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 to  perform basic speech acts on  every day topics such as family,  school life, jobs, food, weather,  and seasons, etc. with relative  ease. | Provide activities through pair and group  work for students to form simple  sentences on every day topics with each  other 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 seconds  For Oral Proficiency Exam, student should be able verbally construct 5-7 coherent sentences to discuss each  familiar question/topic. |
| **Vocabulary** | Students need to learn the  vocabulary words from the text  and correctly use them in  sentences and conversations with  the teacher and other students. | Provide students with instruction on  vocabulary meaning through context and  pictures. Give students ample  opportunities to utilize vocabulary in  listening exercises, conversation with each  other and native English speakers, and in  informal and formal presentations. | Acquire high-beginning vocabulary demonstrated through  • Listening comprehension tests/quizzes  • Short conversations  • Oral Proficiency Exam |
| **Listening** | Students need to listen to and  understand the teacher, recorded  excerpts from the audio text, and  conversations with other  students. Students will practice  both intensive and extensive  listening skills | Provide students with instruction,  activities, and exercises to practice  listening to themed audio excerpts (of  2-10 minutes of length) and then  demonstrate successful comprehension of  main 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 word  order, pronouns, and simple  present, present progressive, and  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 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 to  distinguish and pronounce all the  sounds of the English language, as  well as begin to incorporate  American English stress and  intonation. They should begin to  recognize the phonetic symbols  from the Phonetic Alphabet. | Provide students with opportunities to  practice the different phonemes,  intonation and stress patterns in the  English language through listening  excerpts and short conversations with  other students. Introduce the Phonetic  Alphabet. | 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 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 and written book reports. |
| **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 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 10  sentences per week of increasing  complexity.  They need to master simple,  compound, and complex sentence  structure on simple topics. | Provide students with instruction,  activities, and exercises to help them  compose 10-15 polished, grammatically  accurate sentences per week (consisting of  simple, compound, and complex  sentences) 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 practice  planning, drafting, and editing  sentences and paragraphs for writing assignments. | Help students to develop strategies for  planning, 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 speech  and master English vocabulary needed for writing through instruction and providing  exercises 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 simple  texts that illustrate good sentence  use 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 their  grammar and master  Subject/Verb/Object order and  other level grammar objectives. | Use a system for students to practice  Subject/Verb/Object and sentence variety  and 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 and  prepare for spontaneous writing. | Assign students to write sentences in class  for 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 command  of multiple simple verb structures  in English | Teach grammatical structures associated  with 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 commands  Teach 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 form  a variety of question types | Teach YES/NO question structure with BE  verbs  Teach how to form “information  questions” using “who”, where”, “when”,  “what time”, “why”, and “whose” | Accurately form YES/NO questions with BE in a workbook activity, in writing, and speech  Correctly form information questions with six different WH question words in a workbook activity, in writing, and in speech |
| **Adverbs** | Students need to know and use  frequency terms and  count/non-count nouns | Teach frequency adverbs that pertain to the  present tense  Teach the adverbs “last”, “ago” and  “yesterday” to emphasize past tense  Teach count and non-count nouns and  how 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 speech  Accurately emphasize past tense with the words last, ago, and yesterday  Properly form count- and non-count phrases with appropriate adjectives |
| **Pronouns** | Students need to be familiar with  a number of pronoun types and  structures | Teach the difference between subject  pronouns and object pronouns  Teach the use of demonstrative pronouns,  possessive adjectives, and possessive  pronouns.  Teach the use of constructions with there  is, 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 about  articles | 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 form  simple and basic compound  sentences | Teach simple sentences using the verbs  BE, DO, and HAVE as main verbs  Instruct on compound sentences using  “and” & “but”. | Correctly form multiple simple sentences both written and orally with verbs BE, DO, and HAVE as main verbs |