

# The IEP Curriculum

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## A. IEP Levels and Instructional Hours

The ELC’s Intensive English Program (IEP) offers five levels of non-credit English courses. Each level lasts one semester, following the MSU academic calendar (Fall, Spring & Summer).

- ESL 090 – true beginner
- ESL 091 – elementary
- ESL 092 – intermediate
- ESL 093 – high-intermediate
- ESL 094 – low-advanced

IEP classes are in session for 20 hours a week. Students have 5 hours of class each Monday, Tuesday, Thursday, and Friday. Courses are listed by level below:

<b>090</b>	MTRF
	Speaking/Listening/Grammar (2.5 hours)
	Reading/Writing/Grammar (2.5 hours)

<b>091</b>	MTRF
	Speaking/Listening (1.5 hours)
	Reading/Writing (2.5 hours)
	Grammar (1 hour)

<b>092</b>	MTRF
	Speaking/Listening (1 hour)
	Reading/Writing (2 hours)
	Content (1 hour)
	Grammar (1 hour)

<b>093</b>	MR	TF
	Speaking/Listening (1 hour)	Speaking/Listening (1 hour)
	Reading/Writing	Reading/Writing

(2 hours)	(2 hours)
Content (1 hour)	Content (1 hour)
Grammar (1 hour)	Vocabulary (1 hour)

<b>094</b>	MR	TF
	Speaking/Listening (1 hour)	Speaking/Listening (1 hour)
	Reading (1 hour)	Reading (1 hour)
	Content Based Writing (2 hours)	Content Based Writing (2 hours)
	Grammar (1 hour)	Vocabulary (1 hour)

Instructional hours per semester are as follows:

	<b>Fall/Spring IEP</b>	<b>Summer IEP</b>
Weeks per semester	15	13
Class hours per week	20	20
Instructional minutes per class hour	50	50
Additional hours	as announced	as announced

## B. Description of IEP Courses

Courses in the Intensive English Program are designed to offer level-appropriate skills development, grammar instruction and practice, and vocabulary-learning experiences for students aspiring to improve their academic English. Students are placed into levels consonant with their performance on the MSU-ELT placement test and are promoted through the program in accordance with a combination of class performance and test results. For more details, see the complete sets of objectives, learning outcomes, and suggested methods of assessment that follow the overall descriptions.

The IEP Curriculum is reviewed on a regular basis by the Curriculum Committee.

### **ESL 090**

This level is for true beginners and those who may have had only some small smattering of English instruction but have no real communicative ability in the language. Courses at this level address the most fundamental of skills. Instruction and practice in basic English grammar, exercising broadly useful foundational vocabulary, are woven into instruction in oral/aural skills and reading/writing. As appropriate, fundamentals of literacy in English may be taught and practiced.

## **ESL 091**

Courses at this level are for beginning students, those with some communicative ability in English regarding concrete topics. Students are at the threshold of reading, listening, speaking, and writing about less-concrete topics as well, including aspirations, feelings, and predictions for the future. The emphasis is on developing skills for success at a U.S. university, and students work on developing facility with academic topics. Reading focuses on building basic vocabulary, apprehending common structures of written presentation (e.g., patterns of presenting a topic and expanding on it with details), and comprehending explicitly stated information. Writing focuses on sentence-level and paragraph-level production. Elements of an effective writing process (idea-generation, planning, drafting, seeking and understanding feedback, and revising) are taught and practiced. Cohesive devices appropriate to a given purpose (e.g. *because* for cause/effect) are introduced. Listening work involves the understanding of social functions as well as comprehension of the gist of short academic-style presentations. Speaking focuses on transactions with daily utility, such as asking for help, expressing difficulties, and clarifying one's intent in a situation of missed communication. Grammar is taught explicitly and constitutes part of each skills class as well. Some grammar topics emphasized at this level are present tense, introduction to past and future time, nouns, pronouns, basic declarative and interrogative sentence patterns, basics of word order, and an introduction to modals.

## **ESL 092**

Courses at this level are for high-beginning/ low-intermediate students, whose communicative ability in English allows the navigation of most basic classroom functions. The emphasis continues to be on developing skills for success at a U.S. university, and students work in their skills courses on moderately challenging academic topics that require some abstraction and facility with metaphor. Reading instruction aims to expand vocabulary toward a total repertoire of about 2K. Reading also expands the students' experience with a variety of text structures and purposes. Emphasis is placed on the comprehension of explicitly stated factual information and expands toward an appreciation of authorial point of view and toward an appreciation of implied content. Increased fluency is explicitly encouraged. Writing focuses on paragraph-level production. The students' appreciation for and development of an effective writing process is emphasized, and attention is paid to giving feedback to one's peers and accepting feedback from them. Patterns of generalization and support are taught and practiced in writing. Listening work goes beyond utilitarian social functions to more abstract and academic material in short lectures and presentations. Recognition of main ideas and supporting details in listening material strengthens, and note-taking skills are beginning to develop. Speaking instruction solidifies one's ability to handle transactions like asking for and explaining misunderstandings, but it also concentrates on skills necessary for working in groups and addressing an entire class (briefly and informally). Grammar is taught explicitly and constitutes part of each skills class as well. Some grammar topics emphasized at this level are tense and aspect (simple, progressive, and [in an introductory way] perfect), modals, the noun phrase (especially quantifiers, determiners, and adjectives), and an introduction to compound and complex sentences. A content-based course in American culture is offered at this level.

## **ESL 093**

Courses at this level are for intermediate students. The emphasis continues to be on developing skills for success at a U.S. university, and students work in their skills courses with academic topics that are abstract, timely, and complex and that allow for speculation and prediction. Emphasis is placed on the comprehension of both explicitly stated and implied factual information. Fluency improvement is taught as means of dealing with a larger volume of required reading. Vocabulary is targeted not only in skills classes but in a dedicated vocabulary class, where the goal is a basic form-meaning facility with about 300 of the headwords from the AWL. Some collocational and usage restrictions are taught as well. Writing focuses on transitioning from paragraph-level to essay-level production. The students' appreciation for an effective writing process continues to be emphasized, as does the process of using peer/instructor feedback in making editorial changes. Essay-level traits like unity, focus, and cohesion

are emphasized. Listening work stresses the understanding of longer listening passages. Speaking instruction focuses on the precise expression of thoughts, opinions, and reactions to listening and reading inputs. Grammar is taught explicitly for two hours a week and constitutes part of each skills class as well. Some grammar topics emphasized at this level are a continuation of tense and aspect, modals, conditionals, gerunds and infinitives, adverbials, and complex sentence structures. Students choose between two content-based courses: American History or Performing Arts.

## **ESL 094**

Courses at this level are for upper-intermediate students and are meant to bring a student's proficiency close to the level required for taking mainstream courses in a U.S. university. Sophistication of language—both receptive and productive—is a characteristic of materials used at this level. Reading passages are longer, about more difficult topics, and presented in greater volume than at any lower level. The vocabulary of reading passages tends toward the natural and metaphorical, uncontrolled by any frequency list. Emphasis is placed on the comprehension of a large volume of both explicitly stated and implied factual information. Fluency improvement is taught as a means of dealing with this larger volume of required reading. Vocabulary targets are drawn from the reading textbook but are taught independently and in greater depth (collocational and lexico-semantic) than the reading book requires. Writing focuses on essays of various genre and purpose. Topically appropriate structures and cohesive devices are taught and practiced. Summarizing and paraphrasing are frequently employed, and students practice writing summaries and paraphrases without plagiarizing. Unity, cohesion, and flow between paragraphs are taught. Writing instruction makes use of content-based material of the teacher's choice to provide substantive input for writing assignments. Listening work is longer and more complex, requiring a greater sensitivity to thought groups and a greater reliance on effective notes. Listening passages have more of the features—like hedging, backtracking, pauses, and digressions—that make natural academic speech difficult to comprehend. Speaking instruction continues to focus on academic functions such as expressing doubts, hedging, and supporting an argument, and students are expected to use their skills in group work and in making formal reports to the whole class. Grammar is taught explicitly for two hours a week and constitutes part of each skills class as well. Some grammar topics emphasized at this level are complex sentences, cohesive devices, structures of reported speech, and patterns that combine various verb tenses/aspects.

## **C. Full IEP Curriculum**

Curricular objectives and outcomes are reviewed by instructors and Skills Coordinators each semester. The Curriculum Committee considers and approves any changes. Each course set appears on a separate page in this manual. The date of the most recent revision is in parentheses next to each set.

**IEP Reading Curriculum** *(Approved November 2015)*

<i>Vocabulary</i>				
090	091	092	093	094
<p><b>1. Objective: Develop a variety of vocabulary-learning strategies (e.g., vocabulary logs, flash cards, pictorial association, or rhyming).</b></p>	<p><b>1. Objective: Identify basic grammatical features and use them as clues to the meaning of unfamiliar vocabulary.</b></p>	<p><b>1. Objective: Use a wider variety of grammatical features (e.g., prepositional phrases and subordinate clauses) as clues to the meaning of unfamiliar vocabulary.</b></p>	<p><b>1. Objective: Use context within the sentence to figure out the meanings of unfamiliar vocabulary. Begin using multi-sentence contexts to do so.</b></p>	<p><b>1. Objective: Use context clues at all levels—within the sentence, among several sentences, and among several paragraphs—to figure out the meanings of unfamiliar vocabulary.</b></p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students practice a variety of vocabulary-learning strategies and use them to learn new vocabulary.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students analyze the contexts of unfamiliar words and articulate how grammatical clues (SVO word order, modifiers, pronouns, etc.) point to meaning.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students use known grammatical features (SVO word order, modifiers, pronouns, prepositional phrases and subordinate clauses) to work out a reasonable meaning for unfamiliar words within a sentence.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify and articulate context clues in a written text—within the sentence and, at times, among several sentences—to work out a reasonable meaning for unfamiliar words.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify and articulate context clues in a written text—within the sentence, among several sentences, and, at times, between paragraphs—to work out a reasonable meaning for unfamiliar words.</li> </ul>
<p><b>2. Objective: Use picture dictionaries, bilingual dictionaries, and begin to use online dictionary resources.</b></p>	<p><b>2. Objective: Develop a variety of vocabulary-learning strategies (e.g., vocabulary logs, flash cards, pictorial association, or rhyming).</b></p>	<p><b>2. Objective: Begin to use the context of several sentences as an aid in understanding unfamiliar vocabulary.</b></p>	<p><b>2. Objective: Recognize and understand high-frequency common word parts and roots.</b></p>	<p><b>2. Objective: Recognize and understand word parts and roots of greater difficulty, including elements that have several different meanings (e.g., in- [sometimes “inside” and sometimes “not”]).</b></p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students look up words in dictionaries to find meanings and information about usage and context.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students become acquainted with several vocabulary-learning strategies and use the one(s) they feel most comfortable with.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify and articulate context clues between sentences to work out a reasonable meaning for unfamiliar words.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify the meanings of high frequency roots and affixes studied in class and make reasonable guesses as to the meaning of new words they encounter on the basis of this knowledge.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify the meanings of high frequency roots and affixes studied in class and make reasonable guesses as to the meaning of new words they encounter on the basis of this knowledge.</li> </ul>
<p><b>3. Objective: Use basic grammatical features (SVO word order, modifiers,</b></p>	<p><b>3. Objective: Begin to recognize explicit definitions within texts and use them to aid in</b></p>	<p><b>3. Objective: Increase facility with English-English learner's dictionary.</b></p>	<p><b>3. Objective: Use the basic features of English-English learners' dictionaries (e.g.,</b></p>	<p><b>3. Objective: Use advanced features of English-English learners' dictionaries. Pay</b></p>

pronouns, etc.) as clues to the meaning of unfamiliar vocabulary.	understanding.		headword, part-of-speech notations, relevant definition from among several possible definitions).	special attention to dictionary notes about collocations and lexical restrictions (e.g., that ravage as a noun is always plural and that it is usually followed by an of phrase naming a destructive force).
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students are given a text with unknown words and use known grammatical features to glean clues to meaning.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students highlight and understand clearly signaled, explicit definitions in a text.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify correct meaning and parts of speech of target words using an English-English learner's dictionary.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify contextually appropriate meaning and parts of speech of target words using an English-English learner's dictionary.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students use information in English-English learners' dictionaries to identify correct meaning, adhere to lexical restrictions, and identify and produce correct collocations.</li> </ul>
	<b>4. Objective: Begin to use English-English learner's dictionaries (along with bilingual dictionaries).</b>	<b>4. Objective: Continue to develop vocabulary-learning strategies (e.g., vocabulary logs) that suit the student's personal learning style.</b>		
	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students look up words in dictionaries to find meanings and part-of-speech labels.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify and employ effective vocabulary learning strategies that fit their learning style.</li> </ul>		

<i>Working with Ideas</i>				
090	091	092	093	094
<b>4. Objective: Begin to recognize patterns of generalization and support in reading texts by identifying topics and details.</b>	<b>5. Objective: Begin to recognize and identify patterns in the main components of a paragraph.</b>	<b>5. Objective: Begin identifying generalization-support relationships in paragraphs with hard-to-find topic sentences; recognize the role of obvious cohesive devices (e.g., therefore, this..., another...) in signaling such relationships.</b>	<b>4. Objective: Understand the main idea(s) of straightforward expository passages and simple opinion pieces.</b>	<b>4. Objective: Identify the meaning of subsections in moderately long readings, even when these are not signaled by subheads.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students demonstrate understanding of basic</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the basic structural features of a</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the main idea and supporting details</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the main idea(s) of given</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify sections of meaning in readings,</li> </ul>

patterns by underlining text that states the topic of a reading and listing details.	paragraph, including a topic sentence with a controlling idea and supporting details (and perhaps a concluding sentence).	of paragraphs with hard-to-find topic sentences and identify any obvious cohesive devices that signal them.	straightforward expository passages and opinion pieces.	including main ideas and supporting details, even when a passage does not provide overt contextual or organizational clues such as subheads or explicit topic sentences. Students accomplish this through annotations, notes, or verbal explanations.
<b>5. Objective: Begin scanning for specific information, especially where obvious graphic features like numbers or capital letters can help the reader spot the target information.</b>	<b>6. Objective: Begin to scan for specific information.</b>	<b>6. Objective: Continue scanning for specific information; begin learning to find target information even if it does not have obvious graphic features like numbers or capitals.</b>	<b>5. Objective: Continue identifying main ideas; restate main ideas in the student's own words.</b>	<b>5. Objective: Understand the main idea(s) of moderately long expository passages and opinion pieces. The student will do this by weighing and synthesizing the meanings of smaller sections.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>While scanning, students indicate this information by highlighting.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify target information through the aid of easy-to-see text features like numerals or capital letters.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students quickly identify target information by scanning a text, even when that target information is not signaled by obvious graphic features.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students accurately restate the main ideas of passages in their own words.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify main ideas and supporting details in smaller segments of a longer reading passage; they synthesize these passages in order to articulate the main idea(s) and supporting details of the article as a whole.</li> </ul>
		<b>7. Objective: Begin working with non-prose passages, like tables, graphs and charts.</b>	<b>6. Objective: Understand idea relationships signaled by a variety of not-so-obvious cohesive devices (e.g., pronouns, synonyms, and near-synonyms).</b>	<b>6. Objective: Recognize restatements of main ideas within a text. Produce accurate paraphrases and summaries of ideas from a text without plagiarizing.</b>
		<b>SLO:</b> <ul style="list-style-type: none"> <li>Students accurately glean information from non-prose passages such as tables, graphs and charts.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify idea relationships signaled by not-so-obvious cohesive devices such as pronouns, synonyms, and near-synonyms within a text.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Within a text, students correctly identify different phrasings of a single idea or argument. Provided with several paraphrases/ summaries of a text, students identify which is most accurate. Students create</li> </ul>

		accurate paraphrases and summaries of given texts and passages.
	<b>7. Objective: In scanning, continue to move beyond graphically clear features (capitalized words, numbers) to cues, such as phrases repeated from the question, to identify specific information.</b>	<b>7. Objective: Apply skimming / scanning skills to moderately long readings, especially in order to develop an understanding of the overall structure of the passage.</b>
	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students quickly identify target information by scanning a text, such as using phrases repeated from the question as clues.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the organizational structure of a moderately long text by skimming. Students identify target information by quickly scanning a moderately long text.</li> </ul>

<i>The Reading Process</i>				
090	091	092	093	094
<b>6. Objective: Learn to “sound out” the pronunciation of common words using simple rules of spelling, syllable division, and phonics.</b>	<b>7. Objective: Understand simple written instructions to perform the reading task.</b>	<b>8. Objective: Refine pre-reading strategies (e.g., skimming heads and graphics, predicting the topic).</b>	<b>8. Objective: Continue to develop pre-reading skills (personal inventories of prior knowledge, topic prediction from textual clues, vocabulary prediction within topic field, etc.).</b>	<b>8. Objective: Recognize that different reading purposes require different strategies.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students are given new words that follow rules that they’ve learned and are required to sound them out.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students learn to follow written instructions with some guidance from the instructor as needed.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify likely topic and/or main ideas of a passage by employing pre-reading strategies such as skimming, predicting, etc.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify likely topic, vocabulary, and content of a passage by employing pre-reading strategies such as looking at textual design clues; identifying any prior knowledge they may have about the topic; and predicting vocabulary that is likely to appear.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify different reading purposes (pleasure, gist, test-preparation, general study, in-depth understanding, memorization, etc.) and identify reading strategies (altering speed, re-reading, notetaking/annotating, tolerating ambiguity, etc.) to achieve appropriate comprehension for those purposes.</li> </ul>



<b>7. Objective: Understand simple written instructions in order to complete reading tasks.</b>	<b>8. Objective: Begin to develop pre-reading strategies.</b>	<b>9. Objective: Continue to increase reading speed by beginning to use such techniques as (a) not back-tracking excessively, (b) tolerating ambiguity, (c) strategizing before reading, (d) re-reading only as necessary.</b>	<b>9. Objective: Continue to increase reading speed by (a) not back-tracking excessively, (b) tolerating ambiguity, (c) strategizing before reading, (d) re-reading only as necessary.</b>	<b>9. Objective: Refine such pre-reading skills as (a) taking a personal inventory of prior knowledge; (b) predicting topics by looking at such design features as headings, graphics, and bold type, (c) predicting vocabulary that is likely to appear in relation to a certain topic.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students independently follow instructions to complete reading tasks, without verbal input from teacher.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students use pre-reading strategies (e.g., skimming headings and graphics, predicting the topic) to answer preselected and student-generated questions about a new text.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students appropriately increase their reading speed to maintain accuracy while adjusting for purpose and complexity of the text. Students track their reading speed and comprehension accuracy for a number of articles of similar length and complexity and plot results on a graph.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students appropriately increase their reading speed to maintain accuracy while adjusting for purpose and complexity of the text. Students track their reading speed and comprehension accuracy for a number of articles of similar length and complexity and plot results on a graph.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify likely topic, vocabulary, and content of a passage by employing pre-reading strategies such as looking at textual design clues; identifying any prior knowledge they may have about the topic; and predicting vocabulary that is likely to appear.</li> </ul>
<b>8. Objective: Begin to develop pre-reading strategies (e.g., skimming subtitles and graphics, predicting the topic, etc.).</b>	<b>9. Objective: Begin working to increase reading speed while maintaining accuracy.</b>			<b>10. Objective: Continue to improve reading fluency and automaticity by (a) not back-tracking excessively, (b) tolerating ambiguity, (c) strategizing before reading, and (d) re-reading only as necessary.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students are able to answer questions about a text by using pre-reading strategies.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students do repeated readings of a text, each time trying to get farther in the text, given the same amount of time, while attempting accuracy.</li> </ul>			<b>SLO:</b> <ul style="list-style-type: none"> <li>Students appropriately increase their reading speed to maintain accuracy while adjusting for purpose and complexity of the text. Students track their reading speed and comprehension accuracy for a number of articles of similar length and complexity and plot results</li> </ul>

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on a graph.

<i>Extensive Reading</i>				
090	091	092	093	094
<p><b>9. Objective:</b> With some direction from the teacher, select and read supplemental graded readers, children’s books on non-fiction topics, and on-line materials from simple websites.</p>	<p><b>10. Objective:</b> With guidance, begin to select and read supplemental materials.</p>	<p><b>10. Objective:</b> Begin to define areas of personal reading interest in English. Broaden scope of outside readings to include some colloquially written materials with many culture-specific references (e.g., most newspaper or newsmagazine articles).</p>	<p><b>10. Objective:</b> With some direction from the instructor, choose outside readings that suit one’s personal taste and expand on topics introduced in class. Where possible, draw connections between classroom discussions and outside readings.</p>	<p><b>11. Objective:</b> Exercise greater independence in choosing and reporting on outside readings; continue synthesizing information from these readings and the content of core readings.</p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students read from selected texts and report on their reading using a guided reading report process.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students select some supplemental reading materials on their own; they begin developing an awareness of their preferences, their pace, their comfortable reading level, etc.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students determine appropriate extensive reading materials for their proficiency level and personal interest and report on them with guidance from the instructor or from a set of provided options.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students determine appropriate extensive reading material for their proficiency level and personal interest and report on them. They identify connections between those outside readings and classroom discussions, when possible.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students determine appropriate extensive reading materials for their proficiency level and personal interest and report on them. They identify connections between those outside readings and classroom discussions, when possible.</li> </ul>

**IEP Writing Curriculum** *(Approved November 2015)*

<i>Writing Fundamentals</i>				
090	091	092	093	094
<p><b>1. Objective: Follow basic conventions of English handwriting and penmanship (letter formation, staying on a line, capitalization, punctuation, etc.).</b></p>				
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students write words, phrases, and sentences that follow writing conventions.</li> </ul>				
<p><b>2. Objective: Learn the basic rules of English spelling (silent letters, doubled consonants, etc.).</b></p>				
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students correctly spell words by applying patterns of orthography in exercises and writing assignments.</li> </ul>				
<p><b>3. Objective: Improve content of one's writing based on instructor feedback.</b></p>				
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students revise individual sentences and groups of sentences (short paragraphs) to express information/ideas asked for by the instructor.</li> </ul>				

<i>Writing Process</i>				
090	091	092	093	094

<b>1. Objective: Recognize the purpose of a paragraph one intends to write.</b>	<b>1. Objective: Identify the purpose and intended audience of a paragraph.</b>	<b>1. Objective: Identify the purpose and intended audience of a piece of writing.</b>	<b>1. Objective: Identify the purpose and intended audience of a paragraph.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Write paragraphs with clear purposes.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students analyze paragraphs to determine the author's purpose and intended audience. They write paragraphs with clear purpose, appropriate for their audience.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students analyze texts to determine the author's purpose and intended audience. Students write essays with clear purpose, appropriate for their audience.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students analyze texts to determine the author's purpose and intended audience. Students write essays with clear purpose, appropriate for their audience.</li> </ul>
<b>2. Objective: Be aware of and follow a writing process that includes drafting, revising, and editing.</b>	<b>2. Objective: Understand and follow a writing process that includes: idea generation, drafting, revising, and editing.</b>	<b>2. Objective: Review and follow a writing process that includes idea generation, drafting, revising, and editing.</b>	<b>2. Objective: Understand and follow the writing process, including idea generation, drafting, revising, and editing.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students generate ideas for their writing and write/revise drafts at each stage in the writing process.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students utilize various methods of idea generation and employ strategies appropriate to each phase of their writing process.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students utilize various methods of idea generation and employ strategies appropriate to each phase of their writing process.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students utilize various methods of idea generation and employ strategies appropriate to each phase of their writing process.</li> </ul>
<b>3. Objective: Revise one's own writing using a set of guided questions.</b>	<b>3. Objective: Begin to give feedback using a set of guided questions, implement peer content suggestions, and employ instructor feedback appropriately.</b>	<b>3. Objective: Give feedback on peers' writing using a set of guided questions. Begin to analyze the usefulness of peer and instructor feedback in the revision process, and employ this feedback appropriately.</b>	<b>3. Objective: Respond to peers' writing using a set of guided questions. Understand the usefulness of peer review. Determine when and how to use peer feedback effectively when revising one's own writing.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students revise their writing by answering the instructor's guided questions.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Using a set of guided questions, peer content suggestions, and instructor feedback, the students write developmental paragraphs that reflect this process.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students judge the value of feedback received from instructor and peers and make effective revisions to their writing.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students judge the value of peer feedback, answer instructors' guided questions, and then determine what feedback is worth using when writing their revisions.</li> </ul>

<b>4. Objective: Revise effectively using instructor feedback.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students revise their essays via guided questions and constructive feedback.</li> </ul>

<i>Composition Skills</i>				
090	091	092	093	094
<b>4. Objective: Use guided writing such as fill-in-the-blank exercises to construct sentences.</b>	<b>4. Objective: Identify and write the main parts of a paragraph.</b>	<b>4. Objective: Write developmental paragraphs with a clear controlling idea.</b>	<b>4. Objective: Identify the main parts of an essay— introduction, conclusion, developmental paragraphs, thesis statements, topic sentences, and supporting details—and be able to produce effective paragraphs and essays including these elements.</b>	<b>5. Objective: Recognize and identify the main parts of an essay including introduction, conclusion and body paragraphs, thesis statements, topic sentences, and supporting details.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students correctly supply words to form complete sentences.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students point out structural features (topic sentence with controlling idea, supporting details, and concluding sentence) and write a paragraph with support and development.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students produce developmental paragraphs with topic sentences that clearly state the controlling ideas.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the main elements of essays and the function of each within the essay. They produce essays in which each of these elements is effective in conveying the student's ideas.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify the main elements of essays and the function of each within the essay.</li> </ul>
<b>5. Objective: Write a few sentences on a single topic.</b>	<b>5. Objective: Understand the concepts of cohesive devices by studying example paragraphs.</b>	<b>5. Objective: Write developmental paragraphs that demonstrate: unity, support, and basic use of cohesive devices.</b>	<b>5. Objective: Write essays that demonstrate unity, support, coherence, and the use of a variety of cohesive devices.</b>	<b>6. Objective: Be able to produce essays with all main parts.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write sentences on a single theme.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students recognize and apply basic tools to their writing, such as repeated words, transitional devices, and use of pronouns.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students begin to write longer coherent and cohesive paragraphs with clearer and more effective internal structure.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write essays that demonstrate paragraph unity, development and support, and coherence. They use transitional words</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write essays in which each main part is effective in conveying the student's ideas.</li> </ul>

			and phrases as well as bridges using repetition of key words and phrases.	
	<b>6. Objective: Recognize basic rhetorical styles through reading and begin to use them in a paragraph.</b>	<b>6. Objective: Understand the nature and function of developmental paragraphs and their role within the larger structure of an essay.</b>	<b>6. Objective: Address short answer and essay questions under time constraints in an effective and coherent way.</b>	<b>7. Objective: Control ideas within an essay in coherent, unified, and well-supported paragraphs.</b>
	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify basic rhetorical styles (narrative, description, process) and produce them in paragraphs.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students assess how developmental paragraphs explain, support, and complete the ideas presented in sample texts.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students address prompts effectively under time constraints.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students satisfactorily develop and control ideas in each part of their essay.</li> </ul>
		<b>7. Objective: Recognize and begin to use rhetorical styles appropriate to the purpose of the writing.</b>	<b>7. Objective: Recognize and produce essays employing an appropriate rhetorical style or combination of rhetorical styles that fit the purpose of the writing.</b>	<b>8. Objective: Use a variety of sophisticated cohesive devices effectively (transition words and phrases, pronoun reference, repetition of key ideas, etc.).</b>
		<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify basic rhetorical styles and begin to incorporate these in their own writing, as appropriate.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students recognize rhetorical patterns of organization. They analyze writing tasks to determine and employ appropriate rhetorical patterns to effectively address the task.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write essays that demonstrate effective use of cohesive devices between and within paragraphs.</li> </ul>
			<b>8. Objective: Begin to understand the concepts of plagiarism, how to use source material as support, and ways of crediting sources.</b>	<b>9. Objective: Compose essays that are thesis-driven and employ multiple rhetorical styles in a blended manner.</b>
			<b>SLO:</b> <ul style="list-style-type: none"> <li>Students demonstrate that they comprehend what plagiarism is. Students summarize and paraphrase from a text. Students use</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write clear, thesis-driven essays with a blended variety of rhetorical styles.</li> </ul>

<p>quotations and citations correctly as directed by the instructor.</p>	
	<p><b>10. Objective: Begin to use source material as support in essays. Understand how to summarize, paraphrase, and incorporate others' ideas without plagiarizing. Follow basic rules of quotation and citation.</b></p>
	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>• Begin to use source material as support in essays. Understand how to summarize, paraphrase, and incorporate others' ideas without plagiarizing. Follow basic rules of quotation and citation.</li> </ul>
	<p><b>11. Objective: Write short answers and essays under time constraints in an effective and coherent way.</b></p>
	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>• Students write complete essays under time constraints. Students also respond effectively to short answer items on tests and quizzes.</li> </ul>

<i>Language Use</i>				
090	091	092	093	094
<p><b>6. Objective: Accurately use learned vocabulary in one's own writing.</b></p>	<p><b>7. Objective: Use a variety of basic sentences patterns.</b></p>	<p><b>8. Objective: Use simple, compound, and basic complex sentences to vary style.</b></p>	<p><b>9. Objective: Increase variety and control of simple, compound, and complex sentences. Begin to analyze</b></p>	<p><b>12. Objective: Accurately use a greater range of vocabulary in own writing and use English-English learner's</b></p>

			<b>clause structures.</b>	<b>dictionary to improve word choice/form.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students produce writing that includes appropriate vocabulary learned throughout the course.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students will be able to identify basic sentence patterns (simple and compound) in example paragraphs and will then write sentences and short paragraphs.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify simple, compound, and basic complex sentences, and incorporate these different sentence types in their writing.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify and use a variety of sentence types and combine clauses to form these sentence types effectively.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students incorporate vocabulary taught in class into their writing. Students use an English-English dictionary as a tool to find the correct word choice or form.</li> </ul>
<b>7. Objective: Identify and use basic grammatical parts of speech and word order.</b>	<b>8. Objective: Accurately use a greater range of vocabulary in their writing.</b>	<b>9. Objective: Accurately use a range of vocabulary that fits the writing task; begin to use an English-English learner's dictionary to assist in this process.</b>	<b>10. Objective: Accurately use a greater range of vocabulary in one's own writing and use English-English learner's dictionary to improve word choice/form.</b>	<b>13. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify parts of speech and write sentences with correct word order.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students will use appropriate resources (e.g., dictionaries, textbooks, and social interaction) in order to increase their active vocabulary and use acquired vocabulary in their writing.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students demonstrate an accurate and appropriate range of vocabulary in their writing with the assistance of an English-English dictionary as needed.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students incorporate vocabulary taught in class into their writing. Students use an English-English dictionary as a tool to find the correct word choice or form.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students recognize and correct repeated grammatical and editing errors and correct them.</li> </ul>
<b>8. Objective: Use simple sentence patterns (declarative, interrogative) in one's own writing.</b>	<b>9. Objective: Understand and begin to edit for typical formatting/mechanics errors and beginning level grammar errors (subject/verb and pronoun/antecedent agreement, tense, word order, and word formation/choice).</b>	<b>10. Objective: Understand and begin to edit for both basic formatting/mechanics errors and grammar errors taught and targeted in class.</b>	<b>11. Objective: Understand and begin to edit for formatting/mechanics errors, grammar errors taught and targeted in class, individual recurring grammar errors, and sentence variety.</b>	
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write sentences in varying patterns (statements and questions).</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students learn to recognize their own mistakes and respond to instructors' editing comments to develop a sense of self-editing and accuracy.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students edit their writing for errors in grammar/mechanics/ formatting, especially those targeted in class.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students recognize some individual recurring grammatical errors and focus on improving sentence variety. They begin to avoid errors taught and targeted in class.</li> </ul>	



**9. Objective: Edit for typical formatting/mechanics errors and beginning-level grammar errors based on instructor feedback.**

**SLO:**

- Students use instructor feedback to correct errors of formatting/mechanics and basic grammar.

**10. Objective: Use conjunctions (and, but, or) to begin to combine words, phrases, or clauses.**

**SLO:**

- Students begin to combine multiple items or ideas (e.g., subject or object nouns).

**IEP Speaking/Listening Curriculum** *(Approved May 2016)*

<b>Listening</b>				
<b>090</b>	<b>091</b>	<b>092</b>	<b>093</b>	<b>094</b>
<p><b>1. Objective:</b> Understand key information presented in modified, scaffolded and/or highly contextualized speech.</p>	<p><b>1. Objective:</b> Understand key information presented in modified, scaffolded and/or highly contextualized speech.</p>	<p><b>1. Objective:</b> Understand main ideas and the most important supporting details in modified and scaffolded speech.</p>	<p><b>1. Objective:</b> Understand main ideas and key supporting details in modified and authentic speech.</p>	<p><b>1. Objective:</b> Understand main ideas, both explicit and implied, and supporting details in modified and authentic speech.</p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize and respond appropriately to classroom instructions.</li> <li>Students identify important information presented in everyday listening contexts and short modified passages.</li> <li>Students record key words from the listening when appropriate.</li> <li>Students recognize the stress patterns of target vocabulary.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize and respond appropriately to classroom instructions.</li> <li>Students identify important information presented in everyday listening contexts and short modified passages.</li> <li>Students identify the connections between ideas by recognizing obvious transition words and phrases.</li> <li>Students record key information from the listening when appropriate.</li> <li>Students recognize the suprasegmental features of word stress, sentence stress,</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify the main ideas and most important details presented in everyday listening contexts and short modified academic passages.</li> <li>Students identify the connections between ideas by identifying obvious transition words and phrases, and repetition of key ideas.</li> <li>Students record and organize information heard by selectively noting important ideas.</li> <li>Students recognize the suprasegmental features of word stress, sentence stress,</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify the main ideas and important supporting details presented in modified or short authentic academic passages.</li> <li>Students employ effective strategies to compensate for gaps in their listening comprehension.</li> <li>Students identify the connections between ideas by identifying clues such as transition words and phrases, repetition of key ideas, stress, intonation, etc. that signal these relationships.</li> <li>Students record and organize information heard by selectively noting important ideas and employing a personal system of note-taking that makes clear the relationship between the ideas they have recorded.</li> <li>Students recognize effective use of the suprasegmental features of word stress,</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students identify the main ideas, both explicit and implied, and supporting details presented in longer modified or authentic academic passages.</li> <li>Students employ effective strategies to compensate for gaps in their listening comprehension.</li> <li>Students identify the connections between ideas by identifying clues such as transitions, signal words and phrases, repetition of key ideas, stress, intonation, etc. that signal these relationships.</li> <li>Students record and organize information heard by selectively noting important ideas and employing a personal system of note-taking that makes clear the relationship between the ideas they have recorded.</li> <li>Students recognize effective use of the suprasegmental features of word stress,</li> </ul>

	and contracted or reduced speech.	contracted or reduced speech, and basic intonation patterns.	sentence stress, contracted or reduced speech, common intonation patterns, and stress for emphasis.	sentence stress, contracted or reduced speech, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups).
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<i>Active Listening</i>				
090	091	092	093	094
<p><b>2. Objective:</b> Recognize and utilize basic active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.</p>	<p><b>2. Objective:</b> Recognize and utilize basic active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.</p>	<p><b>2. Objective:</b> Recognize and utilize several active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.</p>	<p><b>2. Objective:</b> Recognize and utilize a variety of active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.</p>	<p><b>2. Objective:</b> Recognize and utilize a wide range of active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.</p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize and use body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li> <li>Students negotiate meaning by asking and answering questions in order to resolve miscommunication.</li> <li>Students recognize the topic being discussed and participate by actively listening and taking one or more turns when possible.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize and use body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li> <li>Students negotiate meaning by asking and answering questions in order to resolve miscommunication.</li> <li>Students recognize the topic being discussed and participate in the discussion by taking one or more turns.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li> <li>Students negotiate meaning by asking and answering questions and seeking clarification in order to resolve miscommunication.</li> <li>Students recognize the topic being discussed and contribute appropriately to the development of the discussion by taking one or more turns.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students effectively utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li> <li>Students negotiate meaning by asking and answering questions, seeking clarification, and confirming their understanding in order to resolve miscommunication.</li> <li>Students contribute effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students effectively utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li> <li>Students negotiate meaning by asking and answering questions, seeking clarification, and confirming their understanding in order to resolve and/or avoid miscommunication.</li> <li>Students contribute effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor. Students ask relevant follow up questions, bring the conversation back on task and share the conversational load.</li> </ul>

<i>Speaking</i>				
090	091	092	093	094

<p><b>3. Objective:</b> Express ideas intelligibly about everyday or highly familiar topics.</p>	<p><b>3. Objective:</b> Express ideas intelligibly about everyday or highly familiar topics.</p>	<p><b>3. Objective:</b> Express ideas and opinions intelligibly about familiar topics and some academic topics.</p>	<p><b>3. Objective:</b> Express ideas and opinions effectively about a variety of common academic and non-academic topics.</p>	<p><b>3. Objective:</b> Express ideas and opinions effectively and coherently about a wide range of academic and non-academic topics, both familiar and novel.</p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students convey meaning somewhat comprehensibly about everyday topics or topics being studied.</li> <li>Students respond somewhat comprehensibly to questions from their teacher or peers.</li> <li>Students demonstrate appropriate stress patterns of target vocabulary.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students convey meaning comprehensibly about everyday topics or topics being studied.</li> <li>Students respond effectively to questions from their teacher or peers.</li> <li>Students demonstrate a degree of fluency by speaking without lengthy pauses and utilizing alternative vocabulary and body language to circumlocute.</li> <li>Students demonstrate the suprasegmental features of word stress and sentence stress.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students convey meaning intelligibly about familiar and academic topics discussed in class.</li> <li>Students state their opinions about familiar topics and respond effectively to questions from their teacher or peers.</li> <li>Students demonstrate a degree of fluency by speaking without frequent/lengthy pauses and utilizing alternative vocabulary, body language, and description to circumlocute.</li> <li>Students demonstrate the suprasegmental features of word stress, sentence stress, and basic intonation patterns.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students convey meaning effectively about a range of academic and non-academic topics.</li> <li>Students state their opinions and support them with relevant details and explanations.</li> <li>Students restate, summarize, and respond to the opinions of others.</li> <li>Students demonstrate a degree of fluency by speaking without frequent/lengthy pauses and utilizing body language, description, and synonyms to circumlocute.</li> <li>Students demonstrate effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, and stress for emphasis.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students convey meaning effectively about a wide range of academic and non-academic topics.</li> <li>Students state their opinions and support them effectively with relevant details and explanations.</li> <li>Students restate, summarize, and respond to the opinions of others.</li> <li>Students demonstrate a degree of fluency by pausing appropriately and utilizing description, comparison, contrast and synonyms to circumlocute.</li> <li>Students demonstrate effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups).</li> </ul>

<i>Vocabulary &amp; Grammar</i>				
090	091	092	093	094
<p><b>4. Objective:</b> Demonstrate sufficient knowledge of common</p>	<p><b>4. Objective:</b> Demonstrate sufficient knowledge of common</p>	<p><b>4. Objective:</b> Demonstrate sufficient knowledge of common</p>	<p><b>4. Objective:</b> Demonstrate sufficient knowledge of common general</p>	<p><b>4. Objective:</b> Demonstrate sufficient knowledge of a wide range of</p>

everyday vocabulary to comprehend and convey basic ideas.	everyday vocabulary to comprehend and convey basic ideas.	vocabulary to effectively comprehend and convey ideas.	and academic vocabulary for effective and fluent communication.	common and academic vocabulary for accurate and fluent communication.
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize high frequency vocabulary in order to identify key pieces of information in formal and informal listening contexts about a variety of concrete topics and everyday tasks / needs.</li> <li>Students appropriately employ vocabulary items targeted in class to express their ideas about concrete topics and everyday tasks / needs.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize high frequency vocabulary in order to identify key pieces of information in formal and informal listening contexts about a variety of concrete topics and everyday tasks / needs.</li> <li>Students employ appropriate word choices to express their ideas about concrete topics and everyday tasks / needs.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize high frequency vocabulary and some common academic vocabulary in order to identify information in informal and formal listening contexts, including short academic style lectures.</li> <li>Students employ appropriate word choices to express their ideas about a variety of everyday topics and topics covered in class.</li> <li>Students utilize correct word forms of high frequency target vocabulary when expressing their ideas about everyday topics and academic topics covered in class.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize a wide range of general vocabulary and sufficient academic vocabulary to accurately comprehend meaning in informal and formal listening contexts, including academic lectures.</li> <li>Students employ appropriate word choices to express their ideas about a variety of academic and non-academic topics.</li> <li>Students utilize correct word forms of high frequency vocabulary when expressing their ideas about everyday topics and academic topics covered in class.</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>Students recognize a wide range of general and academic vocabulary in order to accurately comprehend meaning in informal and formal listening contexts, including academic lectures.</li> <li>Students employ precise word choices to express their ideas about a wide variety of academic and non-academic topics.</li> <li>Students utilize correct word forms of a wide range of vocabulary when expressing their ideas about a variety of academic and non-academic topics.</li> </ul>
<p><b>5. Objective:</b> Demonstrate sufficient knowledge of basic grammatical features and sentence patterns covered in class to comprehend modified spoken English and communicate effectively.</p>	<p><b>5. Objective:</b> Demonstrate sufficient knowledge of basic grammatical features and sentence patterns covered in class to comprehend modified spoken English and communicate effectively.</p>	<p><b>5. Objective:</b> Demonstrate sufficient knowledge of a variety of grammatical features and sentence patterns to comprehend spoken English and communicate effectively.</p>	<p><b>5. Objective:</b> Demonstrate sufficient knowledge of a range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.</p>	<p><b>5. Objective:</b> Demonstrate sufficient knowledge of a wide range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.</p>
<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>In order to identify key information presented in modified speech, students recognize the forms/functions/meanings of basic grammar structures</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>In order to identify key information presented in modified speech, students recognize the forms/functions/meanings of basic grammar structures</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>In order to identify key information they hear in informal and formal listening contexts, including short academic style lectures, students</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>In order to accurately identify information presented about a variety of academic and non-academic topics, students recognize the</li> </ul>	<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>In order to accurately identify information presented in informal and formal listening contexts, including academic class-length lectures, students</li> </ul>

<p>and simple sentence patterns they hear.</p> <ul style="list-style-type: none"> <li>• Students employ basic grammar structures and sentence patterns learned to effectively express meaning about a variety of concrete topics and everyday tasks/needs.</li> <li>• Students demonstrate some ability to self-correct with guidance from the instructor.</li> </ul>	<p>and simple sentence patterns they hear.</p> <ul style="list-style-type: none"> <li>• Students employ basic grammar structures and sentence patterns learned to effectively express meaning about a variety of concrete topics and everyday tasks/needs.</li> <li>• Students demonstrate some ability to self-correct with guidance from the instructor.</li> </ul>	<p>recognize the forms/functions/meanings of basic grammar structures and sentence patterns they hear.</p> <ul style="list-style-type: none"> <li>• Students employ basic grammar structures and sentence patterns learned to effectively express meaning about a variety of everyday topics and topics covered in class.</li> <li>• Students demonstrate some ability to self-correct with guidance from the instructor.</li> </ul>	<p>forms/functions/meanings of a range of grammar structures and sentence patterns they hear.</p> <ul style="list-style-type: none"> <li>• Students employ basic grammar structures and sentence patterns learned to effectively express their ideas about a variety of concrete topics and everyday tasks/needs.</li> <li>• Students demonstrate ability to self-correct when prompted.</li> </ul>	<p>recognize the forms/functions/meanings of a wide range of grammar structures and sentence patterns they hear.</p> <ul style="list-style-type: none"> <li>• Students employ basic grammar structures and sentence patterns learned to effectively express their ideas about a wide variety of academic and non-academic topics.</li> <li>• Students demonstrate ability to self-correct.</li> </ul>
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**IEP Vocabulary Curriculum** *(Approved January 2016)*

<i>Vocabulary</i>	
<b>093</b>	<b>094</b>
<b>1. Objective: Begin to identify parts of speech and how word form impacts meaning.</b>	<b>1. Objective Identify parts of speech and how word form impacts meaning, and use appropriate word forms for targeted items.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify parts of speech and how words forms are being used in sentences.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify parts of speech and how word forms are being used in sentences. Students produce sentences with appropriate forms of the target vocabulary.</li> </ul>
<b>2. Objective: Begin to recognize the restrictions of grammatical context on form and meaning, such as the ways that certain grammar forms are required for appropriate usage.</b>	<b>2. Objective: Recognize the restrictions of grammatical context on form and meaning, such as the ways that certain grammar forms are required for appropriate usage.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify grammatical restrictions on the use of target words. They identify contextually appropriate structures in text.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify grammatical restrictions on the use of target words. They identify contextually appropriate structures in text. They produce sentences that are grammatically accurate given usage restrictions on target vocabulary items.</li> </ul>
<b>3. Objective: Begin to recognize multiword items as units of meaning.</b>	<b>3. Objective: Understand and use multiword items as units of meaning.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify and define meaning and usage information of a multiword unit by determining the headword and its relationship to the other words in the phrase.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify, define, and use multiword items as units of meaning.</li> </ul>
<b>4. Objective: Understand and use common collocations of target vocabulary.</b>	<b>4. Objective: Understand and use common collocations of target vocabulary.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify and use common collocations associated with the target vocabulary.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students identify and use common collocations associated with the target vocabulary.</li> </ul>
<b>5. Objective: Produce the target vocabulary appropriately.</b>	<b>5. Objective: Produce the target vocabulary appropriately and accurately.</b>
<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write phrases and sentences with target vocabulary accurately.</li> </ul>	<b>SLO:</b> <ul style="list-style-type: none"> <li>Students write phrases and sentences with the target vocabulary accurately and appropriately.</li> </ul>

**IEP Grammar Curriculum** *(Approved Spring 2016)*

	<b>090</b>	<b>091</b>	<b>092</b>	<b>093</b>	<b>094</b>
<b>SVO</b>	1. Use SVO word order.	1. Use SVO word order.	1. Understand and use direct and indirect objects.		
<b>verb tense</b>	<p>1. Understand and use present simple in affirmative and negative statements with common verbs and <i>be</i>.</p> <p>2. Understand and use past simple in affirmative and negative statements with common verbs and <i>be</i>.</p>	<p>1. Understand and use present simple tense in affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>2. Understand and use present progressive tense in affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>3. Understand and use past simple tense in affirmative and negative sentences with common regular and irregular verbs and <i>be</i>.</p> <p>4. Understand when to choose between different tenses (<i>present simple</i> or <i>present progressive</i>) based on context.</p> <p>5. Understand and use basic expressions of the future (<i>will &amp; be going to</i>).</p>	<p>1. Understand and use present perfect verbs in affirmative and negative statements, yes-no questions, and wh-questions.</p> <p>2. Understand and use past progressive verbs in affirmative and negative statements and questions.</p> <p>3. Understand the difference between action and stative verbs.</p> <p>4. Understand and use expressions of past habit (<i>used to + base &amp; would + base</i>).</p>	<p>1. Understand the difference between action and stative verbs.</p> <p>2. Understand and use perfect, progressive, and perfect-progressive in present and past time.</p>	<p>1. Identify complete verbs in authentic texts and name the tense (time + aspect).</p> <p>2. Produce accurate verb forms in all tenses in controlled exercises.</p> <p>3. Understand verb tense as a system that operates at the discourse level.</p>
<b>clauses &amp; connectors</b>	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and &amp; but</i>.</p>	<p>1. Produce simple sentences.</p> <p>2. Produce compound sentences with <i>and &amp; but</i>.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Recognize and use coordinating conjunctions (FANBOYS) as connectors between grammatically equal pieces.</p> <p>3. Differentiate between independent and dependent clauses by recognizing subordinating connectors.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Identify simple, compound, and complex sentences.</p> <p>3. Identify connectors in compound and complex sentences.</p> <p>4. Punctuate compound and complex sentences.</p>	<p>1. Differentiate between phrases and clauses.</p> <p>2. Identify sentences as simple, compound, complex, or compound-complex.</p> <p>3. Identify clauses as adverb clauses, adjective clauses, or noun clauses depending on their functions in the sentence.</p>



	090	091	092	093	094
			<p>4. Recognize complex sentences.</p> <p>5. Produce complex sentences following common adverb clause patterns to express time, condition, and reasons.</p> <p>6. Understand and use adjective clauses with <i>who</i>, <i>which</i>, and <i>that</i>.</p> <p>7. Begin to recognize fragments as errors.</p>	<p>5. Combine simple sentences to make complex sentences.</p> <p>6. Differentiate between independent and dependent clauses by recognizing subordinating connectors.</p> <p>7. Produce complex sentences following common adverb clause patterns to express contrast, result, and purpose.</p> <p>8. Understand and use adjective clauses with the subordinating connectors <i>who</i>, <i>which</i>, and <i>that</i> as both subject and object.</p> <p>9. Identify and fix fragments and run-ons.</p>	<p>4. Produce accurate adverb clauses.</p> <p>5. Understand and use adjective clauses with the subordinating connectors <i>who</i>, <i>which</i>, <i>that</i>, <i>whom</i>, <i>whose</i>, and <math>\emptyset</math>.</p> <p>6. Recognize and use reduced adjective clauses.</p> <p>7. Understand and use noun clauses, including quotations and reported speech.</p>
<b>question formation</b>	1. Ask and answer yes/no and wh- questions in present and past tenses of simple aspect.	1. Ask and answer yes/no and wh- questions in the present simple, present progressive, and past simple tenses.			
<b>There is/are</b>	1. Understand and use <i>there is/ there are</i> in present tense.	1. Understand and use <i>there is/ there are</i> in present, past, and future tenses.			
<b>imperatives</b>	1. Understand common imperatives (instructions).	1. Understand and use common imperatives (instructions).			
<b>passive</b>			<p>1. Recognize and understand passive constructions (<i>be</i> + 3<sup>rd</sup>) in simple present and simple past.</p> <p>2. Produce passive sentences in simple present and simple past.</p>	<p>1. Recognize and understand passive constructions (<i>be</i> + 3<sup>rd</sup>) in present and past (simple, perfect, &amp; progressive) as well as passive with modals.</p> <p>2. Understand why the agent is often omitted.</p> <p>3. Produce passives in present and past (simple, perfect, &amp; progressive) and with modals.</p>	<p>1. Recognize and form passive constructions (with <i>be</i> or <i>get</i>) in any tense, including with modals.</p> <p>2. Understand passive constructions and use them accurately to convey intended meaning.</p> <p>3. Understand and use participial adjectives (<i>-ed/-ing</i> adjectives).</p>

	<b>090</b>	<b>091</b>	<b>092</b>	<b>093</b>	<b>094</b>
<b>modals</b>	1. Understand and use simple modals of permission/ability ( <i>can</i> ) and requests/desires ( <i>would like</i> ).	1. Understand and use simple modals of permission and ability ( <i>can, could, and may</i> ). 2. Understand and use simple modals of requests and desires ( <i>would like, would, could, can</i> ). 3. Understand and use modals of necessity ( <i>have to, must</i> ).	1. Understand and use modals of advice and expectation ( <i>should, had better, be supposed to</i> ). 2. Understand and use modals of probability in present and future ( <i>may, might, could, will, should</i> ). 3. Understand and use modals of ability ( <i>can, could, may, be able to</i> ).	1. Understand and use modals of necessity ( <i>have to, must, be supposed to, need to, be required to</i> ) in <b>past</b> , present, and future. 2. Understand and use modals of probability ( <i>can, may, must, should, have to, must, might, will, could, ought to</i> ) in <b>past</b> , present, and future)	
<b>conditionals</b>			(adverb clauses)	1. Understand and use real conditionals in present and future time. 2. Understand and use unreal conditionals in present and future time.	1. Understand and use unreal conditionals in past time. 2. Express wishes in the present and past.
<b>nouns</b>	1. Understand that a noun can be the subject or the object in a sentence. 2. Distinguish between proper and common nouns. 3. Form singular and plural nouns.	1. Understand that a noun can be the subject or the object in a sentence. 2. Distinguish between proper and common nouns. 3. Form singular and plural nouns. 4. Recognize and understand count and non-count nouns. 5. Form and understand possessive nouns. 6. Understand and use subject, object, and possessive pronouns.			(noun clauses)
<b>determiners</b>	1. Understand and use the demonstratives <i>this, that, these, &amp; those</i> .	1. Recognize the correct determiners to use with count and noncount nouns ( <i>a/an, some, any</i> ). 2. Use <i>many /much /a lot of</i> correctly with count and non-count nouns.		1. Understand indefinite and definite articles as markers of new or old information in a text.	

	<b>090</b>	<b>091</b>	<b>092</b>	<b>093</b>	<b>094</b>
<b>adjectives</b>	1. Recognize and understand adjectives in noun phrases and after <i>be</i> .	1. Understand and use adjectives in noun phrases and after <i>be</i> .	1. Make comparisons using adjectives ( <i>-er, more/ less + than</i> ).  2. Make comparisons with adjectives using <i>as...as</i> and not <i>as...as</i> .  3. Use superlative forms of adjectives ( <i>the -est</i> and <i>the most ___</i> .)	(adjective clauses)	(adjective clauses)
<b>adverbs</b>	1. Recognize and form common adverbs.  2. Understand and use adverbs of frequency with present simple.	1. Recognize and form common adverbs.  2. Understand and use adverbs of frequency with present simple.	1. Understand and use <i>too</i> and <i>very</i> .	(adverb clauses)	(adverb clauses)
<b>prepositions</b>	1. Understand and use simple prepositions to describe place.	1. Understand and use prepositions to describe place.  1. Understand and use simple prepositions to describe time.			
<b>gerunds &amp; infinitives</b>			1. Recognize gerunds ( <i>base + -ing</i> ) and infinitives ( <i>to + base</i> ).  2. Understand that gerunds and infinitives are nouns used in noun positions in a sentence like subjects, objects, or objects of a preposition.  3. Understand and use infinitives to express purpose.  4. Use infinitives after adjectives and adverbs.	1. Understand and use gerunds and infinitives with appropriate collocations.	1. Understand that in cases where both the infinitive and gerund are possible, the use of the infinitive often implies something future (“hypothetical, future, and unfulfilled”) whereas the gerund implies something done or in progress (“vivid, real, fulfilled”).  2. Effectively use reference materials that show grammatical patterns and collocations in order to produce correct sentences with gerunds and infinitives.