

**Reading/Writing 10 Goal:**

*Reading: Expose students to basic written texts, new vocabulary, and introduce the concepts of skimming and scanning a text*

*Writing: Develop students' ability to express ideas through simple sentences and introduce basic paragraph form*

**Reading/Writing 10 Objectives to teach:**

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming a text for gist
- Scanning for specific information in a text
- Demonstrating comprehension of passages through discussions, reading quizzes and tests
- Increasing breadth of receptive and expressive essential, everyday vocabulary
- Recognizing most sound-to-letter correspondences
- Gaining accuracy writing simple sentences
- Understanding the concept of a paragraph and its basic organization
- Copying information correctly
- Understanding the use of basic punctuation at the end of sentences
- Understanding basic capitalization rules
- Editing written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation

**Reading/Writing 10 Student Learning Outcomes to formally assess:**

*At the end of Reading/Writing 10, students will be able to:*

*Reading:*

- Identify the main idea and supporting details of short, simple passages of up to 3 paragraphs
- Demonstrate knowledge of most sound-to-letter correspondences by reading aloud
- Copy a five-sentence paragraph correctly

*Writing*

- Write simple sentences
- Write a brief paragraph
- Demonstrate ability to use essential, everyday vocabulary
- Accurately spell essential, everyday vocabulary
- Demonstrate emerging use of punctuation at the end of a sentence
- Demonstrate emerging use of capitalization rules in writing

**Reading/Writing 10 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
  - ♦ Performance grade of C-minus or better in course
  - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
  - ♦ 80% or higher on the reading exam (may be curved by SC)
  - ♦ Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric

***Reading/Writing 20 Goal :***

*Reading: Expose students to multi-paragraph readings that develop a central idea, increase vocabulary, and increase students' reading strategies for comprehension.*

*Writing: Develop students' ability to organize written information in paragraph form and develop students to basic paragraph genres*

***Reading/Writing 20 Objectives to teach:***

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming a text for gist
- Scan for specific information in the text
- Identifying the main ideas of a reading
- Using context clues to guess the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive basic, high-frequency vocabulary
- Demonstrating comprehension through discussions, basic summary writing, reading quizzes and tests
- Understanding right and left margin conventions
- Understanding indenting conventions
- Incorporating topic sentences into a paragraph
- Understanding basic unity in paragraph writing
- Understanding comma rules for compound sentences
- Composing basic narrative writing
- Composing basic descriptive writing
- Composing basic process writing (writing about a process)
- Editing written work, with an emphasis on improving spelling, punctuation, unity, and sentence structure

***Reading/Writing 20 Student Learning Outcomes to formally assess:***

*At the end of Reading/Writing 20, students will be able to:*

*Reading:*

- Identify and demonstrate comprehension of the main ideas and supporting details of controlled passages of up to 5 paragraphs
- Use context clues to approximate meaning of unknown, basic vocabulary
- Demonstrate understanding of the main ideas of a text through a short, written summary

*Writing:*

- Write paragraphs with a right and left margin and indentation of the first line
- Demonstrate ability to create topic sentences for narrative, descriptive, and process paragraphs
- Compose narrative, descriptive, and process paragraphs unified by a central topic or theme
- Accurately use periods, question marks, and exclamation marks at the end of sentences
- Demonstrate a breadth of basic, high-frequency vocabulary sufficient to write about familiar topics
- Accurately use commas in compound sentences and lists
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

#### ***Reading/Writing 20 Requirements for Promotion***

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
  - ♦ Performance grade of C-minus or better in course
  - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
  - ♦ 80% or better on a reading exam and a basic summary of up to 5 sentences of a second reading (may be curved by SC)
  - ♦ Rating of level 30 on writing exam which includes a descriptive paragraph, narrative, and process paragraph, scored independently by two raters

#### ***Reading/Writing 30 Goal:***

*Reading: Expose students to readings which develop a central idea with high-frequency vocabulary over several paragraphs*

*Writing: Increase the range of sentence structures students can employ and develop students ability to produce a wider variety of paragraph genres ; introduce students to basic essay form*

#### ***Reading/Writing 30 Objectives to teach:***

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming for gist
- Scanning for specific information in a text
- Using context clues to estimate the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive high-frequency vocabulary
- Understanding the structure of newspaper articles
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Understanding how a newspaper article is summarized
- Modifying original text to avoid plagiarism in summary writing
- Understanding the issue of plagiarism in academic work
- Understanding and practice in the use of topic sentences, supporting sentences, and concluding sentences in paragraph writing
- Understanding the elements of unity and coherence in paragraph writing
- Increasing knowledge of key vocabulary used when writing about cause/effect and compare/contrast relationships
- Understanding and practice with the most basic parts of an essay: introduction, body, and conclusion
- Composing cause/effect and compare/contrast paragraphs
- Composing a basic narrative essay
- Editing written work, with an emphasis on improving spelling, punctuation, and sentence structure, and supporting details

***Reading/Writing 30 Student Learning Outcomes to formally assess:***

*At the end of Reading/Writing 30, students will be able to:*

*Reading:*

- Demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article of up to 6 paragraphs
- Identify the central thesis, main ideas, and supporting details of a reading passage of up to 6-8 paragraphs
- Demonstrate comprehension of main ideas (who/what/when/where/why) of a simplified newspaper article through a summary of up to 5 sentences
- Demonstrate comprehension at the paragraph level by identifying the topic of a paragraph
- Demonstrate comprehension at the sentence level by identifying pronoun referents
- Demonstrate ability to use context clues to approximate the meaning of unknown vocabulary

*Writing:*

- Compose compare/contrast and cause/effect paragraph with appropriate topic sentence, supporting sentences, and concluding sentence
- Compose cohesive paragraphs unified by a central topic and controlling idea
- Compose a basic, 3 to 5 paragraph, narrative essay
- Use commas in lists in written assignments
- Demonstrate ability to employ a range of high-frequency vocabulary sufficient to write about a variety of accessible topics and relationships between ideas
- Demonstrate emerging ability to paraphrase a text for summary writing
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

***Reading/Writing 30 Requirements for Promotion***

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
  - ♦ Performance grade of C-minus or better in course
  - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
  - ♦ 80% or higher on final reading exam with two readings and a brief summary (of up to 5 sentences) (may be curved by SC)
  - ♦ Rating of level 40 or higher on final writing exam rated by class instructor based on ELI checklist/rubric

***Reading/Writing 40 Goal:***

*Reading: Expose students to simplified academic readings that develop a central idea with substantial supporting information; increase students' ability to employ reading strategies to analyze text.*

*Writing: Develop students to basic essay composition form and develop written structures that express basic relationships among ideas.*

***Reading/Writing 40 Objectives to teach:***

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming for gist
- Scanning for specific information
- Inferencing
- Using context clues to estimate meaning of unknown vocabulary
- Using strategies to increase reading speed
- Expanding breadth of receptive and expressive high-frequency vocabulary and core academic vocabulary
- Identifying the overall thesis of a reading passage

- Distinguishing between main ideas and supporting information
- Demonstrating comprehension in discussions, summary writing, reading quizzes and tests
- Understanding how a text is summarized
- Paraphrasing original text to avoid plagiarism in summary writing
- Understanding and ample practice with the following elements of essay structure:
  - a general to specific introduction
  - thesis statement
  - supporting body paragraphs with topic sentences, controlling ideas, supporting sentences, and concluding sentences
  - specific to general conclusion
  - simple transitions
- Understanding comma use in complex sentences
- Increasing knowledge of key vocabulary used when writing about cause/effect, compare/contrast, and problem/solution relationships
- Basic understanding use of semicolons and colons
- Identifying types of plagiarism and consequences of plagiarism
- Composing compare/contrast; cause/effect; problem/solutions essays
- Composing written summaries
- Editing written work, with an emphasis on improving sentence structure, paragraph structure word usage, essay structure, supporting details

***Reading/Writing 40 Student Learning Outcomes to formally assess:***

*At the end of Reading/Writing 40, students will be able to:*

*Reading:*

- Demonstrate comprehension, ability to distinguish between main ideas and supporting details of a simplified newspaper passages (9-10 paragraphs) that explore current topics
- Demonstrate comprehension of central thesis, main ideas, and supporting details of reading of reading passages of up to 10-12 paragraphs which provide an academic perspective on accessible topics
- Demonstrate comprehension at the paragraph level by identifying controlling idea of a paragraph
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate emerging ability to infer meanings, attitudes, or opinions
- Demonstrate ability to answer *wh*-questions about events or ideas discussed in article
- Demonstrate ability to use context clues to understand meaning of unknown non-academic vocabulary and core academic vocabulary

*Writing:*

- Demonstrate ability to produce written summaries of up to 10 sentences of a simplified newspaper article (9-10 paragraphs) that explores a current topic
- Compose compare/contrast; cause/effect; problem-solution essays with the following elements:
  - General to specific introduction
  - Identifiable thesis statement
  - Supporting body paragraphs
  - Specific to general conclusion
- Use simple transition signals to create cohesion and coherence between paragraphs and within paragraphs
- Demonstrate comma usage in complex sentences with dependent clause first
- Demonstrate emerging ability to use semicolons and colons in writing
- Demonstrate ability to paraphrase to avoid plagiarism in summary writing
- Accurately spell high-frequency vocabulary and some core academic vocabulary
- Accurately employ a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

***Reading/Writing 40 Requirements for Promotion***

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following
  - ♦ Performance grade of C-minus or better in course
  - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
  - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
  - ♦ Rating of level 50 or higher on essay, scored independently by two outside raters, using an ELI checklist/rubric
  - ♦ Rating of Level 50 on summary (of up to 10 sentences) of simplified journalistic text using an ELI checklist/rubric

***Reading/Writing 50 Goal:***

*Reading: Expose students to a variety of readings that deal with academic topics and increase students' reading speed and ability to employ critical reading strategies.*

*Writing: Develop students' ability to write academic compositions that support a central thesis and incorporate source material.*

***Reading/Writing 50 Objectives to teach:***

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming for gist; skimming for relevant information
- Scanning for specific information in a text
- Inferencing
- Using context clues to estimate meaning and connotation of unknown words
- Using strategies to increase reading speed
- Using the library and internet to locate source readings
- Demonstrating reading comprehension through discussions, summaries, reading quizzes and tests, synthesis writing
- Identifying the overall thesis or central argument of a reading
- Distinguishing main ideas from supporting information
- Understanding an author's use of research studies as supporting information
- Analyzing a text to determine writer's purpose and target audience
- Increasing knowledge of key vocabulary used when writing about cause/effect relationships and argument writing
- Understanding how information from various sources is synthesized to create a cohesive, coherent, unified composition
- Understanding and increased use of diverse punctuation, including accurate punctuation for direct quotes
- Using varying sentence structures and punctuation to add variety, flow, and interest to writing
- Using transition signals and linking structures to connect ideas and describe relationships
- Identifying incidences of plagiarism and understanding consequences of plagiarism
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources
- Composing cause/effect and argument essays which incorporate information from sources
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, supporting details, essay structure, logical flow of information

***Reading/Writing 50 Student Learning Outcomes to formally assess:***

*At the end of Reading/Writing 50, students will be able to:*

*Reading:*

- Demonstrate comprehension of the central argument, main ideas, supporting details of readings which address multiple aspects of an academic topic
- Demonstrate comprehension of the central argument, main ideas, and supporting details of journalistic articles which explore a current, multi-faceted academic topic
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Demonstrate ability to identify and explain relationships between ideas discussed in readings
- Use context clues to identify meaning and connotation of unknown words/phrases
- Articulate author's purpose and target audience
- Find academic sources in the library and online

*Writing:*

- Compose cause/effect and argument essay (with counterargument, concession and refutation) which successfully synthesize information from 2 or more sources
- Accurately and effectively use a variety of punctuation, including punctuation for direct quotes
- Accurately spell a range of core academic vocabulary
- Demonstrate ability to employ core academic vocabulary sufficient to write about a variety of academic topics
- Use a variety of transition signals and linking structures to create cohesion at the sentence and paragraph levels and between paragraphs
- Demonstrate ability to avoid plagiarism through successful paraphrasing and in-text acknowledgement phrases (formal citations optional)
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

***Reading/Writing 50 Requirements for Promotion***

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
  - ♦ Performance grade of C-minus or better in course
  - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
  - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
  - ♦ Rating of level 60 or higher on argument essay synthesizing two or

more sources (provided by SC) and scored using an ELI checklist/rubric

***Reading/Writing 60 Goal:***

*Reading: Expose students to a variety of readings on complex academic topics, develops students ability to understand data from graphs and charts, and introduce bibliographic research.*

*Writing: Introduce students to the research paper with appropriate citations and references using academic sources, and develop students' ability to synthesize information from graphs and charts.*

***Reading/Writing 60 Objectives to teach:***

*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Skimming for gist; skimming for relevant information; skimming for appropriateness as an academic source
  - Scanning for specific information in a text
  - Inferencing
  - Using context clues to distinguish between multiple meanings of a given word/phrase
  - Expanding breadth of receptive and expressive academic and field-specific vocabulary
  - Demonstrating reading comprehension through discussions, summaries, synthesis writing, reading quizzes and tests
  - Using strategies to increase readings speed
- Gaining proficiency reading data sets and extrapolating key concepts, trends, and correlations
  - Increasing understanding of key vocabulary used to describe data, trends, and correlations
  - Understanding the academic statement of purpose
  - Finding and evaluating sources for academic research paper
  - Understanding organization of a research paper including structuring information around a central argument or thesis
  - Understanding academic citation method(s)
  - Understanding use of direct quotes vs. paraphrased information
  - Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, integration of supporting details, essay structure, logical flow of information
  - Identifying types of plagiarism and consequences of plagiarism

***Reading/Writing 60 Student Learning Outcomes to formally assess:***

*At the end of Reading/Writing 30, students will be able to:*

*Reading:*

- Demonstrate comprehension of central argument, main ideas, and supporting details of texts that analyze issues or trends and include research-based support
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Use context clues to correctly identify meaning of words/phrases with multiple meanings
- Identify a writer's bias or position on an issue
- Identify the bias or positions of authorities/sources referenced in the article
- Extrapolate information from graphs, tables, and other data sets.

*Writing:*

- Compose a short, academic research paper with the following elements:
  - appropriate in-text citations
  - direct quotations which, when needed, include single quotation marks, brackets and ellipses
  - block quotations where appropriate
  - references/bibliography
- Compose a statement of purpose which creates a cohesive connection among goals for future study, career goals, background experience and academic preparation
- Avoid plagiarism through successful paraphrasing, in-text acknowledgment of sources, and appropriate use of citations
- Employ a variety of academic transition signals and linking devices to create cohesion and coherence at the sentence and paragraph levels and between paragraphs
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

***Reading/Writing 60 Exit Criteria***

Student must achieve all the following:

- ♦ Performance grade of B-minus or better in course
- ♦ Exit recommendation by class teacher, based on objectives, demonstrated through student learning outcomes and proficiency score
- ♦ Exit score on state of purpose (rated by instructor, using an ELI checklist/rubric)
- ♦ Exit score on research paper. While students will submit a short academic research paper with an appropriate bibliography and citations, the major focus will be on language use and ability. (rated by instructor, using an ELI checklist/rubric)
- ♦ Exit score on critical writing. At the end of the semester, students will need to write a response to one or more visual or written prompts in 100 minutes, independently scored by two ELI raters (core faculty/administration).
- ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC).

***Decision Process***

<b>Other Exit Criteria</b>	<b>Teacher Recommendation</b>	<b>Exit?</b>
Clear exit on all items	Yes	Yes
Any number of reservations	Yes	Yes
One reservation across all items	No	Yes
One no + any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No