

# The Low-Level IEP Curriculum ESL 090 & 091

Updated January 6<sup>th</sup>, 2022

## A. IEP Low Levels and Instructional Hours

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

ESL 090 – true beginner

ESL 091 – elementary

IEP classes are in session for 20 hours a week. Students have 4-5 hours of class each Monday, Tuesday, Thursday, and Friday. Courses are listed by level below (hours/week):

### ESL 090

- [Speaking / Listening / Grammar](#) (10 hours)
- [Reading / Writing / Grammar](#) (10 hours)

### ESL 091

- [Speaking / Listening](#) (8 hours)
- [Reading / Writing](#) (8 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	18	18
Instructional minutes per class hour	50	50
Additional hours	as announced	as announced

## **B. Description of IEP Courses**

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

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

### **ESL 090**

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

### **ESL 091**

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

## ESL 090 Speaking / Listening Objectives *(last revised April 2017)*

### Listening

**1. Objective: Understand key information presented in modified, scaffolded and/or highly contextualized speech.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and <b>respond</b> appropriately to classroom instructions.</li><li>• <b>Identify</b> important information presented in everyday listening contexts and short modified passages.</li><li>• <b>Record</b> key words from the listening when appropriate.</li><li>• <b>Recognize</b> the stress patterns of target vocabulary.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers informally assess students' ability to follow oral directions by observing responses to instructions and providing corrective feedback where necessary.</li><li>• Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.</li></ul>
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**2. Objective: Recognize and utilize basic active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and use body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li><li>• <b>Negotiate</b> meaning by asking and answering questions in order to resolve miscommunication.</li><li>• <b>Recognize</b> the topic being discussed and participate by actively listening and taking one or more turns when possible.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers informally assess students' ability to follow oral directions by observing responses to instructions and providing corrective feedback where necessary.</li><li>• Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.</li></ul>
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### Speaking / Vocabulary / Grammar

**1. Objective: Express ideas intelligibly about every day or highly familiar topics.**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>• <b>Convey</b> meaning somewhat comprehensibly about everyday topics or topics being studied.</li> <li>• <b>Respond</b> somewhat comprehensibly to questions from their teacher or peers.</li> <li>• <b>Demonstrate</b> appropriate stress patterns of target vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers observe students in pairs or groups and provide informal feedback on the effectiveness of their active listening strategies.</li> </ul>
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**2. Objective: Demonstrate sufficient knowledge of common everyday vocabulary to comprehend and convey basic ideas.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> high frequency vocabulary in order to identify key pieces of information in formal and informal listening contexts about a variety of concrete topics and everyday tasks / needs.</li> <li>• Appropriately <b>employ</b> vocabulary items targeted in class to express their ideas about concrete topics and everyday tasks / needs.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate students' understanding of vocabulary on assignments and quizzes.</li> <li>• Teachers evaluate students' choice of appropriate target vocabulary in informal mini presentations, group work, role plays, responses to oral questions, and/or dialogues, etc., using a rubric where vocabulary is a category.</li> </ul>
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**3. Objective: Demonstrate sufficient knowledge of basic grammatical features and sentence patterns covered in class to comprehend modified spoken English and communicate effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• In order to identify key information presented in modified speech, <b>recognize</b> the forms/functions/meanings of basic grammar structures and simple sentence patterns they hear.</li> <li>• <b>Employ</b> basic grammar structures and sentence patterns learned to effectively express meaning about a variety of concrete topics and everyday tasks/needs.</li> <li>• <b>Demonstrate</b> some ability to self-correct with guidance from the instructor.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.</li> <li>• Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in informal mini presentations, group work, role plays, responses to oral questions, and/or dialogues, etc., using a rubric where grammar is a category.</li> </ul>
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## ESL 091 Speaking / Listening Objectives *(last revised April 2017)*

### Listening

**1. Objective: Understand key information presented in modified, scaffolded and/or highly contextualized speech.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and <b>respond</b> appropriately to classroom instructions.</li><li>• <b>Identify</b> important information presented in everyday listening contexts and short modified passages.</li><li>• <b>Identify</b> the connections between ideas by recognizing obvious transition words and phrases.</li><li>• <b>Record</b> key words from the listening when appropriate.</li><li>• <b>Recognize</b> the suprasegmental features of word stress, sentence stress, and contracted or reduced speech.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers informally assess students' ability to follow oral directions by observing responses to instructions and providing corrective feedback where necessary.</li><li>• Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.</li></ul>
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**2. Objective: Recognize and utilize basic active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and use body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li><li>• <b>Negotiate</b> meaning by asking and answering questions in order to resolve miscommunication.</li><li>• <b>Recognize</b> the topic being discussed and participate by actively listening and taking one or more turns.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers informally assess students' ability to follow oral directions by observing responses to instructions and providing corrective feedback where necessary.</li><li>• Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.</li></ul>
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### Speaking / Vocabulary / Grammar

**1. Objective: Express ideas intelligibly about every day or highly familiar topics.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Convey</b> meaning comprehensibly about everyday topics or topics being studied.</li> <li>• <b>Respond</b> effectively to questions from their teacher or peers.</li> <li>• <b>Demonstrate</b> a degree of fluency by speaking without lengthy pauses and utilizing alternative vocabulary and body language to circumlocute.</li> <li>• <b>Demonstrate</b> the suprasegmental features of word stress and sentence stress.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers assess student production in informal mini presentations, group work, role plays, responses to oral questions, and/or dialogues, etc. using a rubric with specific descriptors for the SLOs noted.</li> </ul>
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**2. Objective: Demonstrate sufficient knowledge of common everyday vocabulary to comprehend and convey basic ideas.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> high frequency vocabulary in order to identify key pieces of information in formal and informal listening contexts about a variety of concrete topics and everyday tasks / needs.</li> <li>• Appropriately <b>employ</b> vocabulary items targeted in class to express their ideas about concrete topics and everyday tasks / needs.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate students' understanding of vocabulary on assignments and quizzes.</li> <li>• Teachers evaluate students' choice of appropriate target vocabulary in informal mini presentations, group work, role plays, responses to oral questions, and/or dialogues, etc., using a rubric where vocabulary is a category.</li> </ul>
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**3. Objective: Demonstrate sufficient knowledge of basic grammatical features and sentence patterns covered in class to comprehend modified spoken English and communicate effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• In order to identify key information presented in modified speech, <b>recognize</b> the forms/functions/meanings of basic grammar structures and simple sentence patterns they hear.</li> <li>• <b>Employ</b> basic grammar structures and sentence patterns learned to effectively express meaning about a variety of</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.</li> <li>• Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in informal mini presentations, group work, role plays, responses to oral questions, and/or dialogues, etc., using a</li> </ul>
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<p>concrete topics and everyday tasks/needs.</p> <ul style="list-style-type: none"><li>• <b>Demonstrate</b> some ability to self-correct with guidance from the instructor.</li></ul>	<p>rubric where grammar is a category.</p>
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## ESL 090 Reading *(last revision May 2013)*

### *Vocabulary*

**1. Objective: Develop a variety of vocabulary-learning strategies (e.g., vocabulary logs, flash cards, pictorial association, or rhyming).**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Practice</b> a variety of vocabulary-learning strategies and use them to learn new vocabulary.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors check that students have carried out a specified strategy and evaluate students' knowledge of vocabulary.</li></ul>
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**2. Objective: Use picture dictionaries, bilingual dictionaries, and begin to use online dictionary resources.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Look up</b> words in dictionaries to find meanings and information about usage and context.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate students' ability to choose correct words and identify items in pictures.</li></ul>
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**3. Objective: Use basic grammatical features (SVO word order, modifiers, pronouns, etc.) as clues to the meaning of unfamiliar vocabulary.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Use</b> known grammatical features to glean clues to meaning.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors elicit possible meanings of unknown vocabulary based on clues from grammatical features.</li></ul>
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### *Working with Ideas*

**1. Objective: Begin to recognize patterns of generalization and support in reading texts by identifying topics and details.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Demonstrate</b> understanding of basic patterns by underlining text that states the topic of a reading and listing details.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors assess students' understanding by checking students' underlining of topics in texts and lists.</li></ul>
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**2. Objective: Begin scanning for specific information, especially where obvious graphic features like numbers or capital letters can help the reader spot the target information.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• While scanning, <b>indicate</b> this information by highlighting.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors evaluate accuracy by eliciting oral responses or visually checking.</li> </ul>
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*The Reading Process*

**1. Objective: Learn to “sound out” the pronunciation of common words using simple rules of spelling, syllable division, and phonics.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Accurately <b>sound out</b> new words that follow previously learned rules.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors evaluate students’ accuracy by listening to them sound out words.</li> </ul>
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**2. Objective: Understand simple written instructions in order to complete reading tasks.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Independently <b>follow instructions</b> to complete reading tasks, without verbal input from teacher.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors assess students’ ability to follow instructions.</li> </ul>
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**3. Objective: Begin to develop pre-reading strategies (e.g., skimming subtitles and graphics, predicting the topic, etc.).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Answer questions</b> about a text by using pre-reading strategies</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors evaluate students’ accuracy by checking answers.</li> </ul>
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*Extensive Reading*

**1. Objective: With some direction from the teacher, select and read supplemental graded readers, children’s books on non-fiction topics, and on-line materials from simple websites.**

<p><b>SLOs:</b></p>	<p><b>Suggested MOAs:</b></p>
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<ul style="list-style-type: none"> <li>• <b>Read</b> from selected texts and <b>report on</b> their reading using a guided reading report process.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors evaluate completion and comprehension of reading through the reading reports.</li> </ul>
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### Grammar

**1. Objective: Recognize basic grammatical parts of speech (nouns, verbs, etc.) and features (plural, word order, contraction, negation, etc.)**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• When given example sentences, <b>identify</b> the parts of speech based on word order.</li> <li>• If certain sentences have other features such as contractions or negatives, <b>identify</b> those features as well.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors give students example sentences and ask them to identify parts of speech by labeling the words in the sentence and sentence features by circling or underlining them.</li> </ul>
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**2. Objective: Comprehend simple sentence patterns (declarative, interrogative, imperative).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> example sentences according to their patterns and <b>know</b> appropriate responses when needed (e.g., What is your name? interrogative, response: Jane Doe).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Students are given example sentences and identify them as questions or statements.</li> </ul>
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**3. Objective: Understand simple morphological endings, auxiliaries and word order in basic verb tenses.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> time frame by using endings, auxiliaries and word order in a selected reading.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors use follow up questions to determine understanding.</li> </ul>
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## ESL 091 Reading *(last revision April 2014)*

### Vocabulary

**1. Objective: Identify basic grammatical features and use them as clues to the meaning of unfamiliar vocabulary.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Analyze</b> the contexts of unfamiliar words and <b>articulate</b> how grammatical clues (SVO word order, modifiers, pronouns, etc.) point to meaning.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Through assignments, classroom exercises, and tests, instructors check students' ability to link meanings with basic grammatical features in a text.</li></ul>
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**2. Objective: Develop a variety of vocabulary-learning strategies (e.g., vocabulary logs, flash cards, pictorial association, or rhyming).**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Become acquainted with</b> several vocabulary-learning strategies and <b>use</b> the one(s) that feels most comfortable.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Through assignments and class discussion, instructors check that students can describe their preferred vocabulary-learning strategies and that they use them.</li></ul>
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**3. Objective: Begin to recognize explicit definitions within texts and use them to aid in understanding.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Highlight</b> and <b>understand</b> clearly signaled, explicit definitions in a text.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Through assignments, classroom exercises, and tests, instructors evaluate student's ability to correctly identify the meaning of a word when its definition is clearly given in the text.</li></ul>
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**4. Objective: Begin to use English-English learner's dictionaries (along with bilingual dictionaries).**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>• <b>Look up</b> words in dictionaries to find meanings and part-of-speech labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Through assignments, classroom exercises, and tests, instructors evaluate students' ability to locate words in a dictionary and identify the context-appropriate meaning and part of speech.</li> </ul>
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**5. Objective: Begin to recognize and identify patterns in the main components of a paragraph.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Identify the basic structural features of a paragraph, including a topic sentence with a controlling idea and supporting details (and perhaps a concluding sentence).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Through assignments, classroom exercises, and tests, instructors assess students' understanding of the basic structural features of a paragraph.</li> </ul>
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**6. Objective: Begin to scan for specific information.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> target information through the aid of easy-to-see text features like numerals or capital letters.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors evaluate accuracy through oral responses or visual checks.</li> </ul>
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*The Reading Process*

**1. Objective: Understand simple written instructions to perform the reading task.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Learn</b> to follow written instructions with some guidance from the instructor as needed.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Through assignments and classroom exercises, instructors assess students' understanding of instructions when completing a reading task.</li> </ul>
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**2. Objective: Begin to develop pre-reading strategies.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> pre-reading strategies (e.g., skimming headings and graphics, predicting the topic) to answer</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Through assignments, classroom exercises, and tests, instructors evaluate</li> </ul>
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preselected and student-generated questions about a new text.	the students' ability to form ideas about texts via pre-reading.
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**3. Objective: Begin working to increase reading speed while maintaining accuracy.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete</b> repeated readings of a text, each time trying to get farther in the text, given the same amount of time, while attempting accuracy.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors monitor that students read farther in each subsequent reading of a text and verify accuracy through students' responses to comprehension questions.</li> </ul>
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**4. Objective: With guidance, begin to select and read supplemental materials.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Select</b> some supplemental reading materials on their own</li> <li>• <b>Begin to develop an awareness of</b> preferences, pace, comfortable reading level, etc.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors monitor the completion of self- selected reading materials through reading reports or other instruments.</li> </ul>
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## ESL 090 Writing *(last revision February 2014)*

### *Writing Fundamentals*

**1. Objective: Follow basic conventions of English handwriting and penmanship (letter formation, staying on a line, capitalization, punctuation, etc.).**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Write</b> words, phrases, and sentences that follow writing conventions.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers evaluate students' use of handwriting conventions in discrete-point exercises and writing assignments.</li></ul>
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**2. Objective: Learn the basic rules of English spelling (silent letters, doubled consonants, etc.).**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Apply</b> patterns of orthography in exercises and writing assignments.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers evaluate students' spelling in discrete-point exercises and writing assignments.</li></ul>
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**3. Objective: Improve content of one's writing based on instructor feedback.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Revise</b> individual sentences and groups of sentences (short paragraphs) to express information/ideas asked for by the instructor.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors check sentences and groups of sentences for improvements that students were directed to make.</li></ul>
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### *Composition Skills*

**1. Objective: Use guided writing such as fill-in-the-blank exercises to construct sentences.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• Correctly <b>supply</b> words to form complete sentences.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate that students use appropriate vocabulary and the correct part of speech to create a logical, grammatical sentence.</li></ul>
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**2. Objective: Write a few sentences on a single topic.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Write</b> sentences on a single theme.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate how effectively the students stay on topic.</li></ul>
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*Language Use*

**1. Objective: Accurately use learned vocabulary in one's own writing.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Produce</b> writing that includes appropriate vocabulary learned throughout the course.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate the effectiveness of the vocabulary as used in the context of the writing.</li></ul>
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**2. Objective: Identify and use basic grammatical parts of speech and word order.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> parts of speech and write sentences with correct word order.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors check that students have correctly identified parts of speech and written sentences that have the correct word order.</li></ul>
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**3. Objective: Use simple sentence patterns (declarative, interrogative) in one's own writing.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Write</b> sentences in varying patterns (statements and questions).</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors check that students use the correct pattern.</li></ul>
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**4. Objective: Edit for typical formatting/mechanics errors and beginning-level grammar errors based on instructor feedback.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Use</b> instructor feedback to correct errors of formatting/mechanics and basic grammar.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors compare students' drafts with final assignment to check that they made the appropriate changes.</li></ul>
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**5. Objective: Use conjunctions (and, but, or) to begin to combine words, phrases, or clauses.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Begin to combine</b> multiple items or ideas (e.g., subject or object nouns).</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• Instructors check student coordination of item lists or equal emphasis of ideas.</li></ul>
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## ESL 091 Writing *(last revision April 2014)*

### *Writing Process*

#### **1. Objective: Recognize the purpose of a paragraph one intends to write.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Write</b> paragraphs with clear purposes.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate student writing, keeping in mind the intended purpose.</li></ul>
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#### **2. Objective: Be aware of and follow a writing process that includes drafting, revising, and editing.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Generate</b> ideas for their writing.</li><li>• <b>Write/revise</b> drafts at each stage in the writing process.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors monitor students' drafts at various stages in the process and evaluate their effectiveness.</li></ul>
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#### **3. Objective: Revise one's own writing using a set of guided questions.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Revise</b> their writing by answering the instructor's guided questions.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate how effectively students apply guided questions to revise their drafts.</li></ul>
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### *Composition Skills*

#### **1. Objective: Identify and write the main parts of a paragraph.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Point out</b> structural features (topic sentence with controlling idea, supporting details, and concluding sentence)</li><li>• <b>Write</b> a paragraph with support and development.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate their students' ability to recognize paragraph components and write a paragraph.</li></ul>
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**2. Objective: Understand the concepts of cohesive devices by studying example paragraphs.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and <b>apply</b> basic tools to their writing, such as repeated words, transitional devices, and use of pronouns.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate students' incorporation of these tools in their own writing.</li></ul>
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**3. Objective: Recognize basic rhetorical styles through reading and begin to use them in a paragraph.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> basic rhetorical styles (narrative, description, process) and produce them in paragraphs.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors evaluate students' production of each basic rhetorical style.</li></ul>
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*Language Use*

**1. Objective: Use a variety of basic sentences patterns.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> basic sentence patterns (simple and compound) in example paragraphs and will then write sentences and short paragraphs.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors check that students can accurately identify the different sentence types and evaluate students' production of their own sentences for variety and accuracy.</li></ul>
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**2. Objective: Accurately use a greater range of vocabulary in their writing.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Use</b> appropriate resources (e.g., dictionaries, textbooks, and social interaction) in order to increase their active vocabulary.</li><li>• <b>Use</b> acquired vocabulary in their writing.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors encourage students to use an expanded vocabulary in their writing and evaluate accuracy and development.</li></ul>
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**3. Objective: Understand and begin to edit for typical formatting/mechanics errors and beginning level grammar errors (subject/verb and pronoun/antecedent agreement, tense, word order, and word formation/choice).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Learn to recognize</b> their own mistakes.</li><li>• <b>Respond</b> to instructors' editing comments to develop a sense of self-editing and accuracy.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• Instructors evaluate student improvement in terms of grammar and usage as they write throughout the semester.</li></ul>
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## Low-Level Grammar Curriculum *(last revised 2016)*

### Overview of Grammar Assignments by Skill

	090	091
<b>Grammar</b>	N/A	verb tense: <ul style="list-style-type: none"> <li>• simple present &amp; past</li> <li>• present progressive</li> <li>• future</li> </ul> question formation modals nouns determiners
<b>Writing</b>	SVO verb tense: <ul style="list-style-type: none"> <li>• simple present &amp; past</li> </ul> clauses & connectors: <ul style="list-style-type: none"> <li>• simple sentences</li> </ul> question formation nouns determiners adjectives adverbs	SVO clauses & connectors <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• compound sentences</li> </ul> there is/there are adjectives adverbs prepositions
<b>S/L</b>	there is/there are imperatives modals prepositions	imperatives
<b>Content</b>	N/A	N/A

## ESL 090 Grammar

### 090: SVO

#### 1. Objective: Use SVO word order.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Recognize</b> that English word order is SVO.</li><li>• <b>Identify</b> the subject, verb, and object(s) in a simple sentence.</li><li>• <b>Produce</b> simple sentences using SVO word order.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On a multiple-choice item, instructors ask students to choose the correct answer to “English word order is _____.”</li><li>• On a quiz, instructors give a simple sentence containing familiar vocabulary and evaluate students’ ability to label the subject (S), verb (V) and object (O).</li><li>• On a worksheet or quiz, instructors provide students with the pieces of a simple sentence (e.g., <i>likes / my dog / chicken</i>) and evaluate whether students can put them in SVO order.</li></ul>
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### 090: Verb Tense

#### 1. Objective: Understand and use present simple in affirmative and negative statements with common verbs and *be*.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Recognize</b> and <b>produce</b> accurate present simple verb forms that agree with the subject (including the irregular verbs <i>be</i>, <i>do</i> and <i>have</i>.)</li><li>• Correctly <b>spell</b> 3<sup>rd</sup> person singular forms with “-s”.</li><li>• <b>Produce</b> affirmative and negative statements with common verbs in simple present.</li><li>• <b>Recognize</b> common time signal words used with present simple (<i>always</i>, <i>usually</i>, <i>today</i>).</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On a worksheet or quiz, instructors give the base form of a verb and a subject and ask students to produce the correct present tense form.</li><li>• On a worksheet or quiz, instructors assess students’ ability to edit sentences that have errors of present simple form.</li><li>• On a worksheet or quiz, instructors assess students’ ability to transform affirmative statements into negative statements.</li><li>• In a paragraph, instructors ask students to scan for and circle the time signal words that go with present simple verbs.</li></ul>
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**2. Objective: Understand and use past simple in affirmative and negative statements with common verbs and *be*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> and <b>produce</b> accurate past simple verbs (adding -ed for regular verbs, and knowing the most common irregular forms).</li> <li>• <b>Produce</b> affirmative and negative statements with common verbs in past simple.</li> <li>• <b>Recognize</b> common time signal words used with past simple (yesterday, a month ago, last week).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a dictation quiz, instructor reads a full sentence aloud that contains a past tense verb. Students have typed sentences with blanks for the verbs and produce in the verb they hear. Instructors evaluate students' responses for correct form.</li> <li>• On a worksheet or quiz, instructors assess students' ability to transform simple present sentences into simple past sentences.</li> <li>• On a worksheet or quiz, instructors assess students' ability to edit sentences that have errors of simple past form.</li> <li>• On a worksheet or quiz, instructors assess students' ability to transform affirmative statements into negative statements.</li> <li>• In simple sentences, students circle the time signal words and fill in the missing forms of the verbs to fit the context. Instructors evaluate whether students have chosen the correct tense (past or present).</li> </ul>
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*090: Clauses & Connectors*

**1. Objective: Produce simple sentences.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Produce</b> accurate simple sentences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On an assignment, the instructor assesses whether students can write simple sentences by providing them with a subject and a long line and asking students to complete the sentence. Or the instructor provides the students with a verb and asks the students to create a sentence with that verb.</li> </ul>
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**2. Objective: Produce compound sentences with *and* & *but*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Produce</b> compound sentences with <i>and</i> or <i>but</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On an assignment, the instructor provides simple sentences and conjunctions (<i>and &amp; but</i>) then assesses whether students can make correct compound sentences with the pieces.</li> </ul>
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### 090: Question Formation

#### 1. Objective: Ask and answer yes/no and wh- questions in present and past tenses of simple aspect.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> and <b>understand</b> wh- words (who, what, where, when, why, how) and wh- phrases (e.g., how many, how much, how often, which one).</li> <li>• <b>Form</b> accurate short answers to yes/no questions.</li> <li>• <b>Understand</b> and answer wh-questions appropriately.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a worksheet, instructors ask students to match wh- questions and answers.</li> <li>• On quizzes or assignments, instructors ask students to answer yes/no questions. Instructors evaluate form of answer.</li> <li>• On quizzes or assignments, instructors ask students to answer wh- questions. Instructors evaluate form of answer and whether student understood the question.</li> <li>• In a short one-on-one interview, instructors ask students questions about their daily life and assess whether students can answer appropriately.</li> </ul>
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### 090: There is / There are

#### 1. Objective: Understand and use there is/there are in present tense.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that in there is/there are constructions, the be verb agrees with the first noun that follows.</li> <li>• <b>Form</b> the contractions there's, there isn't, there aren't.</li> <li>• <b>Use</b> there is/are to describe a place (affirmative and negative).</li> <li>• <b>Produce</b> questions and short answer responses with there is/are.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a quiz, instructors ask students to fill in the missing form of be. Instructors evaluate the form for subject/verb agreement.</li> <li>• On a quiz, instructors provide students with a sentence (e.g., "There is a pencil on the table" and assess students' ability to form the contraction "There's a pencil on the table").</li> </ul>
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	<ul style="list-style-type: none"> <li>• Given a picture of a place, students describe what they see using there is/are/isn't/aren't. Instructors award points for correctly formed sentences.</li> <li>• Instructors ask students to complete question and answer sets with there is/are/isn't/aren't (e.g., Q: Is there class tomorrow? A: No, _____).</li> </ul>
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### 090: Imperatives

#### 1. Objective: Understand common imperatives (instructions).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> simple classroom instructions phrased as imperatives.</li> <li>• <b>Follow</b> simple classroom instructions and commands.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors ask students to open to a page in their textbook and circle all of the imperative forms they find. (Any page with exercises will have plenty of instructions.)</li> <li>• Instructors assess whether students can follow oral instructions in class (e.g., Take out a piece of paper. Number from 1 to 10. Circle numbers 2 and 3. Underline numbers 4 and 5. Cross out numbers 7 and 8).</li> <li>• Instructors assess whether students can follow written instructions on a quiz.</li> </ul>
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### 090: Modals

#### 1. Objective: Understand and use simple modals of permission/ability (can), and requests/desires (would like).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Correctly <b>form</b> modal verb phrases with can, should, and would like to express permission, ability, requests/desires, and necessity in focused exercises with affirmative and negative statements.</li> <li>• <b>Correct</b> modal + base errors in affirmative and negative statements and questions.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On homework or quizzes, instructors assess students' ability to write correct modal forms. Given two blanks (with possible modals and main verbs provided), students will complete the blanks correctly with the modal + base form.</li> <li>• On a test, instructors evaluate students' ability to correct sentences with modal +</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Use</b> the modal can to express or ask for permission.</li> <li>• <b>Use</b> the modal-like expression would like to make requests or express desires.</li> </ul>	<p>base errors (e.g., He cans come. He can comes.)</p> <ul style="list-style-type: none"> <li>• On assignments or tests, instructors assess students' ability to choose the correct modal (can or would like) to complete a sentence.</li> <li>• Instructors assess whether students can follow written instructions on a quiz.</li> </ul>
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### 090: Nouns

#### 1. Objective: Understand that a noun can be the subject or the object in a sentence.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> nouns in simple sentences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors write simple sentences and ask students to underline the nouns.</li> </ul>
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#### 2. Objective: Distinguish between proper and common nouns.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that nouns with capital letters are names of people, places, or things.</li> <li>• <b>Capitalize</b> proper nouns (names).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors ask students to scan a paragraph and circle proper nouns (names).</li> <li>• In textbook exercises or worksheets written by the instructor, students correctly identify and capitalize all proper nouns.</li> </ul>
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#### 3. Objective: Form singular and plural nouns.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Form</b> regular plurals by adding -s /-es to a noun, following spelling change rules.</li> <li>• <b>Produce</b> common irregular plural forms.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a quiz, instructors give a singular noun and ask students to write the plural form. Instructors assess for correct spelling.</li> <li>• On a quiz, instructors give a singular noun and ask students to write the irregular plural form. Instructors assess for correct spelling.</li> </ul>
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### 090: Determiners

1. Objective: Understand and use the demonstratives this, that, these, & those.

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Use</b> demonstratives accurately.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Instructors provide a cue (near or far) and a picture of an object and ask students to complete a sentence (e.g., Those glasses are mine).</li></ul>
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### 090: Adjectives

1. Objective: Recognize and understand adjectives in noun phrases and after be.

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> common adjectives in sentences.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• On assignments, instructors evaluate students' ability to identify adjectives in sentences by giving them simple sentences and asking the students to circle the adjectives.</li><li>• On a multiple-choice item, instructors provide a picture and a descriptive sentence with choices of adjective. Instructors evaluate students' ability to choose the accurate adjective to describe the picture.</li></ul>
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### 090: Adverbs

1. Objective: Recognize and form common adverbs.

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Identify</b> adverbs with -ly.</li><li>• <b>Form</b> adverbs with -ly.</li><li>• <b>Form</b> the common irregular adverbs: well, fast, hard.</li><li>• <b>Produce</b> simple sentences with adverbs.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• On a worksheet with a number of simple sentences, instructors ask students to underline all verbs and circle all adverbs.</li><li>• On a quiz, the instructors give a sentence with an adjective, and then a similar sentence with a missing adverb (e.g., He is a slow runner. He runs _____). Instructors assess the form of the response.</li></ul>
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	<ul style="list-style-type: none"> <li>On a worksheet, the instructors give a list of adverbs, and evaluates whether students can write logical, accurate sentences containing the adverbs.</li> </ul>
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**2. Objective: Understand and use adverbs of frequency with present simple.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> common adverbs of frequency (always, usually, often, sometimes, rarely, never).</li> <li><b>Use</b> adverbs of frequency with simple present to express habits or routines.</li> <li><b>Ask</b> and <b>answer</b> questions with how often.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>On a worksheet, instructors give a starting sentence such as “I brush my teeth every morning and every night.” Students must then choose the best adverb to complete a sentence with the same meaning: “I always / never / sometimes / usually brush my teeth.”</li> <li>Given a printout of someone’s monthly calendar, students write true statements using adverbs about the person’s routine. Instructors evaluate sentences for accurate adverb choice and word order.</li> <li>Instructor assesses students’ ability to complete a dialogue about routines that has some questions and some answers left blank. Instructors evaluate responses for logic and form.</li> </ul>
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*090: Prepositions*

**1. Objective: Understand and use simple prepositions to describe place (at, in, on, next to).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Recognize</b> and <b>use</b> prepositions that describe place.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>As an oral class activity, instructors assess students’ ability to use a limited set of prepositions by providing them with a picture of a room in a house and asking students to describe the picture using prepositions of place.</li> </ul>
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## ESL 091 Grammar

### 091: SVO

#### 1. Objective: Use SVO word order.

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> that English word order is SVO.</li><li>• <b>Identify</b> the subject, verb, and object(s) in a simple sentence.</li><li>• <b>Produce</b> simple sentences using SVO word order.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• On a multiple-choice item, instructors ask students to choose the correct answer to “English word order is _____.”</li><li>• On a quiz, instructors give a simple sentence containing familiar vocabulary and evaluate students’ ability to label the subject (S), verb (V) and object (O).</li><li>• On a worksheet or quiz, instructors provide students with the pieces of a simple sentence (e.g., <i>likes / my dog / chicken</i>) and evaluate whether students can put them in SVO order.</li></ul>
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### 091: Verb Tense

#### 1. Objective: Understand and use present simple in affirmative and negative statements with common verbs and *be*.

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Recognize</b> and <b>produce</b> accurate present simple verb forms that agree with the subject (including the irregular verbs <i>be</i>, <i>do</i> and <i>have</i>.)</li><li>• Correctly <b>spell</b> 3<sup>rd</sup> person singular forms with “-s”.</li><li>• Correctly <b>pronounce</b> the -s ending (/s/, /z/, or /əz/).</li><li>• <b>Recognize</b> and <b>produce</b> the contractions of <i>am/is/are</i> and <i>not</i>.</li><li>• <b>Produce</b> affirmative and negative statements with common verbs in simple present.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• On a worksheet or quiz, instructors give the base form of a verb and a subject and ask students to produce the correct present tense form.</li><li>• On a worksheet or quiz, instructors assess students’ ability to edit sentences that have errors of present simple form.</li><li>• In class, instructors call on students one by one and say a base form verb. The student responds with the 3<sup>rd</sup> person singular form. The instructor awards points for accurate pronunciation of -s.</li><li>• On a worksheet or quiz, students can transform contractions to full forms and full forms to contractions (e.g., <i>He’s a runner = He <u>is</u> a runner. He <u>is not</u> a</i></li></ul>
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	<p><i>runner = He <u>isn't</u> a runner / He's <u>not</u> a runner).</i></p> <ul style="list-style-type: none"> <li>On a worksheet or quiz, instructors assess students' ability to transform affirmative statements into negative statements.</li> </ul>
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**2. Objective: Understand and use present progressive tense in affirmative and negative sentences with common regular and irregular verbs and *be*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Produce</b> accurate present progressive verb forms.</li> <li><b>Recognize</b> and <b>produce</b> the contractions of <i>am/is/are</i> and <i>not</i> in present progressive.</li> <li><b>Produce</b> affirmative and negative sentences with common verbs in present progressive.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>On a worksheet or quiz, instructors give the base form of a verb and a subject and ask students to write the correct present progressive form.</li> <li></li> <li>On a worksheet or quiz, instructors assess students' ability to edit sentences that have errors of present progressive form.</li> <li>On a worksheet or quiz, students can transform contractions to full forms and full forms to contractions (e.g., <i>He's running = He <u>is</u> running. He <u>is not</u> running = He <u>isn't</u> running / He's <u>not</u> running).</i></li> <li>On a worksheet or quiz, instructors assess students' ability to transform affirmative statements into negative statements.</li> </ul>
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**3. Objective: Understand and use past simple in affirmative and negative statements with common regular and irregular verbs and *be*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Recognize</b> and <b>produce</b> accurate past simple verbs (adding -ed for regular verbs, and knowing the most common irregular forms).</li> <li>Correctly <b>pronounce</b> the -ed ending (/d/, /t/, or /əd/).</li> <li><b>Produce</b> affirmative and negative statements with common verbs in past simple.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>On a dictation quiz, instructor reads a full sentence aloud that contains a past tense verb. Students have typed sentences with blanks for the verbs and produce in the verb they hear. Instructors evaluate students' responses for correct form.</li> <li>On a worksheet or quiz, instructors assess students' ability to transform simple present sentences into simple past sentences.</li> </ul>
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	<ul style="list-style-type: none"> <li>• On a worksheet or quiz, instructors assess students' ability to edit sentences that have errors of simple past form.</li> <li>• In class, instructors call on students one by one and say a base form verb. The student responds with the regular past form. The instructor awards points for accurate pronunciation of <i>-ed</i>.</li> <li>• On a worksheet or quiz, instructors assess students' ability to transform affirmative statements into negative statements.</li> </ul>
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**4. Objective: Understand when to choose between different tenses (*present simple* or *present progressive*) based on context.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>State</b> that verb tense has two parts: time &amp; aspect. They identify the time of any verb, even if they don't understand the meaning yet because time is marked on the first word in a verb phrase</li> <li>• <b>Recognize</b> common time signal words used with present simple (<i>always, usually, today</i>), present progressive (<i>right now</i>), and past simple (<i>yesterday, a month ago, last week</i>).</li> <li>• <b>Understand</b> that present simple is used to generalize or relate facts.</li> <li>• <b>Understand</b> that present progressive is used to describe an action or event that is happening right now or at the same time as another action or event.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors give students a set of sentences with verbs underlined and ask them to identify the time of each verb (past, present, or future).</li> <li>• In a paragraph, instructors ask students to circle the time signal words and fill in the missing forms of the verbs to fit the context. Instructors assess students' ability to supply the correct tense.</li> <li>• Instructors assess understanding through a multiple-choice exercise in which students select the best verb to complete a sentence (present simple or progressive) using time signal words and context.</li> </ul>
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**5. Objective: Understand and use basic expressions of the future (*will* & *be going to*).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> and <b>produce</b> accurate future forms (<i>will + base / be going to + base</i>)</li> <li>• <b>Recognize</b> and <b>produce</b> accurate future contractions (e.g., <i>I'll, He won't. He's going to.</i>)</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a worksheet or quiz, students can transform contractions to full forms and full forms to contractions (e.g., <i>He'll come.</i> = <i>He will come.</i> = <i>He will come.</i>).</li> <li>• Instructors ask students to circle the time signal words in a paragraph and fill in the</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Recognize</b> common time signal words used with future verbs (e.g., <i>tomorrow, this weekend, on Saturday, later</i>).</li> <li>• <b>Understand</b> that <i>will</i> is used with promises, predictions, and decisions made at-the-moment. It is not used to talk about future plans.</li> <li>• <b>Understand</b> that <i>be going to</i> is used to make predictions and to talk about future plans.</li> <li>• <b>Understand</b> that present simple is often used to talk about future appointments, trips, or other scheduled events.</li> <li>• <b>Understand</b> that present progressive is often used to talk about future plans.</li> </ul>	<p>missing forms of the verbs to fit the context (future or present).</p> <ul style="list-style-type: none"> <li>• On a multiple-choice exercise, instructors evaluate students' ability to select the best future form to complete a sentence.</li> </ul>
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## 091: Clauses & Connectors

### 1. Objective: Produce simple sentences.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Produce</b> accurate simple sentences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a test, the instructor assesses whether students can write simple sentences by providing them with a situation and asking students to create 3 sentences about that situation (e.g. Situation: student arrives at new school. Student writes: The students go to class. The instructor asks questions. Classmates are fun).</li> </ul>
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### 2. Objective: Produce compound sentences with *and* & *but*.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Produce</b> compound sentences with <i>and</i> or <i>but</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On an assignment, instructors provide students with a set of compound sentences with the conjunctions missing and assess whether students can logically complete the sentences with <i>and</i> or <i>but</i>.</li> <li>• Instructors ask students to look at a paragraph or list of simple sentences they've written and add more details with compound sentences (e.g., <i>The</i></li> </ul>
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	<i>winter in Michigan is very cold. → Winter in Michigan is very cold, <u>but the snow is very beautiful</u>.</i> Instructors evaluate new compound sentences for logic and form.
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### 091: Question Formation

#### 1. Objective: Ask and answer yes/no and wh- questions in present and past tenses of simple aspect.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> and <b>understand</b> wh- words (<i>who, what, where, when, why, how</i>) and wh- phrases (e.g., <i>how many, how much, how often, which one</i>).</li> <li>• <b>Form</b> accurate written... <ul style="list-style-type: none"> <li>○ ...yes/no questions.</li> <li>○ ...wh- questions about the subject.</li> <li>○ ...wh- questions about the object.</li> <li>○ ...questions in present simple, present progressive, and past simple.</li> <li>○ ...questions with “be” as the main verb.</li> </ul> </li> <li>• <b>Form</b> accurate questions when speaking.</li> <li>• <b>Form</b> accurate short answers to yes/no questions.</li> <li>• <b>Understand</b> and <b>answer</b> wh- questions appropriately.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a worksheet, instructors ask students to match wh- questions and answers.</li> <li>• On quizzes or assignments, instructors ask students to transform statements into yes/no questions and wh-questions. Instructors evaluate correct question form.</li> <li>• Instructors lead students in an oral game of Twenty Questions. Instructors assess for accurately formed yes/no questions.</li> <li>• On quizzes or assignments, instructors ask students to answer yes/no questions. Instructors evaluate form of answer.</li> <li>• On quizzes or assignments, instructors ask students to answer wh- questions. Instructors evaluate form of answer and whether student understood the question.</li> <li>• In a short one-on-one interview, instructors ask students questions about their daily life and assess whether students can answer appropriately.</li> </ul>
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### 091: There is / There are

#### 1. Objective: Understand and use *there is/ there are* in present, past, and future tenses.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that in <i>there is/there are</i> constructions, the <i>be</i> verb agrees with the first noun that follows.</li> <li>• <b>Form</b> the contractions <i>there’s, there isn’t, there aren’t</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a quiz, instructors ask students to fill in the missing form of <i>be</i>. Instructors evaluate the form for subject/verb agreement.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Use</b> <i>there is/there are</i> to describe a place (affirmative and negative).</li> <li>• <b>Produce</b> questions and responses with <i>there is/are</i> in present, past, and future tense.</li> </ul>	<ul style="list-style-type: none"> <li>• On a quiz, instructors provide students with a sentence (e.g., <i>There is a pencil on the table.</i>) and assess students' ability to form the contraction. (<i>There's a pencil on the table.</i>)</li> <li>• 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.</li> <li>• To assess use of <b>present</b> 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>)</li> <li>• To assess use of <b>past</b> 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 form.</li> <li>• To assess the use of <b>future</b> tense, the instructor asks students to write questions about the future of MSU and guess the answers. (e.g., <i>Q: In 100 years, will there be an MSU football team? A: I think there won't be a football team.</i>)</li> </ul>
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### 091: Imperatives

#### 1. Objective: Understand and use common imperatives (instructions).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> simple classroom instructions.</li> <li>• <b>Follow</b> simple classroom instructions and commands.</li> <li>• <b>Form</b> affirmative and negative imperatives with the base form of a verb and no subject.</li> <li>• <b>Soften</b> commands by adding <i>please</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors ask students to open to a page in their textbook and circle all of the imperative forms they find. (Any page with exercises will have plenty of instructions).</li> <li>• Instructors assess whether students can follow oral instructions in class (e.g., <i>Take</i></li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Form</b> suggestions with <i>Let's + base form</i>.</li> <li>• <b>Understand</b> the difference between commands and suggestions.</li> </ul>	<p><i>out a piece of paper. Number from 1 to 10. Circle numbers 2 and 3. Underline numbers 4 and 5. Cross out numbers 7 and 8).</i></p> <ul style="list-style-type: none"> <li>• Instructors assess whether students can follow written instructions on a quiz.</li> <li>• On an assignment, given a picture of a child's messy room and a list of verbs, instructors ask students to say or write commands using imperatives. (e.g., <i>Pick up the clothes. Close the window. Put the books on the shelf</i>).</li> <li>• On a quiz, instructors assess whether students can edit for errors of imperative form. (e.g., <i>Not do your homework.</i> → <i>Don't do your homework</i>).</li> <li>• Instructors give a list of commands and ask students to make them more polite. Students should add <i>please</i>.</li> <li>• Instructors give a situation and ask students to give a suggestion. (e.g., situation: <i>The test will be hard.</i> suggestion: <i>Let's study together tonight</i>).</li> <li>• On a quiz, instructors assess students' ability to choose the logical form to complete a sentence (e.g., <i>I'm bored. <u>Go</u> / <u>Let's go</u> to the movies</i>).</li> </ul>
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### 091: Modals

#### 1. Objective: Understand and use simple modals of permission and ability (can, could, may).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> correct verb phrases with <i>can</i>, <i>could</i>, and <i>may</i>.</li> <li>• <b>Differentiate</b> between expressions of permission and ability that use <i>can</i>, <i>could</i>, and <i>may</i>.</li> <li>• <b>Form</b> short answers to yes/no questions with modals. (e.g. <i>Can I go to the movies? Yes. Or Yes, you can</i>).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a multiple-choice item, instructors ask students to choose the correct form of a modal to complete a sentence (e.g., <i>He <u>can</u> / <u>cans</u> sing.</i> )</li> <li>• On a multiple-choice item, instructors ask students to choose the correct form of a main verb to complete a sentence (e.g., <i>He can <u>sing</u> / <u>to sing</u> / <u>sings</u>.</i> )</li> <li>• On a test, instructors evaluate students' ability to correct sentences with <i>modal + base</i> errors (e.g., <i>He cans come.</i> → <i>He can comes.</i> )</li> </ul>
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	<ul style="list-style-type: none"> <li>• On a quiz, instructors ask students to label sentences with <i>can</i>, <i>could</i>, or <i>may</i> as permission or ability statements.</li> <li>• On a test, instructors assess the form of students' short answers to permission or ability questions.</li> </ul>
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**2. Objective: Understand and use simple modals of requests and desires (*would like*, *would*, *could*, *can*).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Correctly <b>transform</b> imperatives into polite requests using the <i>modal + base</i> form with <i>would like</i>, <i>would</i>, <i>could</i>, and <i>can</i>.</li> <li>• <b>Identify</b> and correct <i>modal + base</i> errors in affirmative and negative statements and questions.</li> <li>• <b>Differentiate</b> among requests, offers, and desires that employ the modals <i>would (like)</i>, <i>could</i>, and <i>can</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On homework or quizzes, instructors check students' understanding of form and meaning by giving students an imperative sentence and then asking the students to write the same information as a polite request (e.g. <i>Hand me your pencil.</i> → <i>Could you hand me your pencil?</i>)</li> <li>• On a test, instructors assess students' ability to edit sentences with errors of modal form, main verb form, or word order.</li> <li>• On assignments or tests, instructors assess students' ability to understand the meaning of modals by giving them a sentence and asking them to label it as a request, offer, or desire.</li> </ul>
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**3. Objective: Understand and use modals of necessity (*have to*, *must*).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> <i>have to</i> and <i>must</i> as expressions of necessity in affirmative and negative statements and questions.</li> <li>• <b>Differentiate</b> between true modals 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.</li> <li>• <b>Transform</b> statements with <i>have to</i> and <i>must</i> into questions (adding <i>do</i> to make a question with <i>have to</i>).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On an assignment, instructors assess students' ability to identify expressions of necessity by giving students a paragraph containing <i>have</i> as a main verb, <i>have to</i> as a modal-like expression of necessity, and <i>must</i>. Students underline only <i>have to</i> and <i>must</i> as the expressions that shows necessity (e.g. <i>I have a test on Friday and I <u>have to</u> study at least two hours before then.</i>)</li> <li>• Orally or on paper, instructors ask students to list the true modals (<i>will</i>,</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Understand</b> the difference between <i>must not</i> and <i>don't have to</i>.</li> <li>• <b>Produce</b> correct affirmative and negative expressions of necessity using <i>must</i> and <i>have to</i> in focused exercises.</li> <li>• <b>Identify</b> and <b>correct</b> errors in affirmative and negative statements and questions of necessity.</li> </ul>	<p><i>would, can, could, may, might, shall, should, must</i>). Any other expression covered in this unit is modal-like.</p> <ul style="list-style-type: none"> <li>• On a quiz, instructors assess students' ability to transform statements into accurate questions. Instructors evaluate verb form and word order.</li> <li>• On a multiple-choice item, instructors ask students to choose the correct sentence to fit a context (e.g., Context: You have an optional assignment. Choices: You <i>must not</i> turn in the assignment / You <i>don't have to</i> turn in the assignment.)</li> <li>• On an assignment, instructors assess students' accuracy of form by giving them a picture and a clue and asking them to write a correct statement (affirmative or negative depending on picture) to show necessity (e.g. From a picture of doctor's office with a sign saying "No cellphones!" student writes <i>You must not use a cellphone in the doctor's office.</i>).</li> <li>• On a test, instructors assess students' ability to edit errors of form and word order in necessity expressions.</li> </ul>
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### 091: Nouns

#### 1. Objective: Understand that a noun can be the subject or the object in a sentence.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> nouns in subject and object as positions in a sentence.</li> <li>• <b>Identify</b> nouns in simple sentences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors write simple sentences and ask students to underline the nouns.</li> <li>• Instructors assess whether students can find the nouns in the subject and object parts of a sentence.</li> </ul>
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#### 2. Objective: Distinguish between proper and common nouns.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> that nouns with capital letters are names of people, places, or things.</li> </ul>	<p><b>Suggested MOAs:</b></p>
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<ul style="list-style-type: none"> <li>• <b>Capitalize</b> proper nouns (names).</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors ask students to scan a paragraph and circle proper nouns (names).</li> <li>• In textbook exercises or worksheets written by the instructor, students correctly identify and capitalize all proper nouns.</li> </ul>
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**3. Objective: Form singular and plural nouns.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Form</b> regular plurals by adding -s /-es to a noun, following spelling change rules.</li> <li>• <b>Produce</b> common irregular plural forms.</li> <li>• <b>Recognize</b> and <b>pronounce</b> the -s ending correctly.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a quiz, instructors give a singular noun and ask students to write the plural form. Instructors assess for correct spelling.</li> <li>• On a quiz, instructors give a singular noun and ask students to write the irregular plural form. Instructors assess for correct spelling.</li> <li>• Instructors give students a table with 4 columns. In the first column is a regular plural noun ending in -s/-es. In columns 2-4 are the possible pronunciations /s/ /z/ /ez/. The instructor reads each plural noun and students circle the sound they hear.</li> <li>• Instructor asks students to read aloud plural nouns and awards points for accurate pronunciation.</li> </ul>
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**4. Objective: Recognize and understand count and non-count nouns.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> a noun (in a sentence) as count or non-count.</li> <li>• <b>Recognize</b> that only count nouns have a plural form.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• In a sentence with an underlined noun, instructors ask students to label it C or NC.</li> <li>• On a classwork exercise, instructors give a list of new words and ask students to look them up in the dictionary and then label them C or NC.</li> <li>• In a cloze exercise, instructors assess students' ability to choose the correct form of nouns from a list including some</li> </ul>
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	incorrect distractors of non-count nouns with -s.
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**5. Objective: Form and understand possessive nouns.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Form</b> accurate possessive nouns.</li> <li>• <b>Use</b> possessive nouns correctly.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• In simple sentences, instructors ask students to add apostrophes (with or without -s) to make underlined nouns possessive.</li> <li>• On a cloze exercise, instructors ask students to select the correct form (plural or possessive) to complete a sentence logically (e.g., <u>Leahs</u> / <u>Leah's</u> <u>parents</u> / <u>parents'</u> moved to Michigan last year).</li> </ul>
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**6. Objective: Understand and use subject, object, and possessive pronouns.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Produce</b> the subject, object, and possessive forms of pronouns.</li> <li>• <b>Use</b> subject, object, and possessive pronouns accurately.</li> <li>• <b>Produce</b> questions with <i>whose</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a quiz, instructors ask students to fill in missing parts of a chart containing subject, object, and possessive pronouns.</li> <li>• On a multiple-choice item, instructors evaluate whether students can supply the correct pronoun form to complete a simple sentence.</li> <li>• 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 Marco's book</i>).</li> </ul>
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*091: Determiners*

**1. Objective: Recognize the correct determiners to use with count and noncount nouns (*a/an, some, any*).**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>• <b>Differentiate</b> between <i>a/an, some,</i> and <i>any.</i></li> </ul>	<ul style="list-style-type: none"> <li>• In a cloze exercise, instructors assess whether students can select the correct determiner (<i>a, an, some, any</i>) to complete a statement or question.</li> </ul>
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**2. Objective: Use *many / much / a lot of* correctly with count and noncount nouns.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> <i>many</i> + a plural, count noun.</li> <li>• <b>Use</b> <i>much</i> + noncount noun in negative statements and questions.</li> <li>• <b>Use</b> <i>a lot of</i> + noncount noun or plural, count noun in affirmative statements and questions.</li> <li>• <b>Produce</b> questions with <i>how many/how much.</i></li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• In a cloze exercise, instructors assess whether students can supply the correct quantifier (<i>many, much, a lot of</i>) to complete a statement or question.</li> <li>• In a cloze exercise, instructors assess whether students can supply the logical phrase (<i>How many, How much</i>) to complete a question.</li> </ul>
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*091: Adjectives*

**1. Objective: Understand and use adjectives in noun phrases and after *be*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> adjectives by their function (description) and placement in the sentence (either before a noun or after <i>be</i>).</li> <li>• <b>Recognize</b> the form and meaning of common adjectives.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On assignments, instructors evaluate students' ability to identify adjectives in sentences by giving them simple sentences and asking the students to circle the adjectives.</li> <li>• On a test, instructors evaluate students' ability to recognize adjectives by providing a list of words with different parts of speech and asking them to circle the adjectives (only ones that were previously given on a study list).</li> <li>• On a multiple-choice item, instructors provide a picture and a descriptive sentence with choices of adjective. Instructors evaluate students' ability to choose the accurate adjective to describe the picture.</li> </ul>
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*091: Adverbs*



**1. Objective: Recognize and form common adverbs.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Understand</b> that adverbs describe verbs, adjectives, or other adverbs.</li><li>• <b>Recognize</b> adverbs with -ly.</li><li>• <b>Form</b> adverbs with -ly.</li><li>• <b>Form</b> the common irregular adverbs: <i>well, fast, hard</i>.</li><li>• <b>Produce</b> simple sentences with adverbs.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On a multiple choice item, students circle the correct answer(s) to “An adverb describes....”</li><li>• On a worksheet with a number of simple sentences, instructors ask students to underline all verbs and circle all adverbs.</li><li>• On a quiz, the instructors give a sentence with an adjective, and then a similar sentence with a missing adverb (e.g., <i>He is not a slow runner. He runs _____</i>). Instructors assess the form of the response. Correct answers include <i>quickly</i> and <i>fast</i>.</li><li>• On a worksheet, the instructors give a list of adverbs, and evaluate whether students can write logical, accurate sentences containing the adverbs.</li></ul>
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**2. Objective: Understand and use adverbs of frequency with present simple.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Understand</b> common adverbs of frequency (always, usually, often, sometimes, rarely, never).</li><li>• <b>Use</b> adverbs of frequency with simple present to express habits or routines.</li><li>• <b>Place</b> adverbs appropriately (at the beginning, middle, or end of the sentence).</li><li>• <b>Ask and answer</b> questions with how often.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On a worksheet, instructors give a starting sentence such as “I brush my teeth every morning and every night.” Students must then choose the best adverb to complete a sentence with the same meaning: “I always / never / sometimes / usually brush my teeth.”</li><li>• Given a printout of someone’s monthly calendar, students write true statements using adverbs about the person’s routine. Instructors evaluate sentences for accurate adverb choice and word order.</li><li>• Instructor assesses students’ ability to complete a dialogue about routines that has some questions and some answers left blank. Instructors evaluate responses for logic and form.</li></ul>
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## 091: Prepositions

### 1. Objective: Understand and use prepositions to describe place.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Recognize</b> correct prepositions to describe place.</li><li>• <b>Use</b> correct prepositions to describe place.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On an assignment, instructors assess students' ability to use a limited set of prepositions by providing them a sentence and a picture and asking students to fill in the blank with the appropriate preposition of place that describes the picture.</li><li>• During a small group activity, instructors evaluate students' ability to use a limited set of prepositions by asking them to describe a room in their house using correct prepositions of place.</li></ul>
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### 2. Objective: Understand and use simple prepositions to describe time.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Recognize</b> correct prepositions to describe time.</li><li>• <b>Use</b> correct prepositions to describe time.</li></ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"><li>• On a test or quiz, instructors evaluate students' ability to use a limited set of prepositions by providing them with an incomplete conversation about plans and asks students to fill in the blank with the correct prepositions of time.</li><li>• During a small group activity, instructors evaluate students' ability to use a limited set of prepositions by asking them to describe their week's schedule to their partner using correct prepositions of time.</li></ul>
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