

WESLI's Levels Summary: Student Learning Outcomes

The following is a summary of the student learning outcomes, listing the measurable language outcomes, for the core classes in each level. Please note the following:

- Students can be split-level (i.e. enrolled in courses at two different levels).
- Part-time students may take only one skill course, rather than all four classes.
- Non-Academic Track students may choose not to take these courses, but may still be considered a student at that particular level.
- WESLI's core classes are Reading, Writing and Listening and Speaking; students in the 'Academic Track' must take these core classes. Many students also elect to take a Grammar course in addition to the core skill classes – because of this, SLOs for grammar are included in this document.

At the end of the 100 level, students will be able to...

	Reading	Writing	Listening & Speaking	Grammar
100 Level	<p><i>1. Develop their reading strategies and vocabulary skills by reading texts intensively</i></p> <p>A. Predict the topic of a text using previewing</p> <p>B. Identify main ideas to show topic of the text</p> <p>C. Scan for specific information in the text</p> <p>D. Identify referent words for pronouns</p> <p><i>2. Increase their reading fluency and expand their vocabulary by reading texts extensively</i></p> <p>A. Increase reading fluency by reading graded - readers for 20 minutes three times per week and reporting on vocabulary of the books and their reactions to them.</p> <p>B. Show progressive decrease in the amount of time it takes to read 500 words in a 100 level text through multiple readings</p> <p><i>3. Become a more autonomous learner by using a vocabulary-learning tool such as vocabulary logs or lists, dictionaries, or flash cards.</i></p> <p>A. Identify parts of words</p> <p>B. Identify collocations of high frequency words</p> <p>C. Recognize parts of speech</p> <p><i>4. Build their confidence in expressing their ideas and opinions about what they read.</i></p> <p>A. Ask and answer (who, what, where, why & how) questions to demonstrate their understanding of main ideas & important details</p> <p>B. Support answers and provide evidence with accountable talk (agree, disagree)</p> <p>C. Demonstrate critical thinking in discussions with connections (text-to-text/self)</p>	<p><i>1. Improve their grammatical accuracy in writing sentences</i></p> <p>A. Use basic sentence structures</p> <ul style="list-style-type: none"> • S+V+O/Compliment/Adjective • Capital letter use • Correct punctuation use <p>B. Use the following grammar:</p> <ul style="list-style-type: none"> • Simple present tense • Parts of speech – nouns, verbs, adjectives, adverbs, & prepositions of time and place • Coord. Conjunctions <p><i>2. Understand the paragraph writing process</i></p> <p>A. Apply the basic writing process (Brainstorm, Plan, Write, Revise)</p> <p>B. Recognize and write a well-organized paragraph, which includes:</p> <ul style="list-style-type: none"> • A topic sentence • Supporting examples • A concluding thought <p><i>3. Improve their writing fluency</i></p> <p>A. Write a paragraph more fluently by</p> <ul style="list-style-type: none"> • Using good vocabulary and spelling for this level • Using a variety of sentence types (simple + compound) • Writing 8 -10 sentences in 15 minutes 	<p><i>1. Improve their accuracy and fluency in speaking</i></p> <p>A. Ask and answer information (WH) questions using the following grammar</p> <ul style="list-style-type: none"> • Simple present tense • Subject verb agreement <p>B. State their opinions</p> <p>C. Use topic related words in their speaking</p> <p>D. Make predictions in preparation for listening</p> <p>E. Demonstrate pronunciation of</p> <ul style="list-style-type: none"> • Syllable and word stress • s/es word endings <p>F. Give a short (2 – 3 minute) informative presentation</p> <ul style="list-style-type: none"> o Using notes o Based on personal experiences <p><i>2. Communicate effectively, using accountable talk, with partners and teachers in the classroom</i></p> <p>A. Use accountable talk stems to:</p> <ul style="list-style-type: none"> • Take turns appropriately in a conversation or discussion • Express basic agreement/ disagreement with a partner or in a discussion <p><i>3. Improve overall listening skills and learn basic note-taking skills</i></p> <p>A. Identify main ideas in recordings and conversations</p>	<p><i>1. Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> • Parts of speech and parts of sentences (S, V, O) • BE verb • Yes/No Questions • Simple present • Yes/No Questions w/ 'do' • Information Questions • There is/ there are • Conjunctions AND, OR, BUT <p><i>2. Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> • BE verb <ul style="list-style-type: none"> o Yes/No Questions • Simple present <ul style="list-style-type: none"> o Yes/No Questions w/ 'do' o Information Questions

WESLI's Levels Summary: Student Learning Outcomes

At the end of the 200 level, students will be able to...

	Reading	Writing	Listening & Speaking	Grammar
200 Level	<p>1. <i>Develop their reading strategies and vocabulary skills by reading texts intensively</i></p> <p>A. Predict the topic of a text using previewing</p> <p>B. Identify main ideas (through annotation) to show M. I. vs. topic of the text</p> <p>C. Skim for general ideas of a text</p> <p>D. Scan for specific information in the text</p> <p>E. Identify referent words for pronouns</p> <p>2. <i>Increase their reading fluency and expand their vocabulary by reading texts extensively</i></p> <p>A. Improve reading fluency by reading graded - readers for 20 minutes three times per week and reporting on main ideas of the books and their reactions to them.</p> <p>B. Show progressive decrease in the amount of time it takes to read 500 words in a 200 level text through multiple readings</p> <p>3. <i>Become a more autonomous learner by using a vocabulary-learning tool such as vocabulary logs or lists, dictionaries, or flash cards.</i></p> <p>A. Use clues to understand words in context</p> <p>B. Identify parts of words</p> <p>C. Identify collocations (high frequency words)</p> <p>D. Recognize parts of speech</p> <p>4. <i>Build their confidence in expressing their ideas and opinions about what they read.</i></p> <p>A. Ask and answer (who, what, where, why & how) questions to demonstrate their understanding of main ideas & important details</p> <p>B. Use accountable talk to show evidence or support of an answer (agree, disagree, clarification, turn-taking)</p> <p>C. Demonstrate critical thinking in discussions with connections (text-to-text/self)</p>	<p>1. <i>Improve their grammatical accuracy in writing sentences</i></p> <p>A. Understand basic sentence structures</p> <ul style="list-style-type: none"> ● S+V+O/Compliment/Adjective ● Capital letter use ● Correct punctuation use <p>B. Accurately use the following grammar:</p> <ul style="list-style-type: none"> ● Simple present tense ● Present progressive tense ● Simple past tense ● Parts of speech – nouns, verbs, adjectives, adverbs, & prepositions of time and place ● Coord. Conjunctions <p>2. <i>Understand the paragraph writing process</i></p> <p>A. Apply the basic writing process (Brainstorm, Plan, Write, Revise)</p> <p>B. Recognize and write a well-organized paragraph, which includes:</p> <ul style="list-style-type: none"> ● A topic sentence ● Supporting examples ● A concluding thought <p>3. <i>Improve their writing fluency</i></p> <p>A. Write a paragraph more fluently by</p> <ul style="list-style-type: none"> ● Using good vocabulary and spelling for this level ● Using a variety of sentence types (simple + compound) ● Writing 8 -10 sentences in 15 minutes 	<p>1. <i>Improve their accuracy and fluency in speaking</i></p> <p>A. Ask and answer information (WH) questions using the following grammar</p> <ul style="list-style-type: none"> ● Simple present tense + Simple past tense + Present continuous tense ● Subject verb agreement <p>B. State their opinions with a reason for why they hold that opinion</p> <p>C. Use topic related vocabulary words in their speaking</p> <p>D. Make predictions in preparation for listening</p> <p>E. Demonstrate pronunciation of</p> <ul style="list-style-type: none"> ● Syllable and word stress ● Question intonation ● s/es word endings <p>F. Give a short (2 – 3 minute) informative presentation</p> <ul style="list-style-type: none"> ● Using notes ● Based on personal experiences and opinions <p>2. <i>Communicate effectively, using accountable talk, with partners and teachers in the classroom</i></p> <p>A. Use accountable talk stems to:</p> <ul style="list-style-type: none"> ● Take turns appropriately in a conversation or discussion ● Express basic agreement/ disagreement with a partner or in a discussion ● Ask questions for basic clarification ● Communicate personal opinions <p>3. <i>Improve overall listening skills and learn basic note-taking skills</i></p> <p>A. Identify main ideas in recordings and conversations</p> <p>B. Take simple notes with numbers, names and keywords</p>	<p>1. <i>Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> ● Count/non-count nouns ● Past tense (regular and irregular) ● Present Progressive ● Articles (definite & indefinite) and Demonstratives ● Adjectives and Prepositions ● Adverbs of time <p>2. <i>Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> ● Parts of speech and parts of sentences (S, V, O) ● BE verb ● Yes/No Questions ● Simple present ● Yes/No Questions w/ 'do' ● Information Questions ● There is/ there are ● Conjunctions AND, OR, BUT

WESLI's Levels Summary: Student Learning Outcomes

At the end of the 300 level, students will be able to...

	Reading	Writing	Listening & Speaking	Grammar
300 Level	<p>1. <i>Develop their reading strategies and vocabulary skills by reading texts intensively</i></p> <p>A. Predict the topic of a text using previewing</p> <p>B. Determine the topic of a paragraph in level – appropriate texts</p> <p>C. Infer meaning of sentences and short passages by answering information questions about the text</p> <p>D. Determine the main idea and supporting details of a paragraph in level appropriate texts</p> <p>E. Scan and skim for specific information in the text</p> <p>F. Identify referent words for pronouns</p> <p>G. Summarize information</p> <p>2. <i>Increase their reading fluency and expand their vocabulary by reading texts extensively</i></p> <p>A. Will have improved reading fluency by reading three graded - readers for 20 minutes three times per week and reporting on main ideas of the books and their reactions to them.</p> <p>B. Show progressive decrease in the amount of time it takes to read 750 words in a 300 level text</p> <p>3. <i>Become a more autonomous learner by using a vocabulary-learning tool such as vocabulary logs or lists, dictionaries, or flash cards.</i></p> <p>A. Use clues to understand words in context</p> <p>B. Identify parts of words</p> <p>C. Identify collocations (high frequency words)</p> <p>D. Recognize parts of speech</p> <p>4. <i>Build their confidence in expressing their ideas and opinions about what they read.</i></p> <p>A. Ask and answer (who, what, where, why & how) questions to demonstrate their understanding of main ideas & important details</p> <p>B. Use accountable talk to show evidence or support of an answer (agree, disagree, clarification, turn-taking)</p> <p>C. Demonstrate critical thinking in discussions with connections</p> <ul style="list-style-type: none"> ● Text- to – text ● Text – to – self ● Text – to – world 	<p>1. <i>Improve their grammatical accuracy in writing paragraphs</i></p> <p>A. Use basic sentence structures</p> <ul style="list-style-type: none"> ● Compound (and, but, so) ● Complex (because, time clauses) ● Transition words: Time order + Order of importance <p>B. Accurately use and/or edit for the following grammar points:</p> <ul style="list-style-type: none"> ● Fragments/Run-ons ● Coordinating Conjunctions ● Subordinating Conjunctions ● Dependent Clauses ● S-V Agreement ● Correct Verb Tense: present vs. present continuous, past vs. past continuous, future <p>2. <i>Understand the paragraph</i></p> <p>A. Understand the paragraph:</p> <ul style="list-style-type: none"> ● Writing process (brainstorm, plan, write, revise) ● Organization (Topic Sentence, Relevant Supporting Examples, Concluding Thought) ● Paragraph form (Indentation, Title, Order, Detail) <p>B. Produce a grammatically correct paragraph for a specific purpose, which includes:</p> <ul style="list-style-type: none"> ● Narrative paragraph ● Descriptive paragraph (Events, People, Places) ● Opinion paragraph <p>3. <i>Improve their writing fluency</i></p> <p>A. Write a paragraph more fluently by</p> <ul style="list-style-type: none"> ● Using topic appropriate topic vocabulary and spelling ● Using a variety of sentence types - simple, compound and complex ● Writing 2 paragraphs (5 – 8 sentences) in 15 minutes 	<p>1. <i>Improve the accuracy of their grammar, pronunciation and fluency in speaking</i></p> <p>A. Use (with few errors) grammatical structures in their speaking</p> <ul style="list-style-type: none"> ● Simple present vs. Present Continuous ● Adverbs of Frequency ● Simple present questions (yes/no, info) + Simple past questions (yes/no, info) ● Count/non-count ● Future (will, be going to, continuous) ● Modals of possibility and necessity ● Comparative/Superlative adjectives <p>B. Demonstrate accurate pronunciation of</p> <ul style="list-style-type: none"> ● Syllable stress ● Question intonation ● Simple past tense endings ● Contractions <p>C. Demonstrate fluency in using accountable talk when</p> <ul style="list-style-type: none"> ● Agreeing/disagreeing, Asking for & expressing preference, Giving reasons and explanations <p>D. Use topic related vocabulary words in their speaking</p> <p>E. Give a short (2 – 3 minute) informative presentation</p> <ul style="list-style-type: none"> ● Using notes ● Based on personal experiences and opinions ● Organized with a beginning, middle, and end <p>2. <i>Improve listening fluency and note-taking skills</i></p> <p>A. Identify main ideas and details when listening to recordings and conversations</p> <p>B. Understand context and activate prior knowledge</p> <p>C. Use basic symbols & abbreviations in note taking for specific information</p> <p style="margin-left: 20px;">a. Numbers, Key Words, Names, Order</p> <p>3. <i>Improve critical thinking skills</i></p> <p>A. Make simple inferences in listening</p> <p>B. Use evidence to support opinions in speaking</p>	<p>1. <i>Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> ● Present and Past Progressive ● Modals and Imperatives ● Future ● Articles ● Pronouns ● Adverbs and Adjectives (comparatives and superlatives) <p>2. <i>Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> ● Count/non-count nouns ● Past tense (regular and irregular) ● Present Progressive ● Articles (definite & indefinite) and Demonstratives ● Adjectives and Prepositions ● Adverbs of time

WESLI's Levels Summary: Student Learning Outcomes

C. Make comparisons in conversation and of listenings

At the end of the 400 level, students will be able to...

	Reading	Writing	Listening & Speaking	Grammar
400 Level	<p><i>1. Develop their reading strategies and vocabulary skills by reading texts intensively</i></p> <p>A. Predict the topic of a text</p> <p>B. Determine the topic of a paragraph in level – appropriate texts</p> <p>C. Determine the main idea and supporting details of a paragraph in level – appropriate texts</p> <p>D. Make connections in the text (pronouns, additional information, example, contrast + C/E + time order connectors)</p> <p>E. Summarize main ideas and details</p> <p><i>2. Increase their reading fluency and expand their vocabulary by reading texts extensively</i></p> <p>A. Reference text ideas, report main ideas, and share reactions to level-appropriate extensive reading books</p> <p>B. Show progressive decrease in the amount of time it takes to read 1000 words in a 400 level text through multiple readings</p> <p><i>3. Become a more autonomous learner by using a vocabulary-learning tool such as vocabulary logs or lists, dictionaries, or flash cards.</i></p> <p>A. Use clues to understand words in context</p> <p>B. Identify parts of words and word families</p> <p>C. Recognize collocations of topic related vocabulary</p> <p>D. Understand common phrases</p>	<p><i>1. Improve their grammatical accuracy in writing in compositions</i></p> <p>A. Use basic sentence structures</p> <ul style="list-style-type: none"> • Independent and dependent clauses (time, contrast, condition, cause and effect) • Transition words and use <ul style="list-style-type: none"> a. For examples b. For supporting details c. For parallel points <p>B. Accurately use and edit the following grammar points:</p> <ul style="list-style-type: none"> • Fragments/run-ons/missing subjects or verbs • Consistent, correct pronouns • Subject/verb Agreement • Modals • Correct spelling for 400 level vocabulary • Capitalization <p><i>2. Understand the paragraph and how paragraphs relate</i></p> <p>A. Understand the paragraph and composition (2-4 paragraphs):</p> <ul style="list-style-type: none"> • Writing process (brainstorm, plan, write, revise) • Organization (Topic Sentence, Relevant Supporting Examples/Reasons, Concluding Thought) <ul style="list-style-type: none"> o Providing details & supplying examples (Fact vs. opinion) • Paragraph form (Indent, Title, Order, Detail) • Relation between paragraphs <p>B. Recognize and write a grammatically accurate composition for a specific purpose, which includes:</p> <ul style="list-style-type: none"> • Writing a narrative composition • Writing a descriptive composition • Events, People, Places <p><i>3. Improve their writing fluency</i></p> <p>A. Write a composition more fluently by</p> <ul style="list-style-type: none"> • Using topic appropriate topic related and AWL vocabulary and spelling • Using a variety of sentence types - simple, compound and complex 	<p><i>1. Improve the accuracy (grammar & pronunciation) and fluency in their speaking and presentation skills</i></p> <p>A. Use the following grammar accurately in their speaking:</p> <ul style="list-style-type: none"> • Tag questions • Adverbs of frequency • Modals of advice • Past tense vs. past continuous • -ed/-ing adjective endings • Infinitives vs. gerunds • Real conditionals <p>B. Demonstrate accurate pronunciation of</p> <ul style="list-style-type: none"> • Word endings: s/es • Common patterns of syllable, word and sentence stress • A range of statement and question intonations <p>C. Demonstrate fluency in using accountable talk when</p> <ul style="list-style-type: none"> • Making polite refusals, voicing a problem, and asking sensitive questions • Making suggestions • Expressing understanding <p>D. Effectively use and understand topic-based AWL words</p> <p>E. Give a short informative presentation (3 - 5 minutes)</p> <ul style="list-style-type: none"> • Using notes • Organizing ideas with a clear introduction, 3 or more distinct points, and a closing • Using appropriate speaking volume and speed <p><i>2. Improve overall listening and note-taking skills</i></p> <p>A. Identify main ideas and details when listening to conversations and short presentations (2 – 5 minutes)</p> <p>B. Listen for specific information</p> <p>C. Take notes:</p> <ul style="list-style-type: none"> • Using basic symbols and abbreviations • Distinguishing between main ideas and details • Including important facts • Using graphic organizers <p><i>3. Improve critical thinking skills to aid in communication</i></p> <p>A. Use their critical thinking skills in communication to</p> <ul style="list-style-type: none"> • Make inferences • Predict content • Understand context clues • Support reasons with appropriate examples • Interpret visuals • Summarize the listenings 	<p><i>1. Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> • Present, Past and Perfect Tenses (Simple and Progressive) • Time Clauses and Past Time (used to/would) • Imperatives • Adverbs and Adjectives • Articles, Pronouns, and Prepositions (w/ Phrasal Verbs) <p><i>2. Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> • Present and Past Progressive • Modals and Imperatives • Future • Articles • Pronouns • Adverbs and Adjectives (comparatives and superlatives)

WESLI's Levels Summary: Student Learning Outcomes

<p>4. <i>Build their confidence in expressing their ideas and opinions about what they read.</i></p> <p>A. Use accountable talk in discussions</p> <p>B. Demonstrate critical thinking in discussions with connections</p> <ul style="list-style-type: none"> ● Text- to - text ● Text – to – self ● Text – to – world 	<ul style="list-style-type: none"> ● Writing 1 well-developed paragraph (8 – 12 sentences) in 15 minutes 		
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At the end of the 500 level, students will be able to...

	Academic Reading	Academic Writing	Academic Listening & Speaking	Grammar
500 Level	<p>1. <i>Develop their reading strategies and vocabulary skills by reading texts intensively</i></p> <p>A. Determine the main idea and supporting details of paragraphs in level-appropriate texts</p> <p>B. Interpret graphic material in a text (charts, graphs, tables)</p> <p>C. Scan texts for specific information</p> <p>D. Use annotations to show main points and details in a text</p> <p>E. Connect ideas in texts to personal experiences, to other texts and to the world.</p> <p>2. <i>Become a more autonomous learner by using a vocabulary-learning tool such as vocabulary logs or lists, dictionaries, or flash cards.</i></p> <p>A. Use context clues to determine unfamiliar vocabulary</p> <p>B. Use dictionary skills to find synonyms, multiple meanings and collocations</p> <p>C. Use the language used to talk about numbers</p>	<p>1. <i>Improve their grammatical accuracy in academic writing</i></p> <p>A. Accurately use and/or self-correct the following grammar points:</p> <ul style="list-style-type: none"> ● Basic Sentence Structures & Sentence Variety ● Fragments/Run-ons/Comma splices ● Subject -Verb Agreement ● Missing Verbs ● Singular/Plural/Non-count Nouns ● Articles ● Verb Tenses ● Transition words – Using those that show order, examples, contrasts, opinions, conclusions <p>B. Use the following developmental grammar:</p> <ul style="list-style-type: none"> ● Parallel structure ● Present perfect ● Modals & conditionals ● Relative clauses ● Noun clauses (w/ that for reported speech) ● Comparison structures <p>2. <i>Understand the essay and genre-specific purposes</i></p> <p>A. <i>Produce multi-paragraph essays consisting of:</i></p> <ul style="list-style-type: none"> ● Writing process (brainstorm, plan, write, revise) ● The essay form <ol style="list-style-type: none"> a. The Introduction - including thesis statement construction b. 2-3 Body paragraphs c. The Conclusion ● Formatting – typed basic APA style <p>B. Produce a grammatically accurate essay or response for a specific purpose, which includes:</p> <ul style="list-style-type: none"> ● Writing a descriptive (explanatory, process) essay ● Writing a cause and effect essay ● Writing problem/solution essay 	<p>1. <i>Improve the accuracy (grammar & pronunciation) and fluency in their speaking and presentation skills</i></p> <p>A. Use the following grammar accurately in their speaking</p> <ul style="list-style-type: none"> ● Indefinite pronouns ● Making suggestions ● Simple past vs. present perfect ● Comparisons ● Indirect & negative questions ● Reported speech ● Future (adverb clauses) ● Conditionals (real and unreal) <p>B. Demonstrate accurate pronunciation of</p> <ul style="list-style-type: none"> ● Intonation and stress patterns ● Contractions ● Linking sounds <p>C. Demonstrate fluency in using accountable talk when</p> <ul style="list-style-type: none"> ● Making polite refusals, voicing a problem, and asking sensitive questions ● Making suggestions ● Interrupting ● Expressing understanding ● Asking follow-up questions/extending discussions <p>D. Effectively understand and use topic relevant AWL and Tier 2 level vocabulary</p> <p>E. Give a short informative presentation (5 - 7 minutes)</p> <ul style="list-style-type: none"> ● Using notes and visuals ● Making appropriate eye contact <p>2. <i>Improve overall listening and note-taking skills</i></p> <p>A. Listen to structured lectures (10 – 15 minutes), discussions, and documentaries (5 – 10 minutes) and do the following</p> <ul style="list-style-type: none"> ● Identify Main Ideas vs. Details ● Predict content ● Ignore distractions 	<p>1. <i>Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> ● Future and Future Perfect ● Time Clauses and Conditionals ● Transitive and Intransitive verbs ● Phrasal verbs ● Modals ● Gerunds and Infinitives ● Comparatives and Superlatives <p>2. <i>Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> ● Present, Past and Perfect Tenses (Simple and Progressive) ● Time Clauses and Past Time (used to/would) ● Imperatives ● Adverbs and Adjectives

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<p>3. <i>Build their confidence in expressing their ideas and opinions about what they read.</i></p> <p>A. Use accountable talk in discussions to link or expand their talk to what others say</p> <p>B. Demonstrate critical thinking by connecting ideas in texts to personal experiences, to other texts and to the world.</p>	<ul style="list-style-type: none"> • Writing a summary (text, event, etc.) and reaction <ul style="list-style-type: none"> a. Fact vs. opinion <p>3. <i>Improve their academic writing fluency</i></p> <p>A. Write an essay more fluently by</p> <ul style="list-style-type: none"> • Using AWL vocabulary and spelling • Using a variety of sentence types • Writing for an academic audience • Discerning between relevant & irrelevant information • Writing 4 paragraphs in 30 minutes 	<ul style="list-style-type: none"> • Understand the purpose <p>B. Take notes:</p> <ul style="list-style-type: none"> • Using basic symbols and abbreviations • Distinguishing between main ideas and details • Including important facts • Using graphic organizers • Referencing them for summaries, reactions, and discussions <p>3. <i>Improve critical thinking skills to aid in communication</i></p> <p>A. Use their critical thinking skills in communication to</p> <ul style="list-style-type: none"> • Evaluate reasons & judge relevance • Interpret graphic material • Draw conclusions • Summarize and react to the listenings 	<ul style="list-style-type: none"> • Articles, Pronouns, and Prepositions (w/ Phrasal Verbs)
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At the end of the 600 level, students will be able to...

	Academic Reading & Writing	Academic Listening & Speaking	Grammar
600 Level	<p>1. <i>Develop reading strategies by reading academic texts intensively and extensively</i></p> <p>A. Annotate adapted and unadapted materials to show M.I vs. Detail & connections, questions & examples</p> <ul style="list-style-type: none"> • By demonstrating comprehension of rhetorical styles (C/E relationships, Multiple Views, Problem Solution) <p>B. Analyze text components to assist comprehension by</p> <ul style="list-style-type: none"> • Using text features (titles, charts, maps, other graphical material) to assist comprehension of details. • Identifying common grammatical features in academic texts (reduced relative clauses, passive sentences & nominalized subjects) • Using context clues to guess meanings of vocabulary in context • Identifying AWL collocates <p>C. Connect ideas from two or more related texts</p> <p>D. Summarize and paraphrase texts orally to show comprehension</p> <p>E. Increase AWL vocabulary, using words from authentic texts</p> <p>2. <i>Develop academic writing skills using readings as a basis for writing essays and reactions</i></p> <p>Grammar – Accuracy</p> <p>A. Accurately use and self-correct the following grammar points:</p> <ul style="list-style-type: none"> • Fragments/Run-ons/Comma splices • Subject -Verb Agreement • Articles • Verb Tenses • Transition words • Passive voice • Past vs. past perfect • Parallel structure • Modals & conditionals • Clauses (relative, noun, etc.) <p>Content</p> <p>B. Write responses to readings demonstrating critical thinking</p> <p>C. Integrate evidence (from readings) in APA style + example framing</p> <p>D. Quote, paraphrase, and summarize in their writing</p>	<p>1. <i>Improve the accuracy (grammar & pronunciation) and fluency in their speaking and presentation skills</i></p> <p>A. Accurately use the following grammar in their speaking</p> <ul style="list-style-type: none"> • Passive voice • Adjective clauses • Conditionals <p>B. Demonstrate accurate pronunciation of</p> <ul style="list-style-type: none"> • Segmentals • Linking: consonant - vowels & vowel - vowel • Intonation • Syllable stress <p>C. Demonstrate fluency in using accountable talk when</p> <ul style="list-style-type: none"> • Seeking confirmation • Eliminating confusion • Using extension/expansion • Reviewing • Demonstrating skepticism • Conceding a point <p>D. Effectively use and understand topic relevant AWL vocabulary</p> <p>E. Competently participate in group work for the presentation</p> <p>F. Give a group informative (15 minutes) and an individual persuasive presentation (8-10 minutes)</p> <ul style="list-style-type: none"> • Using effective transitions • Incorporating audience interaction • Using appropriate gestures & body language • Using research and data collection skills • Using prepared visuals <p>2. <i>Improve overall listening and note-taking skills</i></p> <p>A. Listen to structured lectures (10 – 20 minutes), discussions, and documentaries (15 – 20 minutes) and do</p>	<p>1. <i>Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> • All 12 Verb Tenses • Passive Voice • Modals • Nouns and Pronouns • Gerunds and Infinitives <p>2. <i>Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> • Future and Future Perfect • Time Clauses and Conditionals • Transitive and Intransitive verbs • Phrasal verbs • Modals • Gerunds and Infinitives • Comparatives and Superlatives

WESLI's Levels Summary: Student Learning Outcomes

<p>E. Summarize and paraphrase texts in writing to show comprehension</p> <p>Organization</p> <p>F. Write structured 5 – 10 paragraph essays using APA formatting for the purpose of clearly communicating:</p> <ul style="list-style-type: none"> ● Problem-solution + Argument/Persuasion + Comparison/contrast + Cause-effect <p>G. Produce 5 – 10 paragraph essays, implementing:</p> <ul style="list-style-type: none"> ● The writing process (research, brainstorm, plan, write, revise) ● The essay form (Introduction, Body paragraphs, & The Conclusion) ● Formatting –APA style (Headings, In-text citations, Title page, References) ● Collaboration and group work with peers <p>3. <i>Develop critical thinking skills</i></p> <p>A. Demonstrate critical thinking skills in reading, writing and discussions by</p> <ul style="list-style-type: none"> ● Using accountable talk (agree, disagree, clarification, expansion) ● Making connections of common themes within readings in a unit and connections between units using notes to inform writing (brainstorming/planning process) ● Making connections to the "real world", personal experiences, other texts ● Developing C/E, View & Problem –Solution understanding (reading, writing, discussion) ● Connecting ideas from two or more related texts ● Describing statistical data presented in graph or prose form 	<p>the following</p> <ul style="list-style-type: none"> ● Listen for and verbalize main Ideas vs. details ● Listen for and verbalize organization ● Recognize introductions, conclusions, digressions ● Note numbers & statistics ● Determine the purpose <p>B. Take notes:</p> <ul style="list-style-type: none"> ● Using symbols and abbreviations ● Distinguishing between main ideas and details ● Recognizing keywords ● Using graphic organizers <p>3. <i>Improve critical thinking skills to aid in communication</i></p> <p>A. Use their critical thinking skills in communication to:</p> <ul style="list-style-type: none"> ● Identify and evaluate topics ● Evaluate numbers and statistics ● Summarize, react, discuss, and take quizzes on the listenings 	
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At the end of the 700 level, students will be able to...

	Academic Reading & Writing	Academic Listening & Speaking	Grammar
700 Level	<p>1. <i>Develop critical reading strategies by reading academic and authentic non-fiction texts intensively and extensively</i></p> <p>A. Annotate unadapted materials used to summarize, discuss, and evaluate the readings.</p> <p>B. Analyze text components to assist comprehension by</p> <ul style="list-style-type: none"> ● Identifying details, writers' tone, themes, + compare text to self, other texts, world. ● Identifying implied meaning from both explicit and implicit details ● Analyzing and evaluating the accuracy, credibility and degree of objectivity of the writer <p>C. Compare and contrast points from multiple texts to improve understanding of themes.</p> <p>D. Increase AWL vocabulary, using words from authentic texts from academic journals, textbooks and literature</p> <p>2. <i>Develop academic writing skills using readings as a basis for research writing and analytical reactions</i></p> <p>Grammar – Accuracy</p> <p>A. Accurately use and (peer) correct the following grammar points:</p> <ul style="list-style-type: none"> ● Fragments/Run-ons/Comma splices ● Subject -Verb Agreement ● Articles ● Verb Tenses ● Clauses (noun, that, relative, adjective, adverb) ● Passive voice ● Real and unreal conditionals ● Parallel structure ● Direct and indirect speech <p>Content</p>	<p>1. <i>Improve the accuracy (grammar & pronunciation) and fluency in their speaking and presentation skills</i></p> <p>A. Accurately use the following grammar in their speaking</p> <ul style="list-style-type: none"> ● Subject-Verb Agreement ● Articles ● Clauses (noun, that, relative, adjective, adverb) ● Unreal conditionals ● Appropriate verb tenses <p>B. Demonstrate awareness and improved pronunciation of</p> <ul style="list-style-type: none"> ● L1 interference areas ● Rhythm patterns (Intonation and syllable stress) ● Segmentals ● Subject specific vocabulary <p>C. Demonstrate fluency by</p> <ul style="list-style-type: none"> ● Using accountable talk ● Participating effectively in class discussions ● Participating in community engagement ● Language of attribution <p>D. Effectively use and understand AWL topic relevant vocabulary by</p> <ul style="list-style-type: none"> ● Using context to interpret unknown word meanings in lectures ● Using specific academic and topic specific AWL vocabulary in response to lectures, presentations, and discussions <p>E. Competently participate in group work for the presentation</p>	<p>1. <i>Build knowledge and increase accurate use of grammatical structures in writing and speaking</i></p> <p>A. Identify and produce the following structures:</p> <ul style="list-style-type: none"> ● Indirect and Direct Speech ● Passive Voice ● Restricted/Unrestricted Relative Clauses ● Real and Unreal Conditionals ● Adverb Clauses and Phrases ● Articles and Prepositions <p>2. <i>Avoid common grammatical mistakes</i></p> <p>A. Identify and edit errors in the use of the following structures:</p> <ul style="list-style-type: none"> ● All 12 Verb Tenses ● Passive Voice ● Modals ● Nouns and Pronouns ● Gerunds and Infinitives

WESLI's Levels Summary: Student Learning Outcomes

<p>B. Write analytical responses to unadapted readings and academic articles demonstrating critical thinking</p> <p>C. Provide reasoned arguments with supported details by integrating and framing evidence (from readings and outside sources) in APA style</p> <p>D. Quote, paraphrase, and summarize appropriately and discriminately in their writing</p> <p>E. Analyze topic, synthesize, critique and connect ideas from academic readings</p> <p>Organization</p> <p>F. Write long-form essays that demonstrates appropriate use of genre in context:</p> <ul style="list-style-type: none"> ● Expository writing ● Research writing ● Evaluation writing <p>G. Produce 5 – 9 page essays, appropriately implementing</p> <ul style="list-style-type: none"> ● The writing process (research, brainstorm, plan, write, revise) ● Appropriate rhetorical form ● Formatting –APA style (Headings, Page format, in-text citations, Title Page, References) <p>3. <i>Develop critical thinking skills</i></p> <p>A. Demonstrate critical thinking skills in reading, writing and discussions by</p> <ul style="list-style-type: none"> ● Using accountable talk (agree, disagree, clarification, expansion, counter-arguing, conceding) ● Making connections of common themes within multiple readings to inform writing ● Making connections to the "real world", personal experiences, other academic texts ● Doing research to develop understanding of topics, Integration, synthesis, (reading, writing, discussion) ● Avoiding logical fallacies in argumentation and reasoning ● Interpreting and describing graphic and statistical information 	<p>F. Give a research presentation (15 minutes)</p> <ul style="list-style-type: none"> ● Using the following steps: Research, Brainstorm, Prepare, Practice, Deliver ● Synthesizing and integrating outside information <p>2. <i>Improve overall listening and note-taking skills in authentic interactions</i></p> <p>A. Listen to authentic university lectures and TED talks (live and recorded - 25 – 50 minutes) and do the following:</p> <ul style="list-style-type: none"> ● Listen for organization – main ideas, details, discourse markers, and examples ● Recognize introductions, conclusions, and digressions <p>B. Take effective notes</p> <ul style="list-style-type: none"> ● Using outline format ● Using symbols, abbreviations, and signal words ● Showing comprehension of themes, concepts and details ● Using them later for discussions and for studying for quizzes <p>3. <i>Improve critical thinking skills to aid in communication</i></p> <p>A. Use their critical thinking skills in communication to</p> <ul style="list-style-type: none"> ● Identify and evaluate topics ● Analyze and react to themes ● Synthesize information from different sources ● Summarize, react, discuss, and take quizzes on the listenings 	<p><u>Note:</u> At the 700 level students have the option of taking <i>Grammar 700, Advanced Grammar for Speaking and Advanced Grammar for Writing.</i></p>
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