/Verb/Object and sentence varietyand get immediate feedback. | • Write and edit daily sentences with daily feedback • Demonstrate full control of Subject/Verb/Object organization • Demonstrate control of simple, compound, and complex sentences • Demonstrate observable grammar improvement from the diagnostic to the final writing task |
| **Timed Writing** | Students need to experience andprepare for spontaneous writing. | Assign students to write sentences in classfor immediate grading. | • Write at least 3 timed writing tasks (write a paragraph in 10 minutes) which are graded • Develop strategies for editing organization and grammar during timed writing |

LEVEL 2: 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 commandof multiple simple verb structuresin English | Teach grammatical structures associatedwith the following: • 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 commandsTeach models of ability: can, can’t, could,know how to, and be able to | Produce the following correctly in 80% of spontaneous sentences in both written and verbal speech: • BE, DO, and HAVE as main verbs with nouns and subject pronouns • Negative constructions with BE • Simple present and present progressive verb aspects • Simple past (both regular and irregular verbs) • Future tense (+ “be going to”) • Positive and negative commands |
| **Questions** | Students need to effectively forma variety of question types | Teach YES/NO question structure with BEverbsTeach how to form “informationquestions” using “who”, where”, “when”,“what time”, “why”, and “whose” | Accurately form YES/NO questions with BE in a workbook activity, in writing, and speechCorrectly form information questions with six different WH question words in a workbook activity, in writing, and in speech |
| **Adverbs** | Students need to know and usefrequency terms andcount/non-count nouns | Teach frequency adverbs that pertain to thepresent tenseTeach the adverbs “last”, “ago” and“yesterday” to emphasize past tenseTeach count and non-count nouns andhow to use them with words like “many”,“much”, “a few”, “a little”, “some”, “any”, etc. | Correctly use at least 10 frequency adverbs in a workbook activity, in writing and in speechAccurately emphasize past tense with the words last, ago, and yesterdayProperly form count- and non-count phrases with appropriate adjectives |
| **Pronouns** | Students need to be familiar witha number of pronoun types andstructures | Teach the difference between subjectpronouns and object pronounsTeach the use of demonstrative pronouns,possessive adjectives, and possessivepronouns.Teach the use of constructions with thereis, there are, there was, and there were. | Accurately use subject and object pronouns in a workbook activity, in writing, and in speech Accurately distinguish demonstrative pronouns, possessive adjectives, and possessive pronouns Produce accurate there + verb constructions in a workbook activity, in writing, and in speech |
| **Articles** | Students need to learn aboutarticles | Teach definite and indefinite articles | Distinguish between definite and indefinite articles and use them correctly in workbook activities, on tests and in monitored speech. |
| **Sentences** | Students need the ability to formsimple and basic compoundsentences | Teach simple sentences using the verbsBE, DO, and HAVE as main verbsInstruct on compound sentences using“and” & “but”. | Correctly form multiple simple sentences both written and orally with verbs BE, DO, and HAVE as main verbs |