

At the end of the course students will be able to:

	100	150	200	250	300	350
<b>Grammar</b>	<ul style="list-style-type: none"> <li>identify and distinguish parts of speech pronouns, nouns, adjectives, adverbs, and prepositions</li> <li>produce questions and answers</li> <li>utilize can and can't in order to express ability</li> <li>identify subjects, verbs, and objects in sentences</li> <li>identify and utilize simple present tense</li> <li>identify and utilize present continuous tense</li> </ul>	<ul style="list-style-type: none"> <li>identify and utilize correct word order</li> <li>use <i>a/an</i> in order to correctly form noun phrases</li> <li>form and produce the comparative and superlative adjective forms</li> <li>utilize and identify selected gerunds and infinitives as objects</li> <li>distinguish among can, could, and be able to in order to express past and present ability and may and can in order to make requests</li> <li>recognize and use possessive pronouns and adjectives.</li> <li>correctly form and utilize simple past with regular and common irregular verbs</li> <li>correctly form and utilize the future with "going to"</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between present continuous and simple present</li> <li>use appropriate modals of advice, suggestions and necessity/obligation</li> <li>use common irregular verbs for the past tense</li> <li>distinguish between independent and dependent clauses</li> <li>Use <i>because</i> and <i>since</i> to express cause effect relationships</li> <li>use appropriate quantifiers and units of measure with count and non-count nouns</li> <li>use appropriate articles (<i>a/an/the/zero</i> article)</li> <li>use appropriate prepositions of manner, movement, time and place.</li> <li>Use gerund or infinitive objects with selected verbs</li> </ul>	<ul style="list-style-type: none"> <li>contrast past continuous with simple past</li> <li>correctly form the simple past with most common irregular verbs</li> <li>produce sentences that contain past and future time clauses</li> <li>distinguish between different subordinators of time</li> <li>utilize 'whose' in correct question word order</li> <li>distinguish among subject pronouns, object pronouns, possessive adjectives, possessive pronouns, reflexive pronouns, reciprocal pronouns, and indefinite pronouns</li> <li>differentiate between 'another,' 'other,' 'the other,' and 'the others'</li> <li>distinguish between and use "be going to", and "will" to express the future</li> <li>identify form, and use present, past, and future real conditionals</li> <li>use "be able to"/"may", "might", "could" and "will" to express present and future possibilities</li> <li>use adverbs of manner appropriately</li> <li>apply intensifiers to adjectives</li> <li>form and produce comparatives and superlatives with additional adjectives</li> </ul>	<ul style="list-style-type: none"> <li>use simple present, present continuous, <i>will</i>, and <i>be going to</i> appropriately</li> <li>use future continuous</li> <li>use indefinite and definite articles, quantifiers, and measurement words, appropriately</li> <li>use selected adjectives and adverbs with 'too,' 'enough,' 'so,' and 'such'</li> <li>utilize adverbs of manner probability, and degree</li> <li>differentiate between participles being used as adjectives and as verbs</li> <li>distinguish between -ed and -ing forms of participial adjectives</li> <li>use comparative and superlative forms of adjectives and adverb</li> <li>use gerunds and infinitives as subjects and objects in a wide variety of sentences</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate modals to make requests and offers and express probability and preferences</li> <li>classify verbs as either transitive or intransitive</li> <li>differentiate between a clause and a phrase</li> <li>recognize, form, and use the present, past, and future passive voice</li> <li>use relative clauses to modify nouns</li> <li>use tag questions</li> <li>use noun clauses as objects</li> <li>distinguish between and use present perfect and present perfect continuous</li> <li>identify and use direct and indirect objects</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>follow basic instructions and commands</li> <li>understand and respond to simple questions</li> <li>recognize the basic phonemes</li> <li>listen to a level-appropriate utterance and write down the words</li> <li>identify general information and details in conversations</li> </ul>	<ul style="list-style-type: none"> <li>follow classroom instructions and commands</li> <li>comprehend a brief listening passage</li> <li>draw conclusions and make predictions</li> <li>make inferences about speaker's feelings and opinions</li> <li>listen to a level-appropriate utterance and write down the words</li> <li>take scaffolded notes using a graphic organizer</li> <li>identify general information and details in conversations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate comprehension by answering questions</li> <li>draw conclusions and make predictions</li> <li>make inferences about speaker's feelings and opinions</li> <li>listen to an utterance and write down the words</li> <li>follow oral instructions to complete tasks</li> <li>recognize vocabulary and identify main idea and details in level-appropriate conversations to demonstrate comprehension</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate comprehension by answering questions</li> <li>draw conclusions and make predictions</li> <li>make inferences about speaker's purpose, feelings, and opinions</li> <li>listen to a short set of sentences and write them down</li> <li>follow oral instructions to complete tasks</li> <li>recognize vocabulary and identify main idea and details in level-appropriate conversations to demonstrate comprehension</li> </ul>	<ul style="list-style-type: none"> <li>complete scaffolded notes and partially completed outlines of short talks or conversations</li> <li>make assumptions and inferences</li> <li>draw conclusions and make predictions</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>follow oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations to demonstrate comprehension</li> </ul>	<ul style="list-style-type: none"> <li>complete scaffolded notes and partially completed outlines</li> <li>make assumptions and inferences</li> <li>draw conclusions and make predictions</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>follow oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations to demonstrate comprehension</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>name the alphabet letters and recognize and produce basic phonemes for letters and blends</li> <li>introduce self and people and communicate personal information</li> <li>give simple commands and directions</li> <li>provide basic details to support personal opinions and ideas</li> <li>formulate and respond to yes/no</li> </ul>	<ul style="list-style-type: none"> <li>communicate personal information</li> <li>give simple directions</li> <li>provide basic details to support personal opinions and ideas</li> <li>formulate and respond to yes/no and information questions on familiar topics</li> <li>use expressions of satisfaction/dissatisfaction and agreement/disagreement</li> </ul>	<ul style="list-style-type: none"> <li>provide basic details to support personal opinions and ideas</li> <li>formulate and respond to yes/no and information questions</li> <li>use expressions of satisfaction/dissatisfaction and agreement/disagreement</li> <li>give an individual and group presentation</li> <li>participate in and conduct an</li> </ul>	<ul style="list-style-type: none"> <li>provide details to support personal opinions and ideas</li> <li>formulate and respond to yes/no and information questions</li> <li>use expressions of satisfaction/dissatisfaction and agreement/disagreement</li> <li>give an individual and group presentation</li> <li>participate in and conduct an</li> </ul>	<ul style="list-style-type: none"> <li>provide details to support personal opinions and ideas</li> <li>obtain information from others by asking and answering questions</li> <li>argue and debate a given topic</li> <li>prepare an individual and group presentation</li> <li>organize presentation content with an introduction, body, and conclusion, as well as appropriate transitions</li> </ul>	<ul style="list-style-type: none"> <li>provide details to support personal opinions and ideas</li> <li>obtain information from others by asking and answering questions</li> <li>argue and debate a given topic</li> <li>paraphrase and report information</li> <li>prepare an individual and group presentation</li> <li>organize presentation content with an introduction, body, and conclusion, as</li> </ul>

	<p>and information questions on familiar topics</p> <ul style="list-style-type: none"> <li>express likes, dislikes, and preferences</li> <li>discuss everyday topics demonstrating a low-beginning level of fluency</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>	<ul style="list-style-type: none"> <li>prepare an individual and group presentation</li> <li>organize presentation content with an introduction, body, and conclusion</li> <li>participate in and conduct an interview</li> <li>speak spontaneously on familiar topics, demonstrating a low-beginning level of fluency</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>participate in a discussion with prompting</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>	<p>interview</p> <ul style="list-style-type: none"> <li>speak spontaneously, demonstrating a high-beginning level of fluency</li> <li>participate in a discussion with prompting</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>	<p>interview</p> <ul style="list-style-type: none"> <li>speak spontaneously, demonstrating a high-beginning level of fluency</li> <li>give brief informal presentations with minimal preparation</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>maintain discourse with prompting</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>	<ul style="list-style-type: none"> <li>speak spontaneously, demonstrating a low-intermediate level of fluency</li> <li>give informal presentations with minimal preparation</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>maintain discourse with prompting</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>	<p>well as appropriate transitions</p> <ul style="list-style-type: none"> <li>speak spontaneously, demonstrating a low-intermediate level of fluency</li> <li>give informal, unplanned presentation</li> <li>identify and correct selected errors in pronunciation, stress, and intonation</li> <li>maintain discourse with minimal prompting</li> <li>lead a class discussion (as an individual or with a partner) and solicit classmates' comments</li> <li>use level-appropriate grammar and vocabulary in speaking</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>produce generally correct sound-symbol correspondence when reading aloud</li> <li>activate background knowledge by previewing titles and graphics</li> <li>differentiate between the main idea and supporting details of simple narratives and descriptive nonfiction using true-beginner-level vocabulary.</li> <li>respond to fact-level yes/no questions</li> <li>use context clues to approximate the meanings of unknown, basic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>produce mostly correct sound-symbol correspondence and accurate intonation and pauses when reading aloud</li> <li>activate background knowledge by previewing titles, graphics, and captions</li> <li>distinguish between the main idea and supporting details of simple narratives and descriptive nonfiction using beginner-level vocabulary.</li> <li>use context clues to approximate the meanings of unknown, basic vocabulary</li> <li>scan for specific/keywords or answers to yes/no and wh- questions at the paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>activate background knowledge via pre-reading strategies</li> <li>identify main ideas and supporting details in passages using high-beginner level</li> <li>increase reading speed</li> <li>identify noun antecedents for subject, object, and possessive pronouns in sentences and paragraphs.</li> <li>use context clues to approximate meanings of unknown, basic vocabulary in level-appropriate text</li> <li>scan for answers to fact-level yes/no and wh- questions and skim for main ideas at the paragraph level of level appropriate texts</li> <li>recognize chronological and causative relationships in level-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>activate background knowledge via pre-reading strategies</li> <li>identify and distinguish between main ideas and supporting details in passages at a high-beginner level.</li> <li>use context clues to approximate meanings of unknown vocabulary in level-appropriate texts</li> <li>increase reading speed</li> <li>make basic inferences in level-appropriate texts</li> <li>distinguish facts from opinions as well as degree of certainty in level-appropriate texts</li> <li>compare and contrast information presented in two different readings</li> <li>identify the basic structure of texts</li> </ul>	<ul style="list-style-type: none"> <li>activate background knowledge via a variety of pre-reading strategies</li> <li>identify and differentiate between main ideas and supporting details in texts at a low-intermediate level</li> <li>use context clues to approximate the meaning of unknown vocabulary in level-appropriate texts,</li> <li>increase reading speed</li> <li>identify antecedents of pronouns and demonstratives</li> <li>scan for answers to a variety of questions and skim for main ideas at the paragraph and text level</li> <li>determine chronological, causative, and contrastive relationships as expressed in level-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>activate background knowledge via a variety of pre-reading strategies</li> <li>identify and differentiate between main ideas and supporting details in texts at a low-intermediate level</li> <li>approximate the meaning of unknown vocabulary in level appropriate texts by utilizing context clues,</li> <li>identify the connotation of lexical items presented in level-appropriate texts</li> <li>scan for answers to a variety of questions and skim for main ideas at the paragraph and text level</li> <li>increase reading speed</li> <li>make inferences based on information presented in level-appropriate texts</li> <li>differentiate between facts, opinions, and biased language used to support arguments in level-appropriate texts</li> <li>synthesize information presented in two level-appropriate texts</li> <li>determine the basic structure of various text and genre types</li> <li>identify author's purpose, tone, degree of certainty, register, and use of reported speech to support arguments</li> <li>extrapolate information from graphs, tables, and other data sets</li> </ul>

<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>distinguish between capital and lowercase letters.</li> <li>write name and address and prepare personal information forms.</li> <li>write complete sentences with a subject and predicate, including affirmative statements, negative statements, and questions</li> <li>write sentences that include correct capitalization of first words and end punctuation</li> <li>write 5 sentences responding to a prompt on a familiar topic using at least 3 different verbs in 30 minutes</li> <li>write sentences with adjectives to describe self, home, people, objects, the weather, places, likes/dislikes, and events in one's life</li> <li>communicate personal opinions and experiences in sentence journals to improve fluency (minimum 5 sentences 4 times per week)</li> <li>use level-appropriate vocabulary in writing (word choice, word form, and spelling)</li> <li>use level-appropriate grammar in writing.</li> <li>identify errors in written work</li> <li>employ a word processing program to complete a writing assignment</li> </ul>	<ul style="list-style-type: none"> <li>form capital and lowercase letters correctly</li> <li>write affirmative statements, negative statements, and questions with subject and predicate and correct word order, correct capitalization of first words, end punctuation, and correct use of apostrophes</li> <li>write at least 7 sentences responding to a prompt on a familiar topic using at least 5 verbs in 30 minutes</li> <li>write sentences with adjectives and adverbs to describe self, home, people, objects, the weather, settings, likes/dislikes, events and make simple comparisons</li> <li>communicate personal opinions and experiences in sentence journals</li> <li>identify and correct errors in written work to produce a mostly error-free final written product.</li> <li>write a summary of a leveled reader using appropriate vocabulary from the text.</li> <li>use level-appropriate grammar and vocabulary in writing</li> </ul>	<ul style="list-style-type: none"> <li>write complete sentences using correct capitalization (first word of sentences and proper nouns)</li> <li>use correct end punctuation, apostrophes, and commas in series and compound sentences</li> <li>edit written work for errors.</li> <li>write a basic paragraph of 7-10 complete sentences, including a topic sentence</li> <li>write a summary of a level-appropriate text using keywords</li> <li>communicate personal opinions and experiences in journals to improve fluency</li> <li>use level-appropriate vocabulary and grammar in writing</li> </ul>	<ul style="list-style-type: none"> <li>write complete sentences using correct capitalization (first word of sentences and proper nouns)</li> <li>use correct end punctuation, apostrophes, and commas in series and compound sentences</li> <li>write a basic paragraph of 7-10 related sentences, including a topic sentence and a concluding statement</li> <li>write a summary of a level-appropriate text using keywords</li> <li>communicate personal opinions and experiences in journals to improve fluency (minimum of the equivalent of ¼ typed page 3 times per week)</li> <li>complete a final draft of a written assignment following steps of the writing process</li> <li>use level-appropriate vocabulary and grammar in writing</li> </ul>	<ul style="list-style-type: none"> <li>write an outline and a summary of a reading passage.</li> <li>write a correctly formatted paragraph of at least 8 sentences on a given topic</li> <li>identify and correct errors.</li> <li>demonstrate correct use of topic, supporting, and concluding sentences</li> <li>demonstrate use of appropriate cohesive devices such as transition words and phrases</li> <li>communicate personal opinions and experiences in journals to improve fluency</li> <li>use level-appropriate grammar and vocabulary in writing</li> </ul>	<ul style="list-style-type: none"> <li>write outlines and summaries of reading passages</li> <li>use prewriting techniques</li> <li>write a correctly formatted 3-4 paragraph essay including a thesis statement, introduction, body, and conclusion</li> <li>use appropriate cohesive devices such as transition words and phrases</li> <li>communicate personal opinions and experiences in journals to improve fluency</li> <li>complete an assignment following the steps of the writing process including identifying and correcting errors</li> <li>use level-appropriate vocabulary grammar in writing</li> </ul>
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	400	450	500	550		
<b>Grammar</b>	<ul style="list-style-type: none"> <li>form and use past perfect, past perfect continuous, future perfect, and future perfect continuous</li> <li>contrast future perfect forms and all other future forms</li> <li>use appropriate modal forms to make polite requests and suggestions, give advice, discuss preferences, certainty/possibility, permissions and prohibitions, abilities, obligations in the present and future, unfulfilled intentions and repeated past actions/habits.</li> <li>use definite, indefinite, and the zero article in less common applications</li> <li>modify countable and uncountable nouns with additional quantifiers</li> <li>use correct adjective order</li> <li>express possession with <i>of</i></li> <li>use restrictive and non-restrictive relative clauses with correct S-V agreement and punctuation</li> <li>reduce relative clauses to form adjective phrases</li> <li>use complex prepositions, subordinating conjunctions, and conjunctive adverbs to express contrast, concession, purpose, and cause/effect</li> <li>use gerunds and infinitives to express purpose</li> <li>use causative verbs</li> <li>use sensory verbs</li> </ul>	<ul style="list-style-type: none"> <li>use past and present forms of all types of modals</li> <li>use past, present and future real and unreal conditional structures</li> <li>use the passive voice in the past, present, and future continuous tenses</li> <li>quote direct speech with appropriate punctuation</li> <li>use reported speech with correct verb tenses and pronoun forms</li> <li>use noun clauses as subjects, objects, objects of prepositions and subject complements</li> <li>use selected separable and inseparable phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>use all verb tenses and aspects in extended discourse</li> <li>use emphatic <i>do</i> helping verb</li> <li>use <i>be</i> and <i>get</i> passives</li> <li>produce sentences using a wide variety of phrasal verbs</li> <li>use all modal forms in active and passive voice</li> <li>use indefinite, definite and the zero article and other determiners and quantifiers appropriately</li> <li>use wide variety of types of comparative and superlative forms</li> </ul>	<ul style="list-style-type: none"> <li>reduce relative, noun, and adverb clauses</li> <li>use restrictive and nonrestrictive clauses</li> <li>distinguish and produce relative and noun clauses</li> <li>Use the subjunctive mood with appropriate nouns and adjectives in noun clauses</li> <li>use <i>it</i> constructions with both noun clauses and infinitives</li> <li>use real and unreal conditional structures in past, present &amp; future, including mixed time conditionals</li> <li>using a variety of modal and modal-like expressions</li> <li>use active and passive gerund and infinitive forms appropriately</li> <li>use present and past participles as adjectives</li> <li>invert sentences with fronted negative adverbs</li> </ul>		
<b>Listening</b>	<ul style="list-style-type: none"> <li>complete scaffolded notes and partially completed outlines</li> <li>make assumptions and inferences</li> <li>organize and synthesize information from listening passages</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>follow detailed oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations to demonstrate comprehension</li> <li>identify speaker's purpose, attitude, and tone</li> </ul>	<ul style="list-style-type: none"> <li>complete scaffolded and some independent notes and partially completed outlines</li> <li>make assumptions and inferences</li> <li>organize and synthesize information from listening passages</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>use context clues to understand unfamiliar words</li> <li>follow detailed oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations</li> <li>identify speaker's purpose, attitude, and tone</li> </ul>	<ul style="list-style-type: none"> <li>take notes on authentic listening passages using student-selected note-taking strategies</li> <li>make and justify inferences about level-appropriate listening passages</li> <li>organize and synthesize information from multiple sources</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>draw conclusions and make predictions based on evidence from a level-appropriate listening passage</li> <li>follow complex and detailed oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations</li> <li>identify speaker's purpose, attitude, and tone</li> </ul>	<ul style="list-style-type: none"> <li>take detailed and accurate notes on authentic listening passages using student-selected note-taking strategies</li> <li>make and justify inferences in level-appropriate listening passages</li> <li>organize and synthesize information from multiple sources</li> <li>distinguish between relevant and irrelevant information in level-appropriate passages</li> <li>draw conclusions and make predictions based on evidence from a level-appropriate listening passage</li> <li>follow complex and detailed oral instructions</li> <li>recognize vocabulary and identify main idea and details in level-appropriate talks and conversations</li> <li>Identify speaker's purpose, attitude, and tone</li> </ul>		
<b>Speaking</b>	<ul style="list-style-type: none"> <li>use appropriate register</li> <li>formulate and respond to questions</li> <li>participate in and conduct an interview</li> <li>paraphrase and report information</li> <li>prepare an individual and group presentation</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate register</li> <li>formulate and respond to questions</li> <li>paraphrase and report information</li> <li>prepare an individual and group presentation</li> </ul>	<ul style="list-style-type: none"> <li>debate a given topic from an assigned perspective</li> <li>paraphrase and report the speech of others</li> <li>prepare an individual and group presentation</li> </ul>	<ul style="list-style-type: none"> <li>participate in formal academic debate</li> <li>paraphrase and report the speech of others</li> <li>prepare an individual and group presentation</li> </ul>		

	<p>presentation</p> <ul style="list-style-type: none"> <li>• speak spontaneously, demonstrating a high-intermediate level of fluency</li> <li>• give an informal, unplanned presentation that lasts at least 1 minute</li> <li>• identify and correct selected errors in pronunciation, stress, and intonation</li> <li>• maintain discourse with minimal prompting</li> <li>• lead class discussion (individual or pair) and solicit classmates' comments and discussion</li> <li>• use level-appropriate grammar and vocabulary in speaking</li> </ul>	<ul style="list-style-type: none"> <li>• give a presentation of at least 3 minutes showing evidence of research</li> <li>• speak spontaneously, demonstrating an high-intermediate level of fluency</li> <li>• give informal, unplanned presentation that lasts at least 1 minute</li> <li>• identify and correct selected errors in pronunciation, stress, and intonation</li> <li>• maintain discourse with occasional prompting</li> <li>• lead class discussion (individual or pair) and solicit classmates' comments</li> <li>• provide evidence to support responses or arguments</li> <li>• use level-appropriate grammar and vocabulary in speaking</li> </ul>	<p>presentation</p> <ul style="list-style-type: none"> <li>• give a presentation of at least 5 minutes showing evidence of research</li> <li>• give informal, unplanned presentation on a topic of the instructor's choosing that lasts at least 2 minutes</li> <li>• identify and correct selected errors in pronunciation, stress, and intonation</li> <li>• demonstrate fluency by sustaining extended discourse</li> <li>• lead class discussion (individual or pair) on a controversial and/or academic topic; solicit classmates' comments</li> <li>• provide personal and research-based evidence to support responses or arguments</li> <li>• use level-appropriate grammar and vocabulary in speaking</li> </ul>	<p>presentation</p> <ul style="list-style-type: none"> <li>• give a 6-8 minute presentation showing evidence of research, providing proper written and spoken citations,</li> <li>• design and conduct a survey</li> <li>• use appropriate register</li> <li>• give informal, unplanned presentation on a topic of the instructor's choosing that lasts at least 2 minutes</li> <li>• identify and correct selected errors in pronunciation, stress, and intonation</li> <li>• demonstrate fluency by sustaining extended discourse</li> <li>• lead class discussion (individually or in pairs) on a controversial and/or academic topic; solicit classmates' comments and discussion</li> <li>• challenge classmates' and instructors' opinions in a culturally-appropriate manner</li> <li>• provide personal and research-based evidence to support response or argument</li> <li>• use level-appropriate grammar and vocabulary in speaking</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>• activate background knowledge via a variety of pre-reading strategies</li> <li>• identify and distinguish between thesis, main ideas, and supporting details of reading passages at a high-intermediate level</li> <li>• approximate the denotations and connotations of unknown vocabulary</li> <li>• determine reading speed and use specific strategies to improve it</li> <li>• identify biased language used to support arguments in level-appropriate texts</li> <li>• identify antecedents (including entire ideas) for pronouns and demonstratives</li> <li>• scan for answers to a variety of question types and skim for main ideas in level-appropriate texts</li> <li>• interpret chronological, causative, contrastive, and comparative relationships as expressed in level-appropriate text</li> <li>• summarize main ideas of level-appropriate passages</li> </ul>	<ul style="list-style-type: none"> <li>• determine the gist of level-appropriate texts prior to reading by activating background knowledge via a variety of pre-reading strategies</li> <li>• identify, distinguish between, and explain thesis, main ideas, and supporting details of reading passages at a high-intermediate level</li> <li>• use context clues to approximate the meanings of unknown non-academic and core academic vocabulary</li> <li>• approximate the denotations and connotations of non-academic and academic vocabulary</li> <li>• increase reading speed by using specific strategies</li> <li>• infer meanings, attitudes, and opinions in level-appropriate texts</li> <li>• synthesize and evaluate information presented in different texts</li> <li>• adjust reading speed and style for various texts</li> <li>• interpret author's tone, purpose, degree of certainty, and register</li> <li>• interpret information from graphs, tables, and other data sets</li> <li>• paraphrase and annotate level-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>• interpret the gist of level-appropriate texts prior to reading by activating background knowledge via a variety of pre-reading strategies</li> <li>• determine and analyze central argument, main ideas, and supporting details of academic reading passages at an advanced level</li> <li>• approximate denotations and connotations of unknown non-academic and core academic vocabulary and phrases</li> <li>• apply specific strategies and engage in regular practice to improve reading speed</li> <li>• identify antecedents in a text</li> <li>• scan for answers to a variety of question types and skim for main ideas, text-type and author's opinions, purpose and bias in academic texts</li> <li>• explain chronological, causative, contrastive, comparative, and concessive relationships</li> <li>• paraphrase, summarize, and annotate level appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>• identify the gist of level-appropriate texts prior to reading by activating background knowledge via a variety of pre-reading strategies</li> <li>• determine, analyze, and evaluate central argument, main ideas, and supporting details of academic reading passages at an advanced level</li> <li>• approximate denotations and connotations of unknown non-academic and core academic vocabulary and phrases</li> <li>• apply specific strategies and engage in regular practice to improve reading speed</li> <li>• infer meanings, attitudes, and opinions and evaluate a writer's bias</li> <li>• synthesize and analyze information presented in different readings</li> <li>• evaluate structural patterns of level-appropriate texts</li> <li>• evaluate author's tone, purpose, target audience, degree of certainty, and register</li> <li>• paraphrase, summarize, and annotate level appropriate texts</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>• write an organized, cohesive, unified essay on a given topic that includes an introduction, thesis statement, body paragraphs, and conclusion</li> <li>• demonstrate correct use of APA manuscript style</li> <li>• use prewriting techniques</li> <li>• paraphrase and summarize reading</li> </ul>	<ul style="list-style-type: none"> <li>• write an organized, unified, cohesive essay on a given topic that includes an introduction, thesis statement, body paragraphs, and conclusion</li> <li>• demonstrate correct use of APA manuscript style and the use of at least two appropriate outside sources and in-text citations and end-of-text</li> </ul>	<ul style="list-style-type: none"> <li>• write an organized, unified, cohesive essay responding fully, clearly and directly to the writing prompt that includes an introduction, thesis statement, body paragraphs, and conclusion.</li> <li>• write rough and revised drafts of a research paper of 1000-1250 words</li> </ul>	<ul style="list-style-type: none"> <li>• write an organized, unified, cohesive essay responding fully, clearly and directly to the writing prompt that includes an introduction, thesis statement, body paragraphs, and conclusion</li> <li>• write rough and revised drafts of a research paper of 2,000 - 3,000</li> </ul>		

	<p>texts in writing</p> <ul style="list-style-type: none"> <li>• communicate personal opinions and experiences in journals to improve fluency</li> <li>• complete an essay assignment following steps of the writing process incorporating revisions based on peer and instructor feedback as well as self-correction</li> <li>• use level-appropriate vocabulary and grammar in writing.</li> </ul>	<p>references</p> <ul style="list-style-type: none"> <li>• communicate personal opinions and experiences in journals to improve fluency</li> <li>• paraphrase and summarize reading texts in writing</li> <li>• complete an essay assignment following steps of the writing process incorporating revisions based on peer and instructor feedback as well as self-correction</li> <li>• use level-appropriate vocabulary and grammar in writing</li> </ul>	<p>(4-5 pages), including well-organized sections pertaining to the topic, correct paragraph structure, and a conclusion that reiterates the main idea</p> <ul style="list-style-type: none"> <li>• demonstrate correct use of APA manuscript style and the use of at least four appropriate outside sources and in-text citations and end-of-text references</li> <li>• paraphrase and summarize reading texts in writing</li> <li>• complete an assignment following steps of the writing process incorporating revisions based on peer and instructor feedback as well as self-correction</li> <li>• communicate personal opinions and experiences in journals to improve fluency (minimum the equivalent of 1 typed page 2 times per week)</li> <li>• use level-appropriate vocabulary and grammar</li> <li>• produce a variety of sentence-types</li> </ul>	<p>words (8-12 pages), including well-organized sections pertaining to the topic, correct paragraph structure, and a conclusion that reiterates the main idea</p> <ul style="list-style-type: none"> <li>• demonstrate correct use of APA manuscript style and the use of at least six appropriate outside sources and in-text citations and end-of-text references</li> <li>• paraphrase and summarize reading texts in writing</li> <li>• complete an academic paper following steps of the writing process incorporating revisions based on peer and instructor feedback as well as self-correction</li> <li>• communicate personal opinions and experiences in journals to improve fluency (minimum the equivalent of 1 typed page 2 times per week)</li> <li>• use level-appropriate vocabulary and grammar in writing</li> </ul>		
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