

The IEP Curriculum ESL 092, 093, & 094

Last revised 2024

The IEP Curriculum

A. IEP Levels and Instructional Hours

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

ESL 092 – intermediate

ESL 093 – high-intermediate

ESL 094 – low-advanced

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

ESL 092

- [Speaking / Listening](#) (4 hours)
- [Reading / Writing](#) (8 hours)
- [Content](#) (4 hours)
- [Grammar](#) (4 hours)

ESL 093

- [Speaking / Listening](#) (4 hours)
- [Reading / Writing](#) (8 hours)
- [Content](#) (4 hours)
- [Grammar](#) (4 hours)

ESL 094

- [Speaking / Listening](#) (4 hours)
- [Content-Based Writing](#) (8 hours)
- [Reading](#) (4 hours)
- [Grammar](#) (4 hours)

Instructional time per semester are as follows:

	Fall/Spring IEP	Summer IEP
Weeks per semester	15	13
Class hours per week	20	20
Instructional minutes per class hour	50	50

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.

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 is also 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 in all skills classes. 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 four 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.

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 lexicosemantically) 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 four 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.

ESL 092 Speaking / Listening Objectives *(Last Revision 2016)*

Listening

1. Objective: Understand main ideas and the most important supporting details in modified and scaffolded speech.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify the main ideas and most important details presented in everyday listening contexts and short modified academic passages.● Identify the connections between ideas by identifying obvious transition words and phrases, and repetition of key ideas.● Record and organize information heard by selectively noting important ideas.● Recognize the suprasegmental features of word stress, sentence stress, contracted or reduced speech, and basic intonation patterns.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.
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Active Listening

1. Objective: 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>SLOs:</p> <ul style="list-style-type: none">● Utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.● Negotiate meaning by asking and answering questions and seeking clarification in order to resolve miscommunication.● Recognize the topic being discussed and contribute appropriately to the development of the discussion by taking one or more turns.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers observe students in pairs or groups and provide informal feedback on the effectiveness of their active listening strategies.
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Speaking

1. Objective: Express ideas and opinions intelligibly about familiar topics and some academic topics.

<p>SLOs:</p> <ul style="list-style-type: none">● Convey meaning intelligibly about familiar and academic topics discussed in class.● State their opinions about familiar topics and respond effectively to questions from their teacher or peers.● Demonstrate a degree of fluency by speaking without frequent/lengthy pauses and utilizing alternative vocabulary, body language, and description to circumlocute.● Demonstrate the suprasegmental features of word stress, sentence stress, and basic intonation patterns.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers assess student production in mini presentations, group work, role plays, and/or dialogues, etc. using a rubric with specific descriptors for the SLOs noted.
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Vocabulary & Grammar

1. Objective: Demonstrate sufficient knowledge of common vocabulary to effectively comprehend and convey ideas.

<p>SLOs:</p> <ul style="list-style-type: none">● 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.● Employ appropriate word choices to express their ideas about a variety of everyday topics and topics covered in class.● Utilize correct word forms of high frequency target vocabulary when expressing their ideas about everyday topics and academic topics covered in class.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers evaluate students' understanding of vocabulary on assignments and quizzes.● Teachers evaluate students' choice of appropriate target vocabulary in informal mini presentations, group work, role plays, and/or dialogues, etc., using a rubric where vocabulary is a category.
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2. Objective: Demonstrate sufficient knowledge of a variety of grammatical features and sentence patterns to comprehend spoken English and communicate effectively.

<p>SLOs:</p> <ul style="list-style-type: none">● In order to identify key information they hear in informal and formal listening contexts, including short academic style lectures, recognize the forms/functions/meanings of basic grammar structures and sentence patterns they hear.● Employ basic grammar structures and sentence patterns learned to effectively express meaning about a variety of everyday topics and topics covered in class.● Demonstrate some ability to self-correct with guidance from the instructor.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in informal mini presentations, group work, role plays, and/or dialogues, etc., using a rubric where grammar is a category.
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ESL 093 Speaking / Listening Objectives *(Last Revision 2017)*

Listening

1. Objective: Understand main ideas and the most important supporting details in modified and authentic speech.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none">● Identify the main ideas and important supporting details presented in modified or short authentic academic passages.● Employ effective strategies to compensate for gaps in their listening comprehension.● 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.● 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.● Recognize effective use of the suprasegmental features of word stress, sentence stress, contracted or reduced speech, common intonation patterns, and stress for emphasis.	<ul style="list-style-type: none">● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.● Students assess the effectiveness of their own notes by comparing them with those of classmates and/or teacher samples and determining how well they can answer comprehension questions using their notes.● Teachers assess the thoroughness and organization of student notes and provide feedback.

Active Listening

1. Objective: 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.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none">● Effectively utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.● Negotiate meaning by asking and answering questions seeking clarification,	<ul style="list-style-type: none">● Teachers observe students in pairs or groups and provide formal or informal feedback on the effectiveness of their active listening strategies.● Students reflect on the effectiveness of their group interactions by completing guided self-evaluations.

<p>and confirming their understanding in order to resolve miscommunication.</p> <ul style="list-style-type: none"> ● Contribute effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor. 	<ul style="list-style-type: none"> ● Teachers assess students' clarification questions.
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Speaking

1. Objective: Express ideas and opinions effectively about a variety of common academic and non-academic topics.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Convey meaning effectively about a range of academic and non-academic topics. ● State their opinions and support them with relevant details and explanations. ● Restate, summarize, and respond to the opinions of others. ● Demonstrate a degree of fluency by speaking without frequent/lengthy pauses and utilizing body language, description, and synonyms to circumlocute. ● Demonstrate effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, and stress for emphasis. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Teachers assess student production in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric with specific descriptors for the SLOs noted.
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Vocabulary & Grammar

1. Objective: Demonstrate sufficient knowledge of common general and academic vocabulary for effective and fluent communication.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize a wide range of general vocabulary and sufficient academic vocabulary to accurately comprehend meaning in informal and formal listening contexts, including academic lectures. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Teachers evaluate students' understanding of vocabulary on assignments and quizzes. ● Teachers evaluate students' choice of appropriate target vocabulary in
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<ul style="list-style-type: none"> ● Employ appropriate word choices to express their ideas about a variety of academic and non-academic topics. ● Utilize correct word forms of high frequency vocabulary when expressing their ideas about everyday topics and academic topics covered in class. 	<p>prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where vocabulary is a category.</p>
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2. Objective: Demonstrate sufficient knowledge of a range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.

<p>SLOs:</p> <ul style="list-style-type: none"> ● In order to accurately identify information presented about a variety of academic and non-academic topics, recognize the forms/functions/meanings of a range of grammar structures and sentence patterns they hear. ● Employ basic grammar structures and sentence patterns learned to effectively express meaning about a variety of concrete topics and everyday tasks/needs. ● Demonstrate ability to self-correct when prompted. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes. ● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where grammar is a category.
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ESL 094 Speaking / Listening Objectives *(Last Revision 2017)*

Listening

1. Objective: Understand main ideas, both explicit and implied, and supporting details in modified and authentic speech.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify the main ideas, both explicit and implied, and supporting details presented in longer modified or authentic academic passages.● Employ effective strategies to compensate for gaps in their listening comprehension.● Identify the connections between ideas by identifying clues such as such as transitions, signal words and phrases, repetition of key ideas, stress, intonation, etc. that signal these relationships.● 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.● Recognize effective use of the suprasegmental features of word stress, sentence stress, contracted or reduced speech, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups).	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.● Students assess the effectiveness of their own notes by comparing them with those of classmates and/or teacher samples and determining how well they can answer comprehension questions using their notes.● Teachers assess the thoroughness and organization of student notes and provide feedback.
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Active Listening

1. Objective: 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>SLOs:</p> <ul style="list-style-type: none">● Effectively utilize body language and other forms of backchanneling to indicate active listening and comprehension or confusion.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Teachers observe students in pairs or groups and provide formal or informal feedback on the effectiveness of their active listening strategies.
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<ul style="list-style-type: none"> ● Negotiate meaning by asking and answering questions seeking clarification, and confirming their understanding in order to resolve miscommunication. ● Contribute effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor. ● Ask relevant follow up questions, bring the conversation back on task and share the conversational load. 	<ul style="list-style-type: none"> ● Students reflect on the effectiveness of their group interactions by completing guided self-evaluations.
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Speaking

1. Objective: Express ideas and opinions effectively and coherently about a wide range of academic and non-academic topics, both familiar and novel.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Convey meaning effectively about a wide range of academic and non-academic topics. ● State their opinions and support them effectively with relevant details and explanations. ● Restate, summarize, and respond to the opinions of others. ● Demonstrate a degree of fluency by pausing appropriately and utilizing description, comparison, contrast and synonyms to circumlocute. ● Demonstrate effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups). 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Teachers assess student production in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric with specific descriptors for the SLOs noted.
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Vocabulary & Grammar

1. Objective: Demonstrate sufficient knowledge of a wide range of common and academic vocabulary for accurate and fluent communication.

<p>SLOs:</p>	<p>Suggested MOAs:</p>
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<ul style="list-style-type: none"> ● Recognize a wide range of general and academic vocabulary in order to accurately comprehend meaning in informal and formal listening contexts, including academic lectures. ● Employ precise word choices to express their ideas about a wide variety of academic and non-academic topics. ● Utilize correct word forms of a wide range of vocabulary when expressing their ideas about a variety of academic and non-academic topics. 	<ul style="list-style-type: none"> ● Teachers evaluate students' understanding of vocabulary on assignments and quizzes. ● Teachers evaluate students' choice of appropriate target vocabulary in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where vocabulary is a category.
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2. Objective: Demonstrate sufficient knowledge of a wide range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.

<p>SLOs:</p> <ul style="list-style-type: none"> ● In order to accurately identify information presented in informal and formal listening contexts, including academic class-length lectures, recognize the forms/functions/meanings of a wide range of grammar structures and sentence patterns they hear. ● Employ basic basic grammar structures and sentence patterns learned to effectively express their ideas about a wide variety of academic and non-academic topics. ● Demonstrate ability to self-correct. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes. ● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where grammar is a category.
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092 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

Understanding and Working with Ideas

1. Objective: Understand main ideas and supporting details in a variety of texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify main ideas and supporting details.● Understand implied ideas.● Engage actively with texts.● Use visual features of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).● Notice information structure in a text and can mark the sections according to the type of information in each.● Track relationships between ideas in a text signaled by textual cues (transitions, pronouns, connectors).● Skim and then retell the main points from a text.● Scan for salient information (capital letters, numbers, bolded words, etc).	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Label, mark, highlight a text as needed to identify main ideas and connections between ideas.● Respond appropriately to short answer questions about a text.● Make basic outlines, including both main ideas and supporting details.● Answer questions about a text under time constraints.
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Critical Reading

1. Objective: Demonstrate critical reading skills with a variety of texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify medium and author of a text.● Interpret visual information in charts, graphs, maps, etc.● Make personal connections to a text.● Make connections between background knowledge and a text.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Answer questions about visual information.● Identify source information.● Complete a chart related to information about a text (e.g. story type, author, etc.).● Describe data in prose.● Respond appropriately to short answer questions that require using information from a text.● Chart relationships between ideas.● Produce on-topic personal responses to texts.
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	<ul style="list-style-type: none"> ● Predict what will come next in a text.
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Fluency

1. Objective: Read with increasing fluency.

<p>SLO:</p> <ul style="list-style-type: none"> ● Increase speed of reading over the length of the course. ● Increase ability to read without stopping to look up unfamiliar words or information. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Complete rapid word recognition tasks. ● Finish reading rate activities under time constraints. ● Perform oral supported reading (Read-alouds, oral paired re-reading, etc.). ● Take part in performance reading. ● Report on extensive reading.
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Digital Literacy

1. Objective: Recognize and use features of online reading environments.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Navigate online reading environments (menus, hyperlinks, etc). ● Select appropriate search terms to locate online articles on sites chosen by the teacher. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Access, download, and post course page content. ● Locate an article online given author / title information. ● Find additional articles related to in-class readings with guidance from the instructor. ● Complete activities using online learner dictionaries, thesaurus, other app resources.
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Vocabulary

1. Objective: Increase depth of knowledge about vocabulary items.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize word families/forms. ● Identify spelling (sound/symbol correspondence). ● Recognize in-text definitions. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' vocabulary knowledge through:</p> <ul style="list-style-type: none"> ● Picking a definition that fits a word used in class from a sample dictionary page. ● Finding the part of speech for a list of words using a dictionary. ● Finding multiple forms of a word using the dictionary or within a passage. ● Dictation quizzes. ● Circling words said by the teacher from a list of choices. ● Highlighting definitions of words in a text. ● Vocabulary charts.
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2. Objective: Use instructed vocabulary accurately.

<p>SLO:</p> <ul style="list-style-type: none"> ● Apply the instructed vocabulary accurately when writing or speaking about a text. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to use vocabulary grammatically and accurately by:</p> <ul style="list-style-type: none"> ● Generating their own sentences. ● Using instructed vocabulary when responding to a question. ● Choosing words from a word bank to complete sentences.
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093 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

Understanding and Working with Ideas

1. Objective: Understand main ideas and supporting details in a variety of texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify main ideas and supporting details.● Understand implied ideas.● Engage actively with texts.● Use visual features of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).● Notice information structure in a text according to the type of information in each (e.g., problem, solution, effects, applications).● Track relationships between ideas signaled by textual clues (transitions, pronouns, connection words and phrases, repetition of key words, etc).● Skim and then retell the main points from a text.● Scan for key information.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Restate the main idea of a whole text or passage in a single sentence.● List supporting points found in a text.● Respond appropriately to short answer questions that require using information from a text.● Classify types of support (expert opinion, statistics, personal examples).● Mark up a text to show the relationships between ideas in a text.● Answer questions about a text under time constraints.● Outline a text.
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Critical Reading

1. Objective: Demonstrate critical reading skills with a variety of texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify the medium, audience, source (author), and purpose of a text.● Differentiate facts from opinions.● Interpret visual information in charts, graphs, maps, etc.● Connect ideas within a text.● Make personal connections to a text.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Answer questions about visual information.● Label a statement as fact or opinion.● Identify primary and secondary source information.● Describe data in prose.● Chart relationships between ideas.● Produce on-topic personal responses to texts.● Predict what will come next in a text.
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	<ul style="list-style-type: none"> ● Create discussion questions for a text.
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Fluency

1. Objective: Read with increasing fluency.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Increase speed of reading over the length of the course. ● Increase ability to read without stopping to look up unfamiliar words or information. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Complete rapid word recognition tasks. ● Finish reading rate activities under time constraints. ● Perform oral supported reading (read-alouds, oral paired re-reading, etc.). ● Take part in performance reading. ● Report on extensive reading.
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Digital Literacy

1. Objective: Recognize and use features of online reading environments.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Navigate online reading environments (menus, hyperlinks, etc). ● Select appropriate search terms to locate online articles of interest. ● Apply critical reading skills online. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Access, download, and post course page content. ● Locate an article online given author / title information. ● Find additional articles related to in-class readings with guidance from the instructor. ● Complete activities using online learner dictionaries, thesaurus, other app resources.
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Vocabulary

1. Objective: Increase depth of knowledge about vocabulary items.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize and use appropriate forms of a word to fit grammatical context. ● Find a definition of a term that fits the context. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Utilize features of English-English learner dictionaries to learn about new words (grammar information, other forms, multiple definitions, collocations, example sentences, etc). <p>Teachers evaluate students' vocabulary knowledge through:</p> <ul style="list-style-type: none"> ● Vocabulary charts/logs ● Highlighting forms of the same words ● Multiple choice items
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2. Objective: Use instructed vocabulary accurately.

<p>SLO:</p> <ul style="list-style-type: none"> ● Apply the instructed vocabulary accurately when writing or speaking about a text. 	<p>Suggested MOA:</p> <p>Teachers evaluate students' ability to use vocabulary grammatically and accurately by:</p> <ul style="list-style-type: none"> ● Generating their own sentences. ● Using instructed vocabulary when responding to a question. ● Choosing words from a word bank to complete sentences.
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094 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

Understanding and Working with Ideas

1. Objective: Understand main ideas and supporting details in a variety of modified and authentic texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify main ideas and supporting details.● Understand implied ideas and supporting details.● Engage actively with texts.● Use visual features of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).● Notice information structure in a text without explicit headings and can mark the sections of a text according to the type of information in each.● Use connotations and other textual clues to infer meanings that are not explicit.● Track relationships between ideas signaled by textual clues (transitions, pronouns, connection words and phrases, repetition of key words, parallel structure, tense, etc).● Tolerate ambiguity while reading.● Recognize restatements of ideas within a text.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Complete annotations, notes, outlines, or visual representations of content.● Respond appropriately to short answer questions that require using information from a text.● Restate the thesis of a whole text or main idea of a passage in a single sentence.● Highlight the thesis and restatements or echoes of the thesis in the text.● Mark up a text to show the relationships between ideas in a text.● Summarize texts and include all important sections of information (e.g., problem, solution, effects, applications).● Begin to paraphrase lines from a text accurately, grammatically, and without plagiarizing.● Identify T/F statements and note information about where they found the evidence.
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Critical Reading

1. Objective: Demonstrate critical reading skills with a variety of texts.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify the source of a text (author, publication, website, etc).● Identify the purpose of a text (persuade, inform, entertain, etc).● Evaluate sources for intent (news, scholarship, scam, comedy).	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Predict what will come next in a text.● List questions for further research.● Determine a source's credibility.● Identify gaps in information (e.g. statistics, data, examples) in a text.● Fill in appropriate reporting verbs.
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<ul style="list-style-type: none"> ● Evaluate sources for information quality. ● Differentiate fact from opinion (using reporting verbs, etc). ● Interpret information that is presented visually (e.g., charts, graphs, maps, infographics). ● Connect ideas within a text. ● Connect ideas across different texts. ● Make personal connections to a text. ● Clearly differentiate their own ideas from text ideas in their writing (e.g., quotation marks, reporting verbs, etc). 	<ul style="list-style-type: none"> ● Find the qualifications of a source (within the text and through online searches – can include search about whether the author is an expert, information has bias or is fake, etc). ● Describe data in prose. ● Chart relationships between ideas. ● Produce on-topic personal responses to texts. ● Complete extensive reading reports. ● Generate critical reading questions about a text.
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Fluency

1. Objective: Read with increasing fluency.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Increase speed of reading over the length of the course. ● Increase ability to read long sections of text without stopping to look up unfamiliar words or information. ● Tolerate ambiguity while reading. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> ● Complete rapid word recognition tasks. ● Finish reading rate activities under time constraints. ● Perform oral supported reading (Read-alouds, oral paired re-reading, etc.). ● Take part in performance reading. ● Report on extensive reading.
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Digital Literacy

1. Objective: Recognize and use features of online reading environments.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Navigate online reading environments (menus, hyperlinks, etc). ● Select appropriate search terms and search engines to locate online information/articles of interest. ● Apply critical reading skills online. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> ● Access, download, and post course page content. ● Locate an article online given author / title information. ● Find additional articles related to in-class readings.
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	<ul style="list-style-type: none"> ● Complete activities using corpus, online learner dictionaries, thesaurus, other app resources.
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Vocabulary

1. Objective: Increase depth of knowledge about vocabulary items.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize and use appropriate forms of a word to fit grammatical context. ● Find a definition of a term that fits the context. ● Recognize and use collocations (phrases, chunks). ● Distinguish contexts for various registers. ● Recognize synonyms and related words used within the same text. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> ● Determine an unfamiliar word’s meaning while utilizing a variety of sources (context, multiple dictionaries, google image search, word roots, affixes, etc). <p>Teachers evaluate students’ vocabulary knowledge through:</p> <ul style="list-style-type: none"> ● Creating vocabulary charts/logs. ● Highlighting related words. ● Providing missing parts of collocations.
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2. Objective: Use instructed vocabulary accurately.

<p>SLO:</p> <ul style="list-style-type: none"> ● Apply instructed vocabulary accurately when writing or speaking about a text. 	<p>Suggested MOA:</p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> ● Use vocabulary grammatically and accurately in written responses to readings. <p>Teachers evaluate students’ ability to use vocabulary grammatically and accurately by:</p> <ul style="list-style-type: none"> ● Generating their own sentences. ● Using instructed vocabulary when responding to a question. ● Choosing words from a word bank to complete sentences.
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ESL 092 Writing Objectives *(last revision November 2021)*

Writing Process

1. Objective: Identify the purpose and intended audience of a piece of writing.

SLOs: <ul style="list-style-type: none">Analyze texts to determine the author's purpose and intended audience.Identify purpose and audience.	Suggested MOAs: <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">Distinguish between different types of purpose / audience in different genres of writing, given sample writings or worksheets of various texts.Find, discuss, and highlight areas in sample paragraphs where the language reflects the audience and purpose.
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2. Objective: Understand and follow a writing process, including idea generation, drafting, revising, and editing.

SLOs: <ul style="list-style-type: none">Demonstrate the ability to use various methods of idea generation.Employ strategies appropriate to each phase of the writing process.	Suggested MOAs: <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">Complete a partially guided brainstorming chart.Follow a model brainstorming example to come up with ideas for a focused paragraph.Brainstorm or create a mindmap on a given topic, including key vocabulary.Complete a chart of key words and vocabulary related to a given topic.Draft a paragraph using some of the generated vocabulary.Evaluate their own writing (chart or highlight) to check for main ideas.Apply instructor feedback to improve writing revisions.
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3. Objective: Begin to understand the process of peer review.

SLOs: <ul style="list-style-type: none">Respond to peers' writing using a set of guided questions.	Suggested MOAs: <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">Complete teacher-created feedback forms related to sample writing.
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	<ul style="list-style-type: none"> ● Answer peer feedback question forms related to partners' writing.
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4. Objective: Begin to revise effectively using instructor feedback.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to recognize and focus on instructor feedback. ● Begin to formulate questions to clarify instructor feedback. ● Begin to incorporate instructor feedback in revising their writing. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Begin to apply instructor feedback to improve writing revisions in paragraphs / other assigned writing.
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Composition Skills

1. Objective: Begin to recognize the main parts of a paragraph including introduction, body and supporting details, and conclusion.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify the main elements of paragraphs. ● Begin to identify ways to develop ideas related to a specific writing assignment. ● Begin to recognize what support allows an idea to grow. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight the locations of the main parts of a paragraph in sample and/or student writing. ● Complete paragraph jigsaw activity that includes all the parts of an effective, well-supported paragraph.
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2. Objective: Begin to recognize how ideas need to be controlled to produce coherent, logical paragraphs.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to understand how coherence is created in a paragraph. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight simple coherence in sample paragraphs (i.e. adverbials, coordinating conjunctions, etc.).
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	<ul style="list-style-type: none"> ● Complete paragraphs to create simple coherence (i.e. using adverbials, coordinating conjunctions, etc.).
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3. Objective: Begin to understand the concept of plagiarism and the importance of crediting sources.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand the concept of plagiarism and simple steps one needs to take to avoid it. ● Recognize that copy-paste from outside sources is inappropriate. ● Recognize that images or materials from outside sources should be given a citation. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Identify the definition of plagiarism on a quiz and/or a worksheet. ● Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets. ● Use basic reported speech in sample worksheets and paragraphs.
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4. Objective: Write short answers under time constraints in an effective way.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to understand the skills needed to write short answers under time constraints. ● Begin to employ the skills needed to complete short answers under time constraints. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight the main components of a writing prompt. ● Complete timed brainstorming / mind-mapping / outlining. ● Complete speed-writing exercises. ● Complete short-answers on practice exams. ● Complete practice timed writings.
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Language Use

1. Objective: Begin to use a greater range of vocabulary in student generated writing.

<p>SLOs:</p>	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p>
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<ul style="list-style-type: none"> ● Incorporate vocabulary taught in class in their writing. ● Begin to develop awareness about ways to choose correct vocabulary items to demonstrate intended meaning. ● Begin to use appropriate online resources to choose vocabulary to express ideas. 	<ul style="list-style-type: none"> ● Highlight common dictionary components given familiar dictionary entries. ● Chart new vocabulary items and possible structures. ● Label informal/formal vocabulary choices in a writing (e.g. emails). ● Create a chart with required vocabulary based on the writing assignment. ● Use the target vocabulary properly in writing assignments.
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2. Objective: Increase variety and control of simple, compound, and complex sentences.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify a variety of sentence types. ● Combine clauses to form various sentence types effectively. ● Begin to employ greater sentence variety. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight and identify various sentence types on a worksheet. ● Complete a jigsaw of dependent and independent clauses and connect them logically. ● Fill in the blank with content- appropriate connectors for compound and complex sentences.
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3. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand and begin to edit for formatting/mechanics errors. ● Recognize grammar errors taught and targeted in class and correct them. ● Recognize individual recurring grammar errors. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Label a variety of sentence structures. ● Highlight time frames and use the appropriate verb tenses in their own writing. ● Underline and label the different types of clause formations (adverb and adjective clause) in a short text. ● Match the form of a clause to the subject, given a chart or worksheet.
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ESL 093 Writing Objectives, SLOs, & MOAs (Last Revision 2021)

Writing Process

1. Objective: Identify the purpose and intended audience of a piece of writing.

<p>SLOs:</p> <ul style="list-style-type: none">● Analyze texts to determine the author's purpose and intended audience.● Identify how purpose and audience influence content development.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Distinguish between different types of purpose / audience in different genres of writing, given sample writings or worksheets of various texts.● Chart the differences between formal / informal language in particular pieces of writing.● Highlight the components of purpose / audience in example texts.● Find, discuss, and highlight areas in sample paragraphs/essays where the language reflects the audience and purpose.
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2. Objective: Understand and follow a writing process, including idea generation, drafting, revising, and editing.

<p>SLOs:</p> <ul style="list-style-type: none">● Demonstrate the ability to use various methods of idea generation.● Employ strategies appropriate to each phase of the writing process.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Complete a partially guided brainstorming chart.● Follow a model brainstorming example to come up with ideas for a focused paragraph.● Brainstorm or create a mindmap on a given topic, including key vocabulary.● Complete a chart of key words and vocabulary related to a given topic.● Draft a piece of writing using some of the generated vocabulary.● Evaluate their own writing (chart or highlight) to check for main idea coherence.● Apply peer and instructor feedback to improve writing revisions.
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	<ul style="list-style-type: none"> Evaluate their own writing for basic grammar and mechanical errors.
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3. Objective: Begin to understand the process of peer review.

<p>SLOs:</p> <ul style="list-style-type: none"> Respond to peers' writing using a set of guided questions. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> Complete teacher-created feedback forms related to sample writing. Answer peer feedback question forms related to partners' writing. Complete a pre-revision response to partners' feedback. Apply peer feedback to improve writing revisions in essays / other assigned writing.
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4. Objective: Revise effectively using instructor feedback.

<p>SLOs:</p> <ul style="list-style-type: none"> Recognize and focus on instructor feedback. Formulate questions to clarify instructor feedback. Incorporate instructor feedback in revising their writing. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> Complete a pre-revision response to instructor's feedback in order to prioritize the feedback. Apply instructor feedback to improve writing revisions in essays / other assigned writing.
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Composition Skills

1. Objective: Recognize and identify the main parts of an essay including introduction, conclusion and body paragraphs, thesis statements, topic sentences, and supporting details.

<p>SLOs:</p> <ul style="list-style-type: none"> Identify the main elements of essays. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> Highlight the locations of the main parts of an essay in student writing samples.
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<ul style="list-style-type: none"> ● Identify the function of each element within the essay. 	<ul style="list-style-type: none"> ● Complete essay / paragraph jigsaw activity that includes all the main parts of an essay. ● Analyze and note on worksheets and quizzes which main parts of the essay are missing in given sample writings. ● Complete a sample essay with two main parts missing (i.e. intro, body paragraph, etc.).
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2. Objective: Recognize and identify how ideas need to be controlled to produce coherent, unified, and well-supported paragraphs.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to identify how coherency is created and used to unify and support a text. ● Identify ways to develop ideas related to a specific writing assignment. ● Begin to distinguish what support allows an idea to grow. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Complete worksheet with sample coherent, unified and well-developed paragraphs, where students note the main idea, repeated vocabulary/theme, & pronoun references, etc. ● Complete paragraph jigsaw (for each main part of an essay) where students are required to put the sentences in the correct order, noting techniques of coherent, unified, and well-supported paragraphs. ● Complete sample paragraphs to make coherent, unified, and well-supported paragraphs.
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3. Objective: Compose thesis-driven essays employing focused rhetorical styles.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to build awareness of what facilitates content development. ● Begin to identify opportunities to incorporate elements of focused rhetorical styles — narration, compare / contrast, argument, description, etc.— at appropriate times in the writing process. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Identify and distinguish various rhetorical styles used in given example essays or assignment sheets. ● Fill in the blanks / expand on sample paragraphs to show how and why using a focused rhetorical style has allowed an idea to grow or has aided clarity.
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4. Objective: Begin to understand the concept of plagiarism and the importance of crediting sources.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand the concept of plagiarism and the measures one needs to take to avoid it. ● Recognize that copy-paste from outside sources is inappropriate. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Define plagiarism on a quiz and/or a worksheet. ● Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets / essays. ● Begin to correctly summarize a source, given an example text in class. ● Begin to document the use of outside help (e.g. visits to writing centers, Grammarly, etc.).
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5. Objective: Write short answers and essays under time constraints in an effective and coherent way.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand the skills needed to write short answers or essays under time constraints. ● Employ the skills needed to complete short answers / essays under time constraints. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight the main components of a writing prompt. ● Complete timed brainstorming / mind-mapping / outlining. ● Complete speed-writing exercises. ● Complete short answers on practice exams. ● Complete practice and graded timed writings.
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Language Use

1. Objective: Begin to use a greater range of vocabulary in student generated writing.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Incorporate vocabulary taught in class in their writing. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Make a chart of common dictionary components given familiar dictionary
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<ul style="list-style-type: none"> ● Begin to recognize vocabulary connotations in word choice in order to expand students' vocabulary breadth. ● Begin to develop awareness about ways to choose correct vocabulary items to demonstrate intended meaning. ● Use appropriate online resources to choose vocabulary to express ideas. 	<p>entries (pronunciation, parts of speech, word forms, definition, grammatical features, etc.).</p> <ul style="list-style-type: none"> ● Chart new vocabulary items and possible structures and language fitting to particular writing purposes. ● Label informal/formal register and explain why, given short writing samples (e.g. emails). ● Create a chart with required vocabulary based on the writing assignment and expand with different synonyms and sample sentences. ● Use the target vocabulary properly in writing assignments.
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2. Objective: Increase variety and control of simple, compound, and complex sentences. Begin to analyze clause structures in writing.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify a variety of sentence types. ● Combine clauses to form various sentence types effectively. ● Begin to employ greater sentence variety. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight and identify various sentence types on a worksheet. ● Complete a jigsaw of dependent and independent clauses and connect them logically. ● Fill in the blank with content- appropriate connectors for compound and complex sentences.
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3. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand and begin to edit for formatting/mechanics errors. ● Recognize grammar errors taught and targeted in class and correct them. ● Recognize individual recurring grammar errors. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Format a paper using MS Word menus in computer labs or on screen. ● Label a variety of sentence structures. ● Highlight time frames and use the appropriate verb tenses in their own writing.
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| | <ul style="list-style-type: none">● Underline and label the different types of clause formations (adverb, adjective, and noun clause) in a given short essay.● Match purposes with meaning of clauses, given a chart or worksheet. |
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ESL 094 Writing Objectives, SLOs, & MOAs (Last Revision 2021)

Writing Process

1. Objective: Identify the purpose and intended audience in paragraphs and essays.

<p>SLOs:</p> <ul style="list-style-type: none">● Analyze texts to determine the author's purpose and intended audience.● Begin to be aware of medium, audience, and purpose and how each influences content development.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Distinguish between different types of purpose / audience in different genres of writing, given sample writings or worksheets of various texts.● Chart the differences between formal / informal language in particular pieces of writing.● Highlight the components of purpose / audience in example texts.● Find, discuss, and highlight areas in sample paragraphs/essays where the language reflects the medium, audience and purpose.
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2. Objective: Understand and follow the writing process, including idea generation, drafting, revising, and editing.

<p>SLOs:</p> <ul style="list-style-type: none">● Utilize various methods of idea generation.● Employ strategies appropriate to each phase of their writing process.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Brainstorm or create a mindmap on a given topic.● Generate key words and vocabulary related to a given topic.● Chart the vocabulary words into related topics.● Create a draft of a piece of writing using some of the generated vocabulary.● Evaluate their own writing to check for main idea coherence.● Apply peer and instructor feedback to improve writing revisions.● Evaluate their own writing for basic grammar and mechanical errors.
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3. Objective: Begin to understand the usefulness of peer review and respond to peers' writing.

<p>SLOs:</p> <ul style="list-style-type: none">● Respond to peers' writing using a set of guided questions.● Determine what feedback is worth using when writing their revisions.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Complete example feedback question forms related to sample writing.● Answer peer feedback question forms related to partners' writing.● Complete a pre-revision response to partners' feedback in order to prioritize the feedback.● Apply peer feedback to improve writing revisions in essays / other assigned writing.
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4. Objective: Revise effectively using instructor feedback.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize and focus on instructor feedback.● Analyze the direction the instructor is encouraging the writer to take.● Formulate questions to clarify instructor feedback.● Incorporate instructor feedback in revising their writing.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Complete a pre-revision response to instructor's feedback in order to prioritize the feedback.● Apply instructor feedback to improve writing revisions in essays / other assigned writing.
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Composition Skills

1. Objective: Recognize and identify the main parts of an essay including introduction, conclusion and body paragraphs, thesis statements, topic sentences, and supporting details.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify the main elements of essays.● Identify the function of each element within the essay.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Highlight the locations of the main parts of an essay in student writing samples.● Complete essay paragraph jigsaw activity that includes all the main parts of an essay.
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	<ul style="list-style-type: none"> Analyze and note on worksheets and quizzes which main parts of the essay are missing in given sample writings. Complete a sample essay with two main parts missing (i.e. intro, body paragraph, etc.).
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2. Objective: Recognize and identify how ideas can be controlled to produce coherent, unified, and well-supported paragraphs.

<p>SLOs:</p> <ul style="list-style-type: none"> Begin to identify how coherency is created and used to unify and support a text. Identify ways to develop ideas related to a specific writing assignment. Begin to distinguish what support allows an idea to grow. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> Complete worksheet with sample coherent, unified and well-developed paragraphs, where students note the main idea, repeated vocabulary/theme, & pronoun references, etc. Complete paragraph jigsaw (for each main part of an essay) where students are required to put the sentences in the correct order, noting techniques of coherent, unified, and well-supported paragraphs. Create coherent, unified, and well-supported paragraphs from incomplete sample paragraphs.
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3. Objective: Be able to produce essays with all main parts.

<p>SLOs:</p> <ul style="list-style-type: none"> Produce essays that include essential structural features. Produce essays where each main part is clearly identifiable. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> Chart elements of an essay. Highlight structural features of example essays of a variety of genres, given sample essays. Create an outline from a sample essay Identify missing structures of a given essay. Highlight their own essay's structural features (intro, thesis, topic sentences, etc).
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	<ul style="list-style-type: none"> ● Annotate the specific elements of their own essays.
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4. Objective: Use a variety of sophisticated cohesive devices effectively.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to recognize the value and effectiveness of multiple forms of transitions (beyond however, in addition, moreover, etc). ● Begin to accurately use a variety of level-appropriate cohesive devices (transition words and phrases, pronoun reference, repetition of key ideas, lexical chains etc.) to improve fluency and sophistication of writing. ● Demonstrate increasingly effective use of cohesive devices within and between paragraphs. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Highlight various cohesive devices in example essays. ● Identify the correct usage of various cohesive devices, given example essays of various styles. ● Select correct cohesive devices on practice worksheets / exercises. ● Outline cohesive devices used in assigned essays on various topics. ● Apply correct cohesive devices in assigned essays on various topics. ● Evaluate (chart or highlight) their own writing to check for main idea coherence.
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5. Objective: Compose thesis-driven essays employing multiple rhetorical styles.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Begin to build awareness of various rhetorical styles and how each facilitates content development (e.g. <i>ESL Writer's Handbook</i> p. 8-9). ● Begin to identify opportunities to incorporate elements of differing rhetorical styles — narration, compare / contrast, argument, description, etc.— at appropriate times in the writing process. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Identify and distinguish various rhetorical styles used in given example essays or assignment sheets. ● Fill in the blanks / expand on sample paragraphs to show how and why using a variety of rhetorical styles has allowed an idea to grow or has aided clarity . ● Brainstorm and/or journal their medium, audience, and purpose to explain their focus in their writing assignments. ● Highlight areas of their own writing where students have used various rhetorical styles and note where further development is needed.
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6. Objective: Begin to use source material as support in paragraphs and essays.

<p>SLOs:</p> <ul style="list-style-type: none">● Understand the concept of plagiarism and the measures one needs to take to avoid it.● Summarize and paraphrase ideas from a text.● Incorporate basic quotations correctly.● Recognize when quotations are appropriate and use them sparingly.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Define plagiarism on a quiz and/or a worksheet.● Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets / essays.● Identify gray area examples (e.g. paraphrasing with no reference) of plagiarism in sample worksheets / essays.● Highlight examples of source incorporation (e.g. quotes used in-text with end-text references) in sample worksheets / essays.● Identify accurate summaries and paraphrases in example worksheets and/or sample essays.● Begin to correctly paraphrase a source given in class on a worksheet or in an essay.● Begin to correctly summarize a source, given an example text in class.● Outline or highlight any sources used in student essays submitted for class.● Submit end-text references for sources used for essays.● Begin to use basic in-text and end-text APA or MLA citation given example worksheets.● Begin to document the use of outside help (e.g. visits to writing centers, Grammarly, etc.).
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7. Objective: Write short answers and essays under time constraints in an effective and coherent way.

<p>SLOs:</p> <ul style="list-style-type: none">● Understand the skills needed to write short answers or essays under time constraints.	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none">● Highlight the main components of a writing prompt.● Complete timed brainstorming / mind-mapping / outlining.
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<ul style="list-style-type: none"> ● Employ the skills needed to complete short answers / essays under time constraints. 	<ul style="list-style-type: none"> ● Complete speed-writing exercises. ● Complete short-answers on practice exams. ● Complete multi-paragraph answers on exams. ● Complete practice and graded timed writings.
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Language Use

1. Objective: Accurately use a greater range of vocabulary in student generated writing.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Incorporate vocabulary taught in class into their writing. ● Begin to recognize vocabulary connotations in word choice in order to expand students' vocabulary breadth. ● Begin to develop awareness about ways to choose correct vocabulary items to demonstrate intended meaning. ● Use appropriate online resources to choose vocabulary to express ideas. 	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> ● Make a chart of common dictionary components given familiar dictionary entries (pronunciation, parts of speech, word forms, definition, grammatical features, etc.). ● Chart new vocabulary items and possible structures and language fitting to particular writing purposes. ● Highlight cues in short writing samples (e.g. emails) that assist in creating a particular register or context. ● Label informal/formal register and explain why, given short writing samples (e.g. emails). ● Create a chart with required vocabulary items based on the writing assignment and expand with different synonyms and sample sentences. ● Use the target vocabulary properly in writing assignments.
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2. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.

<p>SLOs:</p>	<p>Suggested MOAs:</p> <p>Teachers evaluate students' ability to:</p>
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- **Recognize** repeated grammatical and editing errors.
- **Correct** grammatical and editing errors using the multi-draft process.

- Label a variety of sentence structures, e.g., declarative, interrogative, exclamative in sentences and paragraphs.
- Underline and label the different types of clause formations (adverb, adjective, and noun clause) in a given short essay.
- Match purposes with meaning of clauses given a chart (e.g. worksheet) of clause types and purposes.
- Highlight time frames and use the appropriate verb tenses and aspects in short pieces of writing and their own essays.
- Identify clause and sentence boundaries and use the appropriate punctuation, e.g., commas, semi-colons, and periods.
- Identify errors in each of the above formations with increasing accuracy.
- Find errors and correct them, using error correction abbreviation worksheets.
- Evaluate their own writing for basic grammar and mechanical errors.
- Create and maintain a writing journal of their common writing errors.

IEP Content Curriculum

ESL 092 Content

Course Description:

092 Content is an integrated skills course in which students explore one theme for the full semester and work with authentic materials in English. Instructors choose the theme and materials in consultation with the Content Skills Coordinator. Tasks are designed to meet the 092C objectives below. Teachers may also target any of the other 092 curricular objectives in speaking/listening, reading, and writing in order to reinforce and support language work students are doing in their other courses at this level. Final grades in 092 Content should reflect overall English skill in reading, writing, speaking, listening, grammar, and vocabulary.

1. Objective: Develop strategies for dealing with authentic materials.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none">● Restate the main idea of authentic passages (written or spoken) in one's own words.● Identify key information in a spoken or written text and organize it with guidance from the instructor.● Recognize which are the key words in a difficult text and infer the meanings of those words from context.● Select relevant authentic materials (news, images, videos, etc.) from online sources.● Evaluate the quality and reliability of online information following a checklist or other guidance from the instructor.	<ul style="list-style-type: none">● Instructors ask students to write the main idea of a text in their own words and evaluate the accuracy of the response. Students should not copy a sentence out of the original text.● Instructors provide a reading or lecture and a graphic organizer (e.g., a cause-effect flowchart, Venn diagram, table) and evaluate whether students can put accurate information in the correct places on the chart.● Instructors ask students to pick out a limited number of keywords from a given text and write them on a worksheet. Instructors then ask students to explain what each word means and to identify clues in the text that helped them guess the meaning.● Instructors guide students in using English-language search engines to find authentic articles, videos, and other content related to course topics. Students post one piece to a shared Padlet or Flip page, give a short written or spoken summary of the content, and interact with classmates' comments.● Students evaluate online sources for quality and reliability of information using basic guidelines from instructor (e.g., modified version of CRAAP test).

2. Objective: Connect information presented in class to larger course themes or concepts.

SLOs: <ul style="list-style-type: none">● Recognize connections between individual pieces of information (from lectures, readings, videos, discussions, and other class materials) and larger course themes and concepts.	Suggested MOAs: <ul style="list-style-type: none">● On a quiz, students answer main idea questions about the unit theme using targeted vocabulary and examples from class activities.● In a response assignment, students answer a prompt synthesizing concepts and using vocab they've learned across multiple tasks to connect to larger class concepts.
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ESL 093 Content *(Last revision 2016)*

Course Description:

In the Content course at 093, students have a chance to use their developing academic English skills to tackle one theme for a full semester. Through this course experience, students will come to understand the expectations of a university course, how to prepare as expected for all class meetings, and how to participate appropriately in different classroom settings and activities (e.g., large lecture, small group, online, and in person).

Course materials based on the theme "U.S. History and Society" are available from the Content Skills Coordinator. Experienced faculty may opt to develop their own materials around a different theme, provided that they get prior approval from the Content Skills Coordinator and design their course to meet the stated 093C objectives and SLOs below.

1. Objective: Develop strategies for dealing with authentic materials.

SLOs: <ul style="list-style-type: none">● Restate the main idea of authentic passages (written or spoken) in their own words.● Identify key information in a spoken or written text and organize it with guidance from the instructor.● Recognize which are the key words in a difficult text and infer the meanings of those words from context.	Suggested MOAs: <ul style="list-style-type: none">● Instructors ask students to write the main idea of a text in their own words and evaluate the accuracy of the response. Students should not copy a sentence out of the original text.● Instructors provide a reading or lecture and a graphic organizer (e.g., a cause-effect flowchart, Venn diagram, table) and evaluate whether students can put accurate information in the correct places on the chart.
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<ul style="list-style-type: none"> ● Select relevant authentic materials (news, images, videos, etc.) from online sources. ● Evaluate the quality and reliability of online information following a checklist or other guidance from the instructor. 	<ul style="list-style-type: none"> ● Instructors ask students to pick out a limited number of keywords from a given text and write them on a worksheet. Instructors then ask students to explain what each word means and to identify clues in the text that helped them guess the meaning. ● Instructors guide students in using English-language search engines to find recent news articles related to class topics. Students post articles to a shared Padlet or Flip page, give a short written or spoken summary of the content, and interact with classmates' comments. ● Students evaluate online sources for quality, reliability, and bias using basic guidelines from the instructor (e.g., materials adapted from CRAAP test, checkology.org, allsides.com).
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2. Objective: Understand the role of signposting cues in a lecture.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize lecturer's signposting cues (e.g., signals for previewing lecture content, introducing main points, examples, transitions, rephrases, conclusions) and use them to predict and understand lecture content. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors deliver live lectures, pausing after certain signposting cues to ask students what they have written down or what they expect to hear next. ● After previewing the lecture, instructors check whether students can outline the main points to come, either orally or in note form. ● After lecturing, instructors ask comprehension questions and evaluate students' responses (e.g., "What was the result of ____?" "What examples did I give about ____ (main point)____?") ● Instructors evaluate whether students' notes follow lecturer's cues.
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3. Objective: Take effective notes during in-person and video lectures (10-30 minutes).

<p>SLOs:</p>	<p>Suggested MOAs:</p>
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<ul style="list-style-type: none"> ● Identify key ideas in the lecture and record them in their notes. ● Organize their notes in real-time using indentation, numbered lists, bullets, and other spatial features to indicate relationships between information. ● Use abbreviations, symbols, and only key words and phrases to take notes efficiently. ● Use lecture support materials effectively (e.g., slides, outlines, note-taking guides). ● Employ effective note-taking strategies to compensate for gaps in their comprehension and/or note-taking ability. 	<ul style="list-style-type: none"> ● Instructors collect students' lecture notes and evaluate their organization with a rubric. ● Instructors evaluate students' note-taking speed by delivering a lecture, collecting students' notes, and evaluating the content they were able to capture with a checklist of main and supporting points. ● Instructors deliver a lecture with slides, ask students to take notes, and then evaluate the notes for a given slide (e.g., for a slide with no text, did students recognize that the content was still important and take notes of what the lecturer said orally? For a slide with a lot of text, did students do anything other than just copy verbatim from the slide?) ● Instructors give students a lecture outline ahead of class then ask them to add notes to the outline during lecture. Instructors evaluate students' ability to add the appropriate information (e.g., not repeat the information already on the outline, put new information in the appropriate place). ● Instructors collect students' notes immediately after an in-class lecture and see whether students have noted questions or left space for main points they missed (if any).
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4. Objective: Use notes effectively.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Demonstrate effective use of their notes during open-note tasks. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a 10-minute open-notes quiz, instructors evaluate accuracy and completeness of answers to questions about a previous day's lecture. ● During in-class review sessions, instructors note whether students can locate the parts of their notes that contain the information they need to answer review questions.
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5. Objective: Improve grammatical and lexical accuracy for clearer understanding and communication.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize different grammatical forms of target vocabulary items and use those forms accurately.● Recognize correct passive verb forms in context.● Display control of targeted vocabulary and grammatical structures in order to convey meaning accurately.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On a multiple-choice item, instructors evaluate whether students can select the correct form of target vocabulary to fit the grammar of a sentence (e.g., The <i>colonizes / colonists / colonies</i> protested the high taxes by boycotting tea.).● On a multiple-choice item, instructors evaluate whether students can select the correct verb form to complete a sentence (e.g., Supreme Court justices <i>appoint / are appointed</i> by the president).● Instructors deduct points from written test answers when errors of tense, word choice, word form, or passive voice confuse the intended meaning or make the student's statements factually incorrect.
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6. Objective: Connect information presented in class to larger course themes or concepts.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize connections between individual pieces of information (from lectures, readings, discussions, and other class materials) and larger course themes and concepts.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● The instructor provides a list of “Big Questions” at the beginning of each unit that ask about the main themes. Throughout the unit, instructors return to these questions and ask students to identify supporting points from lectures, readings, class discussions, etc. At the end of the unit, instructors evaluate students’ ability to connect information from the course to answer one of the Big Questions in short-essay form on the test (e.g., in a history unit about the Great Depression, one of the Big Questions is “What was (or still is) controversial about FDR’s New Deal? Why?”).
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7. Objective: Respond effectively to short answer questions under time constraints.

SLOs:

- **Recognize** verbs commonly used in short-answer test items and produce appropriate answers.
- **Synthesize** facts and ideas from the course in writing.
- **Accurately** use unit vocabulary in their responses.

Suggested MOAs:

- On homework assignments, quizzes, and tests, instructors evaluate students' responses to a variety of open-ended questions. If the information in the student's answer is accurate, but does not match the prompt (e.g., a definition in response to an item that asks for an example) the instructor gives partial credit and circles the keyword in the prompt.
- Instructor evaluates test answers for expected level of detail (e.g., "explain" requires a longer answer than "list." If half a page of space is given on the test for response, a one line answer is not sufficient to earn full credit). Instructors deduct points from written test answers when errors of tense, word form, or passive voice confuse the intended meaning or make the student's statements factually incorrect.
- In short essays (one or more paragraphs) instructors evaluate how well students can answer a main idea question and support it with facts, details, and ideas discussed in class. Instructors evaluate the response for accuracy, completeness, and logical organization.
- In short answer and short essay responses, instructors evaluate students' responses for completeness and accuracy. They will need to use the unit vocabulary to accurately answer the questions.

ESL 094 - Content Based Writing

Course Description:

094 Content Based Writing is a sustained content-based writing course. The course is meant to simulate an undergraduate content-area course in which students explore one theme in depth for a semester. If you need ideas for your theme, talk to The Content Skills Coordinator or look through previous teachers' Content materials reviews on Google Drive: *ELC Faculty Documents* → *Sample Course Descriptions* → *Level 4* → *Content Material Reviews from Past Semesters*

The content theme should be explored through a variety of media and skills, but the main assessment should be of student **writing**. While you will surely do a variety of listening, speaking, and reading activities as you explore the content, keep in mind that the main goals of such activities are (1) to help students understand and think deeply about the theme so that they can develop substantive, interesting ideas for their writing; (2) to broaden the vocabulary and language that they can use in their writing about the topic; and (3) to help students learn strategies for coping with language that is really above their level. We do want students to “drown” a bit in the content so that they learn ways to pick out main points and accomplish focused tasks. These strategies will serve them well in their future academic studies.

There are 2 designated content objectives for this course:

1. Objective: Develop strategies for dealing with authentic materials.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none">● Restate the main idea of authentic passages (written or spoken) in one's own words.● Identify key information in a spoken or written text and organize it with guidance from the instructor.● Select relevant authentic materials (news, images, videos, etc.) from online sources.● Evaluate the quality and reliability of information.	<ul style="list-style-type: none">● Instructors ask students to write the main idea of a text in their own words and evaluate the accuracy of the response. Students should avoid plagiarism in their paraphrases and summaries.● Instructors provide authentic materials and evaluate whether students can accurately pull out key ideas from text, organize them, and respond to them.● Instructors guide students in using English-language search engines to find sources related to class topics. Students share sources with the class, evaluate the information, and incorporate chosen sources into their writing with citation.● Students evaluate online sources for quality, reliability, and bias using basic guidelines from the instructor (e.g., materials adapted from CRAAP test, checkology.org, allsides.com).

2. Objective: Connect information presented in class to larger course themes or concepts.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Analyze connections between individual pieces of information (from readings, videos, discussions, and other class materials) and the larger course theme. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz, students answer main idea questions about the unit theme using targeted vocabulary and information from class sources. ● In a written response assignment, students answer a prompt synthesizing concepts and using vocab they've learned across multiple tasks to connect to the larger course theme.
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Instruction **must** also follow the **094 Writing Objectives**. ELC students at this level may enter the EAP following this course, or occasionally go directly into full time study at the university. Therefore, an intensive focus on academic writing is the primary goal. Essays should be thesis driven, relate to the content theme and employ multiple rhetorical modes. Typically, students in 094 CBW will write 2-3 formal, drafted essays, at least one of them using source material. Some discrete grammar should be taught as well as self-editing skills. Keep in mind that this is **not** a Reading/Writing course (as in 092 and 093.) Reading and discussion should serve to develop critical thinking and analytical skills to improve **writing**.

Guidelines for Grading Content-Related Tasks

Quizzes over content are a great way to achieve this 094 Writing objective: *Write short answers and essays under time constraints in an effective and coherent way.*

All of your content materials and activities (readings, videos, discussions, etc.) are potential sources for students to use in their writing on the theme. When grading content-related tasks, focus on comprehension, vocabulary, critical thinking, and logical communication.

Do not devote class time to teaching discrete speaking skills, listening skills, or reading skills. Leave that to the other teachers in your section. For example, if you assign a presentation, do not spend a lot of class time teaching public speaking skills. That is the S/L teacher's job. When you grade the presentation, do not use the same rubric you would use for an S/L class. The rubric should not focus on discrete speaking skills (e.g., pronunciation, intonation, delivery). Instead, the rubric should help you assess how much information the students communicate, the accuracy of the information, how well they organize it, the critical thinking shown, etc. The skills demonstrated should be ones that easily transfer to **writing**.

IEP Grammar Curriculum

Overview of IEP Grammar Assignments by Skill (Revised 2024)

	090	091	092	093	094
Grammar	N/A	verb tense: <ul style="list-style-type: none"> present simple present continuous past simple future question formation modals nouns determiners	verb tense: <ul style="list-style-type: none"> past simple past continuous action & stative verbs past habit (<i>used to & would</i>) present perfect modals <ul style="list-style-type: none"> basic form & function ability/necessity nouns & pronouns <ul style="list-style-type: none"> subj./obj./poss./refl. direct & indirect obj. count & noncount determiners <ul style="list-style-type: none"> articles (count/nonc) quantifiers 	verb tense: <ul style="list-style-type: none"> present-perf. continuous future clauses & connectors <ul style="list-style-type: none"> adjective clauses modals <ul style="list-style-type: none"> necessity permission/prohibition advice/expectation possibility Determiners <ul style="list-style-type: none"> articles (new/old info) articles (def/ indef) 	verb tense <ul style="list-style-type: none"> discourse-level system all tenses clauses & connectors <ul style="list-style-type: none"> clause structure (I/D, simp/comp/compl) noun clauses adjective clauses (reduced) passive <ul style="list-style-type: none"> be passive, all tenses get passive, all tenses modals <ul style="list-style-type: none"> past forms deduction/conclusion
S/L	there is/there are imperatives modals prepositions	imperatives	passive <ul style="list-style-type: none"> be +3rd verb form agents 	conditionals <ul style="list-style-type: none"> real (pres. & fut.) unreal (pres. & fut.) modals <ul style="list-style-type: none"> politeness 	conditionals <ul style="list-style-type: none"> unreal (past) Wishes
Writing	SVO verb tense: <ul style="list-style-type: none"> present simple past simple clauses/connectors <ul style="list-style-type: none"> simple sentences questions nouns determiners modifiers	SVO clauses/connectors <ul style="list-style-type: none"> simple compound there is/there are adjectives adverbs prepositions	clauses & connectors <ul style="list-style-type: none"> phrases vs. clauses dep. vs ind.clauses coord. conjunctions compound sentences complex sentences adverb clauses fragments 	clauses & connectors <ul style="list-style-type: none"> dep. vs. ind. clauses compound sentences complex sentences adverb clauses fragments & run-ons gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> adverb clauses gerunds & infinitives
Content	N/A	N/A	modifiers <ul style="list-style-type: none"> comparative/superlative too/very 	passive <ul style="list-style-type: none"> present & past tenses with modals 	

092: Verb Tense

1. Objective: Understand and use past simple tense with common regular and irregular verbs in affirmative and negative statements, yes-no questions, and wh-questions.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize and produce accurate regular past simple verbs (formed with <i>-ed</i>.)● Recognize and produce accurate irregular past simple verbs.● Produce affirmative and negative statements with common verbs in past simple tense.● Produce accurate yes-no and wh-questions in past simple tense.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On a worksheet or quiz, instructors assess students' ability to transform simple present sentences into simple past sentences (containing both regular and irregular verbs from a given study list).● On a worksheet or quiz, instructors assess students' ability to edit sentences that have errors of simple past form.● On a worksheet or quiz, instructors assess students' ability to transform affirmative past statements into negative past statements.● In a speaking activity, students ask and answer questions of a partner. Instructors evaluate students' question formation and past tense verb form.
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2. Objective: Understand and use past continuous tense in affirmative and negative statements and questions.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize and produce accurate past continuous verb forms (<i>was/were + -ing</i>.)● Transform sentences with past continuous from affirmative to negative.● Transform sentences with past continuous from statements to questions.● Understand that past continuous is used to describe the relationship between two past actions or events that happen at the same time or interrupt each other.● Understand the relationship of past actions in complex sentences with <i>when</i> and <i>while</i> clauses.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On a worksheet or quiz, instructors assess students' ability to identify past continuous forms by underlining them.● Using cloze exercises with base forms provided, instructors assess students' ability to produce accurate past continuous forms.● On a quiz, instructors assess students' ability to transform an affirmative statement with a past continuous verb into a negative statement. Instructors evaluate correct word order and verb form.● On a quiz, instructors assess students' ability to transform a statement with a
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	<p>past continuous verb into a yes/no question. Instructors evaluate correct word order and verb form.</p> <ul style="list-style-type: none"> ● On a quiz, a multiple-choice item asks, “Which aspect is used to talk about something that is happening at the same time as another event?” The correct answer is “continuous.” Distractors are “simple” and “perfect.” ● Instructors provide items such as: “I _____ (fall) asleep while I _____ (take) the quiz.” Students fill in the blanks with past simple or past continuous forms. Instructors evaluate responses for correct form and logical meaning (keeping in mind more than one answer may be possible.)
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3. Objective: Understand the difference between action and stative verbs.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand the difference in meaning between action verbs and stative verbs. ● Form the continuous with action verbs only, not stative verbs. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a worksheet or quiz, instructors assess students’ ability to label verbs in sentences as actions or states. ● On a multiple-choice item, instructors evaluate students’ ability to choose the stative verb in simple aspect, not continuous.
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4. Objective: Understand and use expressions of past habit (*used to + base & would + base*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Form expressions of past habit with <i>used to</i> and <i>would</i>. ● Understand that only “used to” can be used for past states. Either “used to” or “would” may describe past habits or actions. ● Use expressions of past habit to talk about their past experiences. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On cloze exercise, instructors ask students to fill in the past habit verb forms in sentences (e.g., <i>In elementary school, I _____ (get) home from school around 3:00 every day. Then I _____ (play) with my neighbors until dinner.</i>) ● In an exercise, instructors ask students to select the possible forms (<i>used to</i> or
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	<p><i>would</i> or both) for a given sentence (using their understanding of active and stative verbs).</p> <ul style="list-style-type: none"> ● Instructors ask students to write a paragraph about their past habits, given a starting situation (e.g., <i>When I was in elementary school, I...</i>). Instructors grade the form and logical use of habit expressions with <i>would</i> & <i>used to</i> in the paragraph.
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5. Objective: Understand and use present perfect tense in affirmative and negative statements, yes-no questions, and wh-questions.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize and produce accurate present perfect verb forms (<i>have/has + 3rd</i>). ● Recognize and produce the contractions of <i>have/has</i> and <i>not</i>. ● Distinguish between contractions of <i>is</i> and <i>has</i> using their knowledge of verb tense. ● Transform sentences with present perfect from affirmative to negative. ● Transform sentences with present perfect from statements to questions. ● Understand that present perfect is used to talk about things that happened before now (while keeping focus on the present.) ● Recognize signal words that are used with perfect verbs (e.g., <i>before, since, for the last ten years, recently, just, yet, lately, still, already, ever, never, many times</i>). ● Use signal words to determine whether present perfect or simple past is more appropriate ● Use time expressions with <i>for</i> and <i>since</i> accurately. ● Use <i>since</i> + past time clause. (e.g., <i>I have studied at the ELC since I came to the USA.</i>) 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a worksheet or quiz, instructors assess students' ability to identify present perfect forms by underlining them. ● Using cloze exercises with base forms provided, instructors assess students' ability to produce accurate present perfect forms. ● Instructors evaluate whether students can write the contracted form of a verb phrase with <i>have/has</i> (e.g., I have not been late. = I <i>haven't</i> been late.) ● On a multiple-choice item, instructors test whether students can identify <i>is</i> or <i>has</i> as the correct long form of a contraction (e.g., <i>He's been late every day. a) He is... b) He has...</i>). ● On a quiz, instructors assess students' ability to transform an affirmative statement with a present perfect verb into a negative statement. Instructors evaluate correct word order and verb form. ● On a quiz, instructors assess students' ability to transform a statement with a present perfect verb into a yes/no question. Instructors evaluate correct word order and verb form. ● On a quiz, a multiple-choice item asks, "Which aspect is used to talk about
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	<p>things that have happened before?” The correct answer is <i>perfect</i>. Distractors are <i>simple</i> and <i>continuous</i>.</p> <ul style="list-style-type: none"> ● Instructors ask students to circle the signal words in a paragraph and fill in the missing forms of the verbs to fit the context (present simple or perfect). ● Instructors ask students to circle the signal words in a paragraph and fill in the missing forms of the verbs to fit the context (present perfect or past simple). ● Instructors give students a timeline and a sentence stem and ask students to fill in an accurate time expression with <i>since</i> or <i>for</i> (e.g., “<i>I have worked for MSU _____.</i>”) ● On a worksheet, instructors provide the first half of a sentence with present perfect and <i>since</i>, and ask students to fill in a past tense statement to finish the sentence. (“<i>I have studied at the ELC since _____.</i>”) Instructors evaluate whether the sentence is grammatical and logical.
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092: Clauses & Connectors

1. Objective: Differentiate between phrases and clauses.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify word groups as phrases or clauses. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On quizzes or assignments, instructors ask students to label word groups as phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u>, <i>I sat in the sun</i> = <u>clause</u>)
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2. Objective: Recognize and use coordinating conjunctions (FANBOYS) as connectors between grammatically equal pieces.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify compound sentences (two or more independent clauses connected by a coordinating conjunction.) 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a short paragraph, instructors ask students to mark compound sentences.
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<ul style="list-style-type: none"> ● Use coordinating conjunctions to logically connect grammatically equal pieces. ● Identify and correct coordinating conjunction errors of meaning or parallel structure. 	<ul style="list-style-type: none"> ● On an assignment, the instructor provides sentences with missing connectors and assesses students' ability to supply a logical connector. ● On a quiz, instructors ask students to fill in the missing element of a sentence after a coordinating conjunction (e.g., <i>He loves <u>coffee</u> and _____. He loves to <u>play</u> and _____ basketball. Michigan is <u>beautiful</u> and _____. Look for your missing homework <u>in your bag</u> and _____.</i>) Instructors evaluate whether students can supply a piece that is grammatically equal to what came before the connector. ● On worksheets or quizzes, instructors evaluate students' ability to fix errors of parallel structure or connector choice in sentences or short paragraphs. Instructors use errors from students' own writing for this activity.
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3. Objective: Differentiate between independent and dependent clauses by recognizing subordinating connectors.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify connectors that make a clause dependent. ● Identify independent and dependent clauses. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an assignment, instructors assess students' ability to identify independent and dependent clauses by giving them complex sentences from course readings and asking students to circle subordinating connectors and label clauses as independent or dependent.
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4. Objective: Recognize complex sentences.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify complex sentences (using the number of clauses and the types of connectors as clues.) 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructor takes a familiar paragraph from one of the 092 textbooks and breaks it into sentences (one per line) then evaluates whether students can find the complex sentences.
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5. Objective: Produce complex sentences following common adverb clause patterns to express time, condition, and reasons.

<p>SLOs:</p> <ul style="list-style-type: none">● Identify subordinating connectors in adverb clauses.● Produce accurate complex sentences that show time relationships with the subordinating connectors <i>as soon as, before, after, since, until, when, whenever, and while.</i>● Produce accurate complex sentences that express conditions with the subordinating connectors <i>if</i> and <i>when.</i>● Produce accurate complex sentences that express reasons with the subordinating connectors <i>because</i> and <i>since.</i>	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● Instructors evaluate student’s ability to identify subordinating connectors by asking them to circle those words in a paragraph. Instructors check that only subordinating connectors were circled, not other types of connecting or transition words.● Instructors provide two simple sentences and ask students to combine them into one complex sentence with a logical subordinating connector. Instructor evaluates sentence construction and subordinating connector choice.● Instructors ask students to fill in the missing part of a conditional statement (e.g., <i>If _____, I won’t come to class.</i>) Instructors evaluate grammatical construction and logic of the sentence.● Instructors ask students to write a paragraph in response to an opinion question. In their response, they should support their opinion using complex sentences with <i>since</i> and/or <i>because.</i> Parts of the rubric should evaluate the accurate form and logical meaning of the complex sentences expressing reasons.
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6. Objective: Begin to recognize fragments as errors.

<p>SLOs:</p> <ul style="list-style-type: none">● Recognize fragments as incomplete sentences.● Identify fragments with missing subjects or verbs.● Identify fragments that are only dependent clauses (i.e., the subordinating connector makes it incomplete).	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On a quiz, the instructor asks students to define “fragment.”● Instructors present a list of mixed sentences and fragments and ask students to label each one (S) sentence or (F) fragment.
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092: Passive Voice

1. Objective: Recognize passive verb forms (*be +3rd*) in present and past simple tenses.

SLOs: <ul style="list-style-type: none">● Recognize past and present simple passive verb forms (<i>be +3rd</i>) in a passage.	Suggested MOAs: <ul style="list-style-type: none">● Using reading passages from 092 textbooks, instructors ask students to scan for and underline only the passive verbs.● On a quiz, instructors assess whether students can label sample sentences as active (A) or passive (P).
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2. Objective: Identify agents in passive sentences.

SLOs: <ul style="list-style-type: none">● Recognize agents indicated with <i>by</i>.	Suggested MOAs: <ul style="list-style-type: none">● Instructors ask students to scan for “<i>by</i>” and circle agents in passive sentences.
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3. Objective: Understand simple passive constructions.

SLOs: <ul style="list-style-type: none">● Understand that “active” or “passive” describes the subject of a sentence and that the subject is the “actor” or “doer” in an active sentence, but the agent is the “actor” or “doer” in a passive sentence.● Supply logical agents from passive sentences with an omitted “<i>by</i>” phrase	Suggested MOAs: <ul style="list-style-type: none">● In passages from 092 textbooks, instructors ask students to circle the nouns that are the “actors” or “doers” (i.e., agents in passive sentences and subjects in active sentences.)● When a passive sentence has no stated agent, ask students to fill in a logical “<i>by</i>” phrase (e.g., <i>by somebody</i>, <i>by everybody</i>, <i>by nobody</i>, <i>by him</i>, etc.). Discuss why it is often stylistically better to omit these phrases (<i>information that’s known, unknown, or repetitive, etc.</i>).
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4. Objective: Produce accurate passive sentences in present simple and past simple tenses.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Transform (“flip”) present simple and past simple sentences from active to passive, changing word order and verb form and adding “by” before the agent. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz, instructors provide active sentences and ask students to transform them into passives. Instructors evaluate correct verb form, word order, and adding “by” for the agent.
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092: Modals

1. Objective: Recognize true modals (*can, could, will, would, shall, should, may, might, must*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● List the 9 true modals. ● Identify modal verb phrases in a text. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Orally or on paper, instructors ask students to list the true modals (<i>will, would, can, could, may, might, shall, should, must</i>). Any other expression with similar meaning is modal-like. ● Students highlight all modal verb phrases (MODAL + base form verb) in a text provided by the instructor.
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2. Objective: Form modal verb phrases correctly (*MODAL + base form of verb*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce accurate affirmative statements with modals. ● Produce accurate negative statements with modals. ● Produce accurate questions with modals. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Given a list of questions with modals (e.g., <i>What will you eat for lunch? Where might you go on vacation?</i>) students reply with accurate sentences using modal verb phrases (e.g., <i>I will have tacos. I might go to Florida.</i>) ● On a worksheet, students transform affirmative modal statements into negative statements and questions. Instructor assesses form and word order.
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3. Objective: Understand and use modals and modal-like phrases of ability (*can, could, be able to*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Differentiate between true modals and “modal-like expressions” (e.g., <i>be able to</i>) which express meanings similar to modals, but follow different grammar rules: subject-verb agreement, question formation, etc. ● Accurately form expressions of ability with <i>can</i>, <i>could</i>, and <i>be able to</i> in focused exercises containing affirmative and negative statements and questions. ● Identify and correct errors in expressions of ability. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On homework or quizzes, instructors assess students’ ability to fill in the correct modals or expressions when given a statement or question of ability with a missing verb phrase. Instructor assesses correct forms and word order. ● Instructors present expressions of and questions about ability with <i>can</i> and ask students to rewrite them using “<i>be able to</i>.” Assess for correct verb form, SV agreement, and word order. ● On assignments or quizzes, instructors provide sentences with common student errors of form using modals and modal-like expressions of ability; instructors assess students’ ability to fix errors of form, word order, and agreement.
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4. Objective: Understand and use modals and modal-like phrases of necessity (*must*, *have to*, *need to*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Accurately form expressions of necessity with <i>must</i>, <i>have to</i>, and <i>need to</i> in focused exercises containing affirmative and negative statements and questions. ● Understand the difference between <i>must not</i> and <i>don’t have to</i>. ● Identify and correct errors in expressions of necessity. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On homework or quizzes, instructors assess students’ ability to fill in the correct modals or expressions when given a statement or question of necessity with a missing verb phrase. Instructor assesses correct forms and word order. ● On assignments or quizzes, instructors provide sentences with common student errors of form using modals and modal-like expressions of necessity; instructors assess students’ ability to fix errors of form, word order, and agreement.
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092: Nouns & Pronouns

1. Objective: Understand and use subject, object, possessive, and reflexive pronouns.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce accurate subject, object, possessive, and reflexive forms of pronouns. ● Use subject, object, possessive, and reflexive pronouns accurately. ● Produce questions with <i>whose</i>. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz, instructors ask students to fill in missing parts of a chart containing subject, object, possessive, and reflexive pronouns. ● On a multiple-choice item, instructors evaluate whether students can supply the correct pronoun form to complete a simple sentence. ● On a quiz, instructors write a dialogue containing questions and answers with possessives. Instructors assess whether students can fill in missing words or phrases to complete the dialogue (<i>Whose book is that? It's <u>Marco's</u> book.</i>)
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2. Objective: Understand and use direct and indirect objects.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify direct and indirect objects in two grammatical patterns: S + V + DO to/for IO; or S + V + IO + DO. ● Understand sentences with two objects. ● Produce logical sentences with two objects using both patterns. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a worksheet, instructors ask students to underline the two objects in a sentence and label them as "IO" or "DO". ● On an assignment, instructors assess whether students can accurately answer questions about a sentence with two objects (e.g., <i>He sent Tom to the advisor. Q: Who did he send? A: <u>Tom</u>; Q: Who did he send him to? A: <u>the advisor</u>.)</i> ● On quizzes or worksheets, instructors supply a verb, and ask students to write a sentence using that verb and two objects (e.g., <i>send</i> → <i>I sent a letter to my mother.</i>) and then to write the sentence using the other pattern (e.g., <i>I sent my mother a letter.</i>) Instructors assess whether students can accurately express the idea both ways.
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3. Objective: Understand and use count and non-count nouns.

<p>SLOs:</p>	<p>Suggested MOAs:</p>
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<ul style="list-style-type: none"> ● Identify nouns in context as count or non-count. ● Recognize that only count nouns can be plural. 	<ul style="list-style-type: none"> ● On a classwork exercise, instructors give a list of new words with example sentences and ask students to look them up in the dictionary and then label each C or NC. Some words with both a count and non-count meaning should be included. ● In a multiple-choice exercise, instructors assess students' ability to choose the correct form of nouns (plural or singular) based on their knowledge of C/NC .
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4. Objective: Understand and use *there is/ there are* in present, past, and future.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Form <i>there is/there are</i> constructions correctly; the <i>be</i> verb agrees with the first noun that follows. ● Use <i>there is/there are</i> to describe a place (affirmative and negative). ● Produce questions and responses with <i>there is/are</i> in present, past, and future tense. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz, instructors ask students to fill in the missing form of <i>be</i>. Instructors evaluate the form for subject/verb agreement. ● On a quiz or worksheet, given a set of “find the difference” pictures, students describe how the second picture is different using <i>there is/are/isn't/aren't</i> sentences. Instructors assess students' sentences for correct form and content. ● To assess use of present tense <i>there is/are</i>, instructors hand out a copy of the “MSU Facts” page from MSU’s website. Students write out questions about the statistics, then exchange papers with a partner and answer the partner’s questions (e.g., <i>How many buildings are there at MSU? There are 538 buildings</i>). ● To assess use of past tense <i>there was/were</i>, the instructor types up a short history of MSU (not using <i>there was/were</i>). Students complete questions and answers on a worksheet (e.g., <i>In 1855_____ female students</i>). Instructor evaluates forms. ● To assess the use of future tense, the instructor asks students to write questions about the future of MSU and guess the answers. (e.g., <i>Q: In 100 years,</i>
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	<i>will there be an MSU football team? A: I don't think there will be a football team).</i>
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092: Determiners

1. Objective: Use the correct indefinite articles with count and noncount nouns (*a/an, ∅*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use <i>a/an</i> before singular count nouns. ● Use \emptyset before noncount nouns. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a cloze exercise, instructors assess whether students can select the correct determiner (<i>a, an, ∅</i>) to complete a noun phrase in a given statement or question.
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2. Objective: Use the quantifiers *many /much /a lot of* correctly with count and noncount nouns.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use <i>many</i> + a plural, count noun in statements and questions. ● Use <i>much</i> + noncount noun in negative statements and questions. ● Use <i>a lot of</i> + noncount noun or plural, count noun in affirmative statements and questions. ● Produce questions with <i>how many/how much</i>. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a cloze exercise, instructors assess whether students can supply the correct quantifier (<i>many, much, a lot of, How many, How much</i>) to complete a statement or question. ● In a speaking exercise, instructors assess whether students can ask accurate and logical questions about a set of photos (<i>How many people are in the photo? How much does 1 laptop cost?</i> etc.) ● Instructors provide a passage containing multiple examples of <i>much/many/ a lot of+ NOUN</i>, including some mistakes. Students edit the passage to fix mistakes.
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3. Objective: Use the quantifiers *some/any* correctly with count and noncount nouns.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use <i>some</i> with plural and noncount nouns in affirmative statements. ● Use <i>any</i> with plural and noncount nouns in negative statements and questions. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a cloze exercise, instructors assess whether students can supply the correct quantifier (<i>some/any</i>) to complete a statement or question.
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	<ul style="list-style-type: none"> Instructors provide a passage containing multiple examples of <i>a/an/some/any + NOUN</i>, including some mistakes. Students edit the passage to fix mistakes.
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4. Objective: Use the quantifiers *a few / a little* correctly with count and noncount nouns.

<p>SLOs:</p> <ul style="list-style-type: none"> Use <i>a few</i> with plural count nouns. Use <i>a little</i> with noncount nouns. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> In a cloze exercise, instructors assess whether students can supply the correct quantifier (<i>a few / a little</i>) to complete a statement or question. Instructors provide a passage containing multiple examples of <i>a few / a little + NOUN</i>, including some mistakes. Students edit the passage to fix mistakes.
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092: Modifiers

1. Objective: Make comparisons using adjectives and adverbs (*-er, more / less + than*).

<p>SLOs:</p> <ul style="list-style-type: none"> Produce accurate phrases with comparative adjectives and adverbs. Use comparative forms accurately to produce meaningful comparisons. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> On an assignment or test, instructors evaluate students' ability to complete a comparison correctly (e.g., Saud's homework is _____ Xiao's. (difficult) (Xiao's). Correct answers include <i>more difficult than</i>, and <i>less difficult than</i>. Instructors evaluate students' ability to use comparisons in writing. For example, instructors may ask students to compare American customs with those of the students' home countries. Instructors should evaluate logic and form of the students' comparisons.
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2. Objective: Make comparisons with adjectives and adverbs using *as...as* and *not as...as*.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Form comparisons with <i>as...as</i> to show that two things or actions are equal. ● Use <i>as...as</i> comparisons with the correct pronoun or pronoun + verb. ● Understand comparisons of equal things (<i>as...as</i>) and unequal things (<i>not as...as</i>). 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test, instructors evaluate students' ability to form comparisons of equal things using <i>as...as</i> by giving students a sentence with a blank and providing them with an adjective. Students fill in the blank with the correct form. (e.g. Your car is _____ as new as _____ (new) mine. / She speaks _____ as quickly as _____ (quickly) I do. ● On an assignment, instructors evaluate students' ability to complete a comparison by giving the students the first part of a sentence and asking them to complete it accurately (e.g., You talk as fast as _____. Correct answers include <i>him & he does.</i>) ● On a quiz, instructors assess students' understanding of comparisons by asking students to select the comparison that is closest in meaning to another (e.g., This pizza place is cheaper than that one. Choices: <i>This pizza place is not as expensive as that one. / This pizza place is as cheap as that one. / This pizza place is as expensive as that one.</i>)
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3. Objective: Use superlative forms of adjectives and adverbs (*the -est, the most* ____).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Form superlative adjectives and adverbs with <i>the</i> ____-<i>est</i> and <i>the most</i>_____. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test, instructors evaluate students' ability to form superlative adjectives by providing a sentence with a blank and a modifier in parentheses. Students have to choose between <i>the -est</i> and <i>the most</i>. (e.g. My grammar book is _____ <i>the longest</i> _____ textbook that I own (<i>long</i>).
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4. Objective: Understand and use the adverbs *too* and *very*.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand that both <i>too</i> and <i>very</i> make an adjective stronger, but that <i>too</i> has a negative (judgmental) meaning. ● Produce sentences with <i>very</i> to express a neutral generalization (e.g., ELC students are <i>very</i> busy.). ● Produce sentences with <i>too</i> to express disapproval (e.g., ELC students are <i>too</i> busy.). ● Differentiate between <i>too</i> or <i>very</i> based on the context. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a multiple choice item, students see a sentence with <i>too</i> or <i>very</i> and then choose the best sentence to follow it (e.g., This cake is too sweet. a) Can I have some more? b) I don't want any more.) ● Instructors ask students to change stereotype statements (with <i>too</i>) to generalizations (with <i>very</i>). ● Instructors ask students to write stereotypes and generalizations about their own groups (nationality, gender, age, etc.). Instructors evaluate logical use of <i>too</i> and <i>very</i>. ● On a quiz, given a context and a sentence, students choose <i>too</i> or <i>very</i>. (e.g., You had a difficult time with the homework last night. You want your instructor to help you. You say, "This homework was <u>too / very</u> hard." Choose the adverb that will NOT make the instructor angry.) Instructors evaluate appropriateness of response.
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093: Verb Tense

1. Objective: Understand and use present perfect continuous.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand that perfect means <u>before</u>. ● Understand that continuous is used for events or states that are <u>temporary, continuing, and/or in progress</u>. ● Paying attention to signal words and context, use verbs in the correct tense. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors provide single-time paragraphs with mixed aspect (i.e., a paragraph where all verbs are present but in different aspects). Instructors assess whether students can accurately answer questions about time relationships in the paragraphs, such as
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<ul style="list-style-type: none"> ● Produce accurate sentences and questions with present perfect continuous verb forms. 	<p>“Which event happened before X? What started before X and was still happening? What started first: X or Y?”</p> <ul style="list-style-type: none"> ● Instructors provide single-time frame paragraphs, and require students to fill in missing verbs with the correct aspect. Instructors accept a range of possible answers (i.e., sometimes a verb could logically be put in simple, perfect, continuous, or perfect continuous aspect. Sometimes there is only one logical answer.) ● On a short writing assignment (e.g., <i>about taking care of yourself during a busy semester</i>) students include at least 3 correct present perfect continuous verb forms in their paragraph.
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2. Objective: Understand and use expressions of the future (*will, be going to, present simple, modals*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize and produce accurate future forms (<i>will + base / be going to + base</i>) ● Recognize common time signal words used with future verbs (e.g., <i>tomorrow, this weekend, on Saturday, later</i>). ● Understand that <i>will</i> is used with <u>promises, predictions, and decisions</u> made at-the-moment. It is not used to talk about future plans. ● Understand that other modals (<i>could, should, may, might</i>) indicate less certain future predictions. ● Understand that <i>be going to +V</i> is used to make <u>predictions</u> and to talk about <u>future plans</u>. ● Understand that present progressive is often used to talk about <u>future plans</u>. ● Understand that present simple is often used to talk about <u>future appointments, trips, or other scheduled events</u>. ● Produce logical future statements. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors ask students to circle the time signal words in a paragraph and fill in the missing forms of the verbs to fit the context (future or present). ● On a multiple-choice exercise, instructors evaluate students’ ability to select the best purpose for each future form (e.g., <i>promise, plan, or prediction</i>). ● In a paragraph with the verb forms left blank, instructors evaluate students’ ability to provide the best future form depending on the context (a discussion about plans, prediction based on data, etc., promises to help someone, etc.) ● On a writing task about plans for the coming break, instructors evaluate students’ use of future forms for plans (<i>be going to +V, present progressive</i>) and scheduled events (<i>simple present</i>).
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093: Clauses & Connectors

1. Objective: Differentiate between phrases and clauses.

SLOs: <ul style="list-style-type: none">● Identify word groups as phrases or clauses.	Suggested MOAs: <ul style="list-style-type: none">● On quizzes or assignments, instructors ask students to label word groups as phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u>. <i>I sat in the sun</i> = <u>clause</u>).
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2. Objective: Identify simple, compound, and complex sentences.

SLOs: <ul style="list-style-type: none">● Identify all clauses contained in a sentence.● Identify different sentence types (<i>simple, compound, complex</i>).	Suggested MOAs: <ul style="list-style-type: none">● On an assignment, the instructor assesses students' ability to label subjects and verbs by providing them with different sentence types and asking them to label all subjects and verbs in the sentence.● On a quiz, the instructor evaluates students' ability to identify different sentence types by providing them with several sentences of differing types and asking them to label the sentences as simple, compound, or complex.
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3. Objective: Identify connectors in compound and complex sentences.

SLOs: <ul style="list-style-type: none">● Identify connectors in sentences and subsequently identify whether the sentence is compound or complex.	Suggested MOAs: <ul style="list-style-type: none">● On a quiz, the instructor evaluates students' ability to recognize connectors by providing them with different sentence types and asking them to circle the connector and then label the entire sentence as compound or complex.
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4. Objective: Punctuate compound and complex sentences.

SLOs:	Suggested MOAs:
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<ul style="list-style-type: none"> ● Punctuate compound and complex sentences correctly. 	<ul style="list-style-type: none"> ● On an assignment, the instructor provides the students with different types of sentences without any punctuation and asks students to punctuate them accurately.
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5. Objective: Combine simple sentences to make complex sentences.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Combine two simple sentences to make a complex sentence. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors identify simple sentences in students' writing that can be combined. On a draft or a worksheet, instructors ask students to make complex sentences by combining those sentences.
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6. Objective: Differentiate between independent and dependent clauses by recognizing subordinating connectors.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify independent and dependent clauses and the subordinating connectors that mark the dependent clauses. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an assignment, instructors assess students' ability to identify independent and dependent clauses by giving them complex sentences and asking students to underline the independent clause(s), box the dependent clause(s), and circle the subordinating connectors.
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7. Objective: Produce complex sentences following common adverb clause patterns to express contrast, result, and purpose.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce accurate complex sentences that show contrast with the subordinators <i>although, even though, and while</i> ● Produce accurate complex sentences that express result with the subordinating connectors <i>so</i> and <i>so that</i>. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors ask students to write a compare/contrast paragraph. In their response, they should support their opinion using complex sentences with <i>although, even though, and while</i>. One part of the rubric should evaluate effectiveness of the complex sentences.
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<ul style="list-style-type: none"> ● Produce accurate complex sentences that express purpose with the subordinating connectors <i>so that</i> and <i>in order that</i>. 	<ul style="list-style-type: none"> ● Instructors ask students to fill in the missing part of a sentence that expresses a result (e.g. <i>I had a bad day so _____.</i>) Instructors evaluate grammatical construction and logic of the sentence. ● Instructors provide two simple sentences and ask students to combine them into one complex sentence with a logical subordinating connector. Instructor evaluates sentence construction and subordinating connector choice.
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8. Objective: Understand and use adjective clauses with the subordinating connectors *who, which, and that* as both subject and object.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify subordinating connectors, adjective clauses, and the nouns they describe. ● State whether the subordinating connector is the subject or object of the clause. ● Recognize that only subordinating connectors that are objects can be omitted. ● Choose the correct subordinating connector to complete a clause (<i>who, which, that</i>) ● Identify essential and nonessential clauses. ● Combine simple sentences into a complex sentence with an adjective clause to avoid repeating the same noun. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an assignment, instructors evaluate students' ability to identify adjective clauses by asking them to circle the subordinating connector, underline the whole adjective clause, and draw an arrow to the noun it modifies. ● When discussing an exercise, the instructor assesses students' ability to identify subject and object adjective clauses by asking them to state whether the subordinating connector of the sentence is the subject or object of the adjective clause. ● In a textbook exercise, the instructor evaluates students' understanding of object adjective clauses by asking them for all possible correct answers for a blank in the sentence where the subordinating connector should be. Students should include \emptyset as a possible answer for sentences with object adjective clauses only. ● On a test, the instructor evaluates students use of subordinating connectors by providing them with a complex sentence that includes an adjective clause with a blank where the subordinating connector is supposed to
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	<p>be. Students fill in the blank with any possible connector.</p> <ul style="list-style-type: none"> ● On an assignment, instructors evaluate students' ability to punctuate adjective clauses by giving them sentences with both identifying (essential) and non-identifying (nonessential) clauses and asking them to add punctuation (commas) where necessary. ● On a test or quiz, instructors assess students' ability to write adjective clauses by providing students with two related sentences and asking them to combine them into one complex sentence using an adjective clause.
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9. Objective: Identify and fix fragments and run-ons.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify fragments that don't follow patterns of construction for simple, compound, or complex sentences. ● Identify run-ons that don't follow patterns of construction for simple, compound, or complex sentences. ● Identify and correct fragments and run-ons. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test, the instructor assesses students' ability to recognize fragments by asking students to underline fragments in a paragraph. ● On a test, the instructor assesses students' ability to recognize run-ons by asking students to underline run-ons in a paragraph. ● On a class assignment, using real sentences written by students, the instructor assesses students' ability to fix any fragments and run-ons.
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093: Passive Voice

1. Objective: Recognize and understand passive constructions (*be +3rd*) in present and past (simple, perfect, & continuous) as well as passive with modals.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize passive verb forms (<i>be +3rd</i>). ● Identify sentences as active or passive. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Using reading passages from the 093C course, instructors ask students to scan for and underline passive verbs.
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<ul style="list-style-type: none"> ● Identify agents with <i>by</i>. (Not every passive sentence has an agent.) ● Understand that “active” or “passive” describes the subject of a sentence and that the agent is the “actor” or “doer” in a passive sentence. 	<p>Instructors evaluate students’ ability to identify only the passive verbs.</p> <ul style="list-style-type: none"> ● On a quiz, instructors assess whether students can label sample sentences as active (A) or passive (P). ● Using reading passages from the 093C course, instructors ask students to scan for “<i>by</i>” and circle agents in passive sentences. ● Instructors provide example sentences and ask students to circle the noun in each that is the actor or doer. (i.e., the agent in a passive sentence and the subject in an active sentence.)
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2. Objective: Understand why the agent is often omitted.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize common reasons for omitting an agent from a passive sentence (e.g., unknown, secret, obvious, repetitive) ● Omit unnecessary agents. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an in-class exercise or quiz, instructors provide a list of passive sentences without agents and ask students to circle the best reason for each omission. ● On an in-class exercise or quiz, instructors provide a list of passive sentences with agents and ask students to cross out those that can be omitted.
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3. Objective: Produce passives in present and past (simple, perfect, & continuous) and with modals.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Transform (“flip”) sentences from active to passive, making sure that the passive verb matches the tense of the original and agrees with its new subject. ● Use accurate passive verb forms. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz, instructors provide active sentences and evaluate whether students can accurately transform them into passives. Instructors assess correct verb form, tense, and agreement. ● On a quiz, instructors evaluate students’ ability to accurately fill in a passive verb to complete a sentence.
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093: Modals

1. Objective: Understand and use modals and modal-like phrases of necessity and expectation (*should, must, have to, have got to, be supposed to, need to, be required to*) in present and future.

<p>SLOs:</p> <ul style="list-style-type: none">● Differentiate between true modals (e.g., <i>should</i>) and “modal-like expressions” (e.g., <i>have to</i>) which express meanings similar to modals, but follow different grammar rules: subject-verb agreement, question formation, etc.● Correctly form modal and modal-like expressions of necessity in present and future.● Use modals and modal-like phrases (in both positive and negative forms) to indicate requirements and options.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● In cloze exercises, instructors evaluate students’ ability to fill in modals and modal-like expressions in a paragraph. To answer correctly students must keep in mind the time frame of the paragraph and check S-V agreement in modal-like expressions.● Instructors assess students’ ability to fix errors of form, word order, subject-verb agreement, and tense in expressions of necessity (including negatives and questions).● On an assignment or quiz, instructors check to see if students can differentiate between requirements and options. Instructors ask students to rewrite imperatives as statements of necessity with <i>have to, must, be supposed to, need to, or be required to</i>. (e.g., <i>Go running every day. It’s an option. (have to) → You don’t have to go running every day.</i>)
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2. Objective: Understand and use modals and modal-like phrases of permission and prohibition (*may, can, could, be allowed to, be permitted to*) in present and future.

<p>SLOs:</p> <ul style="list-style-type: none">● Differentiate between true modals (e.g., <i>may</i>) and “modal-like expressions” (e.g., <i>be allowed to</i>) which express meanings similar to modals, but follow different grammar rules: subject-verb agreement, question formation, etc.● Correctly form modal and modal-like expressions of permission and prohibition in present and future.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● In cloze exercises, instructors evaluate students’ ability to fill in modals and modal-like expressions in a list of classroom or campus rules.● Instructors assess students’ ability to fix errors of form, word order, subject-verb agreement, and tense in expressions of permission and prohibition (including negatives and questions).
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<ul style="list-style-type: none"> ● Use modals and modal-like phrases (in both positive and negative forms) to indicate permission and prohibition. 	<ul style="list-style-type: none"> ● In a writing assignment, students express the rules of the classroom using 5 different expressions of permission or prohibition. Instructors evaluate for logic and form.
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3. Objective: Understand and use modals and modal-like phrases of advice and expectation (*should, had better, be supposed to*) in present and future.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Differentiate between true modals (e.g., <i>should</i>) and “modal-like expressions” (e.g., <i>be supposed to</i>) which express meanings similar to modals, but follow different grammar rules: subject-verb agreement, question formation, etc. ● Correctly form modal and modal-like expressions of advice and expectation in present and future. ● Use modals and modal-like phrases (in both positive and negative forms) to give advice and explain expectations. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a cloze exercise, instructors evaluate students’ ability to fill in modals and modal-like expressions in an email from a professor giving advice to a student for improving a grade. ● Instructors assess students’ ability to fix errors of form, word order, subject-verb agreement, and tense in expressions of advice and expectation (including negatives and questions). ● Students role play an interaction between friends, one of whom needs advice (e.g., about a difficult roommate or a low grade). Instructors evaluate form and use of expressions of advice.
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4. Objective: Understand and use modals and modal-like phrases of possibility in present and future (*may, might, could, should*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Differentiate modal phrases of possibility from other meanings (e.g., permission). ● Use modal phrases (in both positive and negative forms) to express present and future possibilities. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Given a set of statements with “may” students mark each as expressing either permission or possibility. ● Given a weather report for the coming week, students make statements of possibility about weather and its impact on their daily activities and plans. Instructors evaluate logic and form of statements.
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5. Objective: Understand and use modals and modal-like phrases to express politeness.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Correctly transform imperatives into polite requests using questions with <i>would like, would, could, and can</i>. ● Soften criticism or advice by using modals. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructor checks students' understanding of form and meaning by asking students to rewrite commands as a polite requests (e.g. <i>Hand me your pencil.</i> → <i>Could you hand me your pencil?</i>) ● Instructor gives students a sample paragraph with editor's comments that are very direct. Students use modals to soften the critique. (e.g., <i>Change this word.</i> → <i>You may want to change this word; Delete this sentence. It's repetitive.</i> → <i>You could delete this sentence to make it less repetitive.</i>) This task could be done orally or in writing.
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093: Conditionals

1. Objective: Understand and use real conditionals in present and future time.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce present and future conditional statements with <i>if, when, or whenever</i>. (e.g., <i>When it rains, I don't go running. / If it rains, I won't go running.</i>) ● Produce conditional questions with correct word order. ● Punctuate conditionals correctly, adding a comma only when the dependent clause is first in the sentence. ● Use present conditionals to express facts/general truths and habits/routines. ● Use future conditionals to express plans and predictions. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an assignment, instructors assess students' ability to write correct present and future conditionals by providing them a condition and asking students to complete the sentence with a correct main clause. ● On a quiz, instructors ask students to transform conditional statements into questions. To complete this correctly, students should use question word order only in the main clause. ● On an assignment or quiz, instructors check that students can add commas appropriately by giving them complete sentences (some with <i>if</i> clauses at the beginning and some with <i>if</i> clauses at the end) and asking students to provide all punctuation for the sentence. ● Instructors assess students' ability to use conditionals by asking them questions on an assignment and requiring them to answer with a conditional (e.g. Q: <i>What</i>
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	<p><i>do you do after class every day? A: If I have time, I go to the gym.)</i></p> <ul style="list-style-type: none"> ● Instructors assess students' ability to use conditionals by providing them with a chart that contains proposals (if clause information) and plans/predictions (main clause information) and asking students to write complete sentences with correct verb tenses in each clause. (For example, students are given a situation like a person trying to lose weight. They are given the proposal "replace vending machine snacks with a piece of fruit" and the prediction "lose weight." Students write the sentence: "If you replace vending machine snacks with a piece of fruit, you will lose weight.")
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2. Objective: Understand and use unreal conditionals in present and future time.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce accurate unreal conditional statements in present and future time. (e.g., <i>If I had more money, I would travel the world.</i>) ● Identify correct verb forms to express unreal conditional statements. ● Produce accurate unreal conditional questions, using question word order in the main clause only. ● Understand conditional sentences containing <i>even if</i> (whether or not) or <i>unless</i> (negative conditions). ● Recognize whether a conditional statement is real (and therefore possible) or unreal (impossible). 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test, instructors assess students' ability to form accurate unreal conditionals by providing them with a real statement and asking them to change it to unreal. (e.g., <i>We have enough time, so we can check our answers before turning in our assignment.</i> → <i>If we didn't have enough time, we couldn't check our answers before turning in our assignment.</i>) ● On a multiple-choice item, instructors assess whether students can select the correct verbs to complete an unreal conditional statement. ● On a quiz, instructors assess students' ability to write correct unreal conditionals by providing them a condition and result and asking them to write the sentence as a question. To earn full points, students can only use question formation in the main clause. ● On an assignment, instructors assess students' ability to understand the meaning of conditionals with <i>even if</i> and
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	<p><i>unless</i> by providing them with a sentence containing that type of conditional and then asking them to choose between two possible meanings of the sentence.</p> <ul style="list-style-type: none"> ● On a quiz, instructors provide a list of conditional statements and ask students to label them real or unreal.
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093: Determiners

1. Objective: Recognize and use the definite article (*the*) with specific nouns.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand that using <i>the</i> makes a noun specific (unique or known, not general). ● Use <i>the</i> in front of specific nouns. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Given a dialogue (e.g., about running errands after class) circle all specific nouns and explain why they are specific (known to both speaker and listener, only one exists, etc.) ● On a quiz, add articles to a paragraph, using <i>the</i> for specific nouns and <i>a/an/some</i> for non-specific nouns.
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2. Objective: Recognize and use indefinite articles (*a/an, some/any, ∅*) with non-specific nouns.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use <i>a/an</i> to introduce a singular non-specific noun. ● Use <i>some/any/∅</i> to introduce a noncount non-specific noun. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Given a dialogue (e.g., about shopping for new school supplies) with indefinite articles removed, students fill in the appropriate articles depending on count/non-count nouns.
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3. Objective: Recognize and use indefinite and definite articles as markers of new or old information in a text.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use the indefinite article <i>a/an</i> with a singular noun the first time it appears in a text. After that, the same noun (or its synonym) takes the definite article <i>the</i>. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In a cloze exercise, instructors provide short paragraphs with the articles deleted (including <i>zero article: ∅</i>). Students fill in <i>a, an, the, or ∅</i> before
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<ul style="list-style-type: none"> ● Use zero article (\emptyset) with a plural or noncount noun the first time it appears in a text. After that, the repeated noun (or its synonym) takes <i>the</i>. ● Identify articles that mark new and old information in a text. 	<p>each noun. Instructors assess whether students have used the correct article for new and old information in the text.</p> <ul style="list-style-type: none"> ● Instructors provide a short text of one or more paragraphs, and ask students to scan for <i>article + noun phrases</i> and circle any that are new. They underline any that are old/repeated and draw an arrow back to the original noun in the text.
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093: Gerunds / Infinitives

1. Objective: Recognize gerunds (*base + -ing*) and infinitives (*to + base*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize gerunds and infinitives. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a class assignment, the instructor assesses students' ability to recognize gerunds and infinitives by providing them with sentences and asking them to circle the gerunds and box the infinitives.
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2. Objective: Understand that gerunds and infinitives are nouns used in noun positions in a sentence (subject, object, or object of a preposition).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify gerund or infinitive as subjects, objects, or objects of a preposition. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test or quiz, the instructors assess students' understanding of gerunds and infinitives as nouns by providing them with sentences and asking them to circle the gerund or infinitive and then label it as an S or O for subject or object (of verb or preposition).
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3. Objective: Understand and use infinitives to express purpose.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use infinitives in place of <i>in order to + base</i> to show the purpose of an action. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an assignment, the instructor evaluates students' ability to use infinitives to express purpose by providing them with incomplete
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	sentences that could use <i>in order to</i> and ask students to fill in the blank with the infinitive form.
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4. Objective: Use infinitives after adjectives and adverbs.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use infinitives after adjectives or adverbs. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a test, the instructor assesses students' ability to use infinitives after adjectives or adverbs by giving them a sentence that ends with a blank after an adjective or adverb and asking them to complete the sentence with an infinitive (e.g., <i>I was lucky _____ to study Italian in Italy.</i>_____).
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094: Verb Tense

1. Objective: Identify complete verbs in authentic texts and name the tense (time + aspect).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Identify complete verbs in sample texts and identify the tense (time + aspect). 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● In class, instructors provide a paragraph and ask students to underline all complete verbs. Then, instructors ask each student to read aloud one sentence from the paragraph, state the verb, and name its tense.
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2. Objective: Produce accurate verb forms in all tenses in controlled exercises.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Produce accurate verb forms in all tenses in controlled exercises. ● Edit verb tense errors in texts provided by the instructor. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a quiz or assignment, given the verb tense chart and an infinitive, students accurately fill in all forms of a verb. ● On a quiz or assignment, given a present tense form (in any aspect), students transform the verbs into past or future forms.
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	<ul style="list-style-type: none"> ● On a quiz or assignment, instructors assess students' ability to find and fix errors of verb form and tense in texts provided by the instructor.
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3. Objective: Understand verb tense as a system that operates at the discourse level.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Using time signal words and other context clues, identify the time frame of a passage. ● Mark and explain the reason for any time frame shifts (e.g., a shift to present tense for generalizing; a shift to past tense for a specific past example; shifts between present, past, and future to contrast times.) ● Know that native English speakers prefer to keep the time frame steady and vary aspect to show time relationships between events. ● Understand time relationships between verbs with different <i>aspects</i>: <ul style="list-style-type: none"> ○ <i>Simple</i> is used when there is one clear point in time, or no specific point in time (e.g., generally, always). ○ <i>Perfect</i> is used for an action/event that has happened before another. ○ <i>continuous</i> is used for an action/event that is happening <i>at the same time</i> as another. ● Using knowledge of time frame, aspect, and signal words, determine whether to use present perfect or simple past. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors give students sample paragraphs that have only one time frame and assess whether students can name the time frame. ● Instructors select a paragraph from an 094 textbook that contains at least one shift in the time frame. Instructors give students a copy of the paragraph and assess whether students can find the time shift (and mark it with a “/”) and then explain the reason for the shift. ● On a quiz, instructors ask students to select the true statement: <i>“In English, writers should try to stay in one time frame and vary the aspect of their verbs.”</i> OR <i>“In English, writers should try to stay in one aspect and vary the time frame of their verbs.”</i> ● Instructors provide single-time paragraphs with mixed aspect (i.e., a paragraph where all verbs are present but in different aspects). Instructors assess whether students can accurately answer questions about time relationships in the paragraphs, such as “Which event happened before X? What was happening at the same time as X? What happened first: X or Y?” ● On a quiz or homework assignment, instructors provide a paragraph with some verbs left blank (either past simple or present perfect) and assess whether students can fill in verb forms correctly. In some cases, more than one answer may be logical.
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094: Clauses & Connectors

1. Objective: Differentiate between phrases and clauses.

SLOs: <ul style="list-style-type: none">● Identify word groups as phrases or clauses.	Suggested MOAs: <ul style="list-style-type: none">● On quizzes or assignments, instructors ask students to label word groups as phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u>, <i>I sat in the sun</i> = <u>clause</u>)
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2. Objective: Identify sentences as simple, compound, complex, or compound-complex.

SLOs: <ul style="list-style-type: none">● Identify the types of sentences in a text.	Suggested MOAs: <ul style="list-style-type: none">● Instructor highlights a variety of sentences in an article from an 094 text or authentic article and evaluates whether students can identify the type of each sentence.
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3. Objective: Identify clauses as adverb clauses, adjective clauses or noun clauses depending on their functions in the sentence.

SLOs: <ul style="list-style-type: none">● Identify the functions and types of clauses in a text. (Functions: Adjective clauses describe nouns. Noun clauses are in subject or object position. Adverb clauses describe a verb or a whole sentence.)	Suggested MOAs: <ul style="list-style-type: none">● Instructor highlights a variety of clauses in an article from an 094 text or authentic article and evaluates whether students can identify the function and type of each clause. (e.g., <i>"This clause is the object in the sentence, so it's a noun clause."</i>)
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4. Objective: Produce accurate adverb clauses.

SLOs: <ul style="list-style-type: none">● Use a variety of adverb clauses effectively in their own writing.	Suggested MOAs: <ul style="list-style-type: none">● On a draft, instructor evaluates the students' uses of adverb clauses for accurate form and meaning.
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5. Objective: Understand and use adjective clauses with the subordinating connectors *who, which, that, whom, whose, and ∅*.

<p>SLOs:</p> <ul style="list-style-type: none">● In article-length texts, identify adjective clauses and the nouns they describe.● Select all subordinating connectors that can accurately complete a given adjective clause (<i>who, which, that, whom, whose, ∅</i>).● Combine two simple sentences into a complex sentence with an adjective clause.● Understand the difference in meaning between identifying (essential) and non-identifying (nonessential) clauses.● Appropriately punctuate non-identifying adjective clauses (placing commas after names or specific nouns).● Add details to a sentence with adjective clauses.● Identify and correct errors in adjective clause construction.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● As a pair-activity in class, instructors hand out a news article and ask students to find adjective clauses in the text, draw a box around the whole clause, circle the connector, and draw a line to the noun that is described.● On a multiple-choice item, the instructor provides a sentence with an adjective clause and a blank in the connector position. Students choose all of the possible connectors to complete the clause.● On a worksheet, instructors provide two simple sentences with a repeated noun and ask students to write a new complex sentence with an adjective clause (e.g., <i>MSU's mascot is Sparty. MSU has a great football team this year.</i> → <i><u>MSU, whose mascot is Sparty, has a great football team this year.</u></i>)● On a quiz, instructors assess whether students can correctly answer questions about the meaning of sentence pairs where the only difference is the commas setting off an adjective clause. (e.g., <i>My sister who lives in Istanbul came to visit. My sister, who lives in Istanbul, came to visit.</i> Which sentence implies I only have one sister?)● On a quiz, instructors assess whether students know to add commas to clauses that follow names or specific nouns. This can be part of an editing task.● On a worksheet or quiz, instructors give students a few simple sentences and ask them to add an adjective clause to the sentence. (e.g., <i>I like gifts.</i> → <i>I like gifts <u>that are thoughtful.</u></i> (Instructors evaluate the responses for accurate clause form.)● On a quiz, instructors present a variety of sentences containing adjective clauses,
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	some that are accurate, some that contain errors, and evaluate whether students can find and fix the errors.
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6. Objective: Recognize and use reduced adjective clauses.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Reduce adjective clauses to phrases by deleting the connector along with <i>be</i> or by deleting the connector and changing a simple-aspect verb into an <i>-ing</i> adjective. ● Recognize adjective phrases as reduced clauses and expand them back into clauses. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a worksheet, given a set of sentences with adjective clauses, instructors ask students to cross out or change words to reduce the clause (e.g., <i>Follow the instructions that are given; Find a sentence that contains containing a clause.</i>) ● On a worksheet, given a set of sentences with adjective phrases, instructors ask students to find the adjective phrases and add words to make them clauses (e.g., <i>Follow the instructions <u>given at the top of the page</u>; Students should add that are.</i>)
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7. Objective: Understand and use noun clauses, including quotations and reported speech.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use noun clauses to express an opinion or impression. (<i>I think that, I'm surprised that</i>) ● Form correct noun clauses with embedded statements and questions. ● Transform direct quotes into reported speech. ● Recognize that when the main verb is in past tense (e.g., <i>He said that...</i>), the verb in the noun clause moves back one tense. ● Punctuate direct quotes and reported speech correctly. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors assess students' ability to complete sentences about their own experiences using noun clauses (e.g., <i>When I first came to the U.S., I was surprised that _____ . I still wonder if _____ .</i>) ● On a worksheet or quiz, instructors provide an original sentence and the stem for a complex sentence and ask students to complete the sentence with a noun clause that contains the original sentence's meaning. (e.g., <i>When is the final exam? I want to know <u>when the final exam is.</u>; Do I need to study hard? I wonder if I need to study hard.</i>) Instructors evaluate responses for
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	<p>accurate word order, verb form, choice of subordinating connector, and punctuation.</p> <ul style="list-style-type: none"> • During class, the instructor shows a movie clip in which characters ask each other questions. The students repeat exactly what the characters asked and answered. They then change the questions and answers to reported speech. The instructor evaluates the accuracy of reported speech constructions (checking for word order, subordinating connector choice, pronouns, and tenses). This may be done orally or in writing. • On a test, the instructor provides a mixed set of direct quotes and reported speech with the punctuation removed. Instructor evaluates whether students can recognize the type of quote (direct or reported) and supply the correct punctuation (commas, quotation marks, and period or question mark).
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094: Passive Voice

1. Objective: Recognize and form passive constructions (with *be* or *get*) in any tense, including with modals.

<p>SLOs:</p> <ul style="list-style-type: none"> • Identify passive verbs in any tense (including with modals.) • Form accurate passive verbs in any tense. • Form correct negatives and questions with <i>be</i> passive and <i>get</i> passive (e.g., <i>Was he shot?</i> vs. <i>Did he get shot?</i> <i>He wasn't shot</i> vs. <i>He didn't get shot.</i>). 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> • On a worksheet, given a set of sentences with adjective clauses, instructors ask students to cross out or change words to reduce the clause (e.g., <i>Follow the instructions that are given; Find a sentence that contains containing a clause.</i>) • On a worksheet, given a set of sentences with adjective phrases, instructors ask students to find the adjective phrases and add words to make them clauses (e.g., <i>Follow the instructions <u>given at the top of the page</u></i>; Students should add <i>that are.</i>)
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2. Objective: Understand passive constructions and use them accurately to convey intended meaning.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Understand that “active” or “passive” describes the subject of a sentence and that the agent is the “actor” or “doer” in a passive sentence. ● Recognize when a sentence cannot be expressed with a passive construction (i.e., the verb is intransitive). ● Use passive verbs appropriately. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructors provide example sentences and ask students to circle the noun in each that is the actor or doer. (This will be the agent in a passive sentence and the subject in an active sentence.) ● On a worksheet or quiz, instructors provide a set of active sentences and ask students to make them passive if possible. If it is impossible to “flip” the sentence (because of an intransitive verb) students should write “no change.” ● On a worksheet or quiz, when given a subject, students complete the sentence with a passive verb. Instructors assess the appropriateness and accuracy of each sentence.
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3. Objective: Understand and use participial adjectives (-ed/-ing adjectives).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Recognize that participial adjectives (-ing / -ed adjectives) come from active or passive verbs. ● Use participial adjectives appropriately. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a worksheet or quiz, instructors provide a simple sentence (e.g., <i>The game entertains the children</i>) and ask students to write two sentences with different participial adjectives (e.g., 1 - <i>The game is entertaining.</i> 2 - <i>The children are entertained.</i>) ● On a worksheet or quiz, instructors assess whether students can select the logical adjective to complete a sentence (e.g., <i>This course is interested / interesting.</i>)
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1. Objective: Understand and use modal phrases of deduction and conclusion (*must, may, might, could*).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use <i>must</i> to state that something is probably true based on information or observations. ● Use <i>may/might/could</i> if something is possible but we don't have enough evidence. ● Use <i>must</i> to estimate based on information or observations. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructor gives students a photo and asks them to guess what is happening using "must" and giving evidence from the photo. Evaluate for form and logic. ● Using the same photo, ask students to use <i>may/might/could</i> to make guesses about people's jobs, identities, or activities that can't be verified from the photo. Evaluate form and logic. ● Instructor gives a set of photos of different numbers of people in crowds and asks students to write estimates with "must."
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2. Objective: Understand and use modals in the past.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Form past modal expressions with <i>MODAL + (not) + have + 3rd</i> ● Use <i>must have</i> to express confident conclusions or deductions about the past based on information or observation. ● Use <i>may have/ might have/ could have</i> to express past possibilities that didn't come true or have an unknown result. ● Use <i>should have</i> to express regrets or mistakes. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● Instructor gives students a set of present modal expressions and asks them to transform them to past tense. Evaluate form. ● In a writing task, instructor gives students a set of successful outcomes (e.g., a perfect report card, a football team winning the championship) and asks students to write 5 guesses about what actions/conditions led to the success using past modal forms. Evaluate for logic and form. ● In a speaking task, instructor gives students an example of a failure (e.g., missing a flight) and asks students to give ways the failure could have been avoided using <i>should have</i>. Evaluate for logic and form.
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1. Objective: Understand and use unreal conditionals in past time.

<p>SLOs:</p> <ul style="list-style-type: none">● Produce accurate unreal conditional statements about the past (e.g., <i>If I had had more money, I would have traveled the world.</i>)● Identify correct verb forms to express conditional statements.● Produce accurate unreal conditional questions, using question word order in the main clause only.	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On a test, instructors assess student's ability to form accurate unreal conditionals by providing them with a real statement and asking them to change it to unreal. (e.g., <i>We had enough time, so we could check our answers before turning in our assignment.</i> → <i>If we had not had enough time, we could not have checked our answers before turning in our assignment.</i>)● On a multiple choice item, students choose the correct verbs to complete a conditional statement (real or unreal, present, past, or future).● On a quiz or test, instructors assess students' ability to write correct past conditionals by providing them a condition and the result and asking them to write the sentence as a question. To complete this correctly, students can only use question formation in the main clause.
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2. Objective: Express wishes in the present and past.

<p>SLOs:</p> <ul style="list-style-type: none">● Produce accurate wish statements in the past and present (e.g., <i>I wish I had a dog</i> and <i>I wish I had had a dog</i>).	<p>Suggested MOAs:</p> <ul style="list-style-type: none">● On an assignment, instructors assess students' ability to form accurate wishes in the present or past by providing them with a conversation that has some blanks. Students must complete the blanks with either a wish in the present or a wish in the past depending on the context.
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1. Objective: 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”) (*The Grammar Book*, p. 648).

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use gerunds or infinitives based on whether the meaning of the sentence is an implied future or something completed/in progress . 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On a class assignment, the instructor assesses whether or not the students can understand the meaning of a sentence and then use those clues to choose a gerund or infinitive. In cloze sentences, students fill in the correct verb + gerund or infinitive in sentences and circle time clue words. They also classify action as <i>future</i> or <i>completed/in-progress</i> using the time clues (e.g., For now, I prefer _____ a instructor. _____ Students would circle “for now” and write <i>in progress</i> on the line after the sentence. Then they would complete the blank in the sentence with <i>being</i>. – In ten years, I would prefer _____ an administrator. Students would circle “in ten years” and then write “<i>future</i>” on the line after the sentence. Then they would complete the blank with <i>to be</i>.)
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2. Objective: Effectively use reference materials that show grammatical patterns and collocations in order to produce correct sentences with gerunds & infinitives.

<p>SLOs:</p> <ul style="list-style-type: none"> ● Use reference materials containing common grammatical patterns or collocations used with gerunds and/or infinitives in order to produce accurate sentences. ● Identify and correct errors of gerund and infinitive form in their own writing. 	<p>Suggested MOAs:</p> <ul style="list-style-type: none"> ● On an in-class assignment, the instructor evaluates students’ ability to use provided reference materials (e.g., advanced learner dictionary, textbook appendix) by asking students to fill in blanks in a paragraph with all of the gerunds and infinitives removed. ● Instructors ask students to identify all gerunds and infinitives in a draft they’ve written and then use the reference materials to find and correct any of their mistakes.
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