



ELI Core Classes - Level Structure

The first 6 levels incorporate undergraduate and graduate students

1. Complete beginner: **Level 101**
2. Beginner: **Level 102**
3. High Beginner: **Level 201**
4. Advanced Beginner: **Level 202**
5. Low Intermediate: **Level 301**
6. Intermediate: **Level 302**

The 7th and 8th levels offer both an undergraduate-only and graduate-only curricula

7. High Intermediate Undergraduate: **Level 401** / High Intermediate Graduate: **Level 401G**

The 8th level (402) is the exit level for undergraduate students

8. Low Advanced: **Level 402** / Low Advanced Graduate: **Level 402G**

The 9th and 10th levels are for graduate students only. Level 502 is the exit level for graduate students:

9. Advanced: **Level 501**
10. High Advanced **Level 502**

ELI Non-Core Spelling Classes - Level Structure

(These classes are only taken from level 201 to 402G for students who did not pass the initial spelling placement test. They count for 5% of the Writing/Grammar overall grade, but their completion is not required to exit the program.)

The 6 levels incorporate undergraduate and graduate students

1. **Spelling Basic 1**
2. **Spelling Basic 2**
3. **Spelling Intermediate 1**
4. **Spelling Intermediate 2**
5. **Spelling Advanced 1**
6. **Spelling Advanced 2**



LEVEL 101

Level	Writing / Grammar	Reading	Listening	Speaking
101	<p>WG101.1 Demonstrate the process of gradual writing improvement 101.1.A -Generate and organize ideas 101.1.B -Write a draft 101.1.C -Revise a draft based on feedback from peers and instructors 101.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG101.2 Write a 100-word informative paragraph, basic lexical fields (e.g., cooking, daily activities) and WG101 core grammatical structures 101.2.A -Compose a title 101.2.B -Assemble a topic sentence: topic + controlling idea 101.2.C -Clarify the controlling idea with supporting ideas 101.2.D -Bolster the support with details and/or examples 101.2.E -Compose a concluding sentence</p> <p>WG101.3 Effectively use WG101 core grammar requirements</p>	<p>R101.1 Demonstrate reading proficiency for stories of at least 200 words in the following areas R101.1A Previewing R101.1B Skimming R101.1C Scanning R101.1D Identifying key words in stories R101.1E Summarizing stories (orally) R101.1F Identifying supporting details</p> <p>R101.2 Demonstrate a receptive and/or productive knowledge of select vocabulary from their dictionary (select units from 1-8), Knowledge can include: <input type="checkbox"/> Spelling <input type="checkbox"/> Part of speech <input type="checkbox"/> Meanings</p>	<p>LS101.3 Listen to a conversation with a basic level of comprehension</p> <p>LS101.4 Comprehend and use accurately and meaningfully the language targets listed in LS101 Micro-skills table</p>	<p>LS101.1 Pronounce American English comprehensibly</p> <p>LS101.2 Demonstrate effective use of interpersonal communication skills developed in the class</p>



LEVEL 102

Level	Writing / Grammar	Reading	Listening	Speaking
102	<p>WG102.1 Demonstrate the process of gradual writing improvement 101.1.A -Generate and organize ideas 101.1.B -Write a draft 101.1.C -Revise a draft based on feedback from peers and instructors 101.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG102.2 Write a 150-word descriptive (or other informative) paragraph, using common lexical fields (e.g., vacation plans, the weather) and WG102 core grammatical structures 102.2.A -Compose a title 102.2.B -Assemble a topic sentence: topic + controlling idea 102.2.C -Clarify the controlling idea with supporting ideas 102.2.D -Bolster the support with details and/or examples 102.2.E -Compose a concluding sentence</p> <p>WG102.3 Effectively use WG102 core grammar requirements</p>	<p>R102.1 Demonstrate reading proficiency for stories of at least 300 words in the following areas: R102.1A Previewing R102.1B Skimming R102.1C Scanning R102.1D Identifying key words in stories R102.1E Identifying main ideas R102.1F Identifying supporting details</p> <p>R102.2 Demonstrate a receptive and/or productive knowledge of select vocabulary from their reading, dictionary (select units from 1-8), and optionally from a word list. Knowledge can include: <input type="checkbox"/> Spelling <input type="checkbox"/> Part of speech <input type="checkbox"/> Meanings <input type="checkbox"/> Word families <input type="checkbox"/> Collocations</p>	<p>LS102.3 Listen to a conversation with a basic level of comprehension</p> <p>LS102.4 Comprehend and use accurately and meaningfully the language targets listed in the table</p>	<p>LS102.1 Pronounce American English comprehensibly</p> <p>LS102.2 Demonstrate effective use of interpersonal communication skills developed in class</p>



LEVEL 201

Level	Writing / Grammar	Reading	Listening	Speaking
201	<p>WG201.1 Demonstrate the process of gradual writing improvement 201.1.A -Generate and organize ideas 201.1.B -Write a draft 201.1.C -Revise a draft based on feedback from peers and instructors 201.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG201.2 Write a 200-word descriptive, instruction or classification paragraph 201.2.A -Compose a title 201.2.B -Assemble a topic sentence: topic + controlling idea 201.2.C -Clarify the controlling idea with supporting ideas 201.2.D -Bolster the support with details and/or examples 201.2.E -Compose a concluding sentence</p> <p>WG201.3 Effectively use the level WG201 core grammar requirements</p>	<p>R201.1 Read and comprehend high-beginner text (approximately 400 words) R201.1A Previewing R201.1B Scanning R201.1C Skimming R201.1D Determining topic and main ideas (stated) R201.1E Identifying supporting details R201.1F Understanding new vocabulary using context</p> <p>R201.2 Demonstrate the use of higher-level critical thinking skills: R201.2A Application R201.2B Analysis</p> <p>R201.3 Demonstrate a receptive and/or productive knowledge of select vocabulary from their reading, dictionary (select units from 1-8), and optionally from a word list. Knowledge can include: ☐ Spelling ☐ Part of speech ☐ Meanings ☐ Word families</p>	<p>LS201.4 Comprehend and use accurately and meaningfully the language targets and functions listed in the LS201 Course Objectives Document.</p>	<p>LS201.1 Pronounce vowel and consonant sounds correctly</p> <p>LS201.2 Demonstrate effective use of interpersonal communication skills developed in the class, in the contexts of classroom behavior, casual conversations, and speaking with friends</p> <p>LS201.3 Demonstrate basic presentation skills</p>


Missouri State University **English Language Institute**
Curriculum Scope and Sequence - April 2014 (Spring 2) update

LEVEL 202

Level	Writing / Grammar	Reading	Listening	Speaking
202	<p style="text-align: center;">WG202.1</p> <p>Demonstrate the process of gradual writing improvement</p> <p>202.1.A -Generate and organize ideas</p> <p>202.1.B -Write a draft</p> <p>202.1.C -Revise a draft based on feedback from peers and instructors</p> <p>202.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG202.2</p> <p>Write 250 word classification or reason essays, and 350 word opinion essays</p> <p>202.2.A -Compose a title</p> <p>202.2.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map</p> <p>202.2.C -Develop body paragraphs to support the thesis</p> <p>202.2.D -Compose a concluding paragraph</p> <p style="text-align: center;">WG202.3</p> <p>Effectively use the level WG202 core grammar requirements</p>	<p style="text-align: center;">R202.1</p> <p>Read and comprehend high-beginner text (300-450 words)</p> <p>R202.1A Previewing</p> <p>R202.1B Scanning</p> <p>R202.1C Skimming</p> <p>R202.1D Determining topic and main ideas (stated)</p> <p>R202.1E Identifying supporting details</p> <p style="text-align: center;">R202.2</p> <p>Demonstrate the use of higher-level critical thinking skills:</p> <p>R201.2A Application</p> <p>R201.2B Analysis</p> <p style="text-align: center;">R202.3</p> <p>Demonstrate dictionary skills to retrieve full word knowledge</p> <p>R202.2A Spelling</p> <p>R202.2B Part of speech</p> <p>R202.2C Meanings</p> <p>R202.2D Word Form / Families</p> <p>R202.2E Word in use</p> <p style="text-align: center;">R202.4</p> <p>Demonstrate full word knowledge of words encountered in their reading</p>	<p style="text-align: center;">LS202.4</p> <p>Comprehend and use accurately and meaningfully the language targets listed in the LS202 Course Objectives Document.</p>	<p style="text-align: center;">LS202.1</p> <p>Pronounce American English comprehensibly (sentence stress, reduced forms, and intonation)</p> <p style="text-align: center;">LS202.2</p> <p>Demonstrate effective use of interpersonal communication skills developed in the class, in the contexts of formal conversations, making requests and asking for directions from strangers</p> <p style="text-align: center;">LS202.3</p> <p>Demonstrate basic presentation skills (eye contact, PowerPoint visuals, pronunciation, and body language)</p>



LEVEL 301

Level	Writing / Grammar	Reading	Listening	Speaking
301	<p>WG301.1 Demonstrate the process of gradual writing improvement 301.1.A -Generate and organize ideas 301.1.B -Write a draft 301.1.C -Revise a draft based on feedback from peers and instructors 301.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG301.2 Write a 400-500 word compare/contrast essay 301.2.A -Compose a title 301.2.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map 301.2.C -Develop body paragraphs to support the thesis 301.2.D -Compose a concluding paragraph</p> <p>WG301.3 Effectively use the WG301 core grammar requirements</p>	<p>R301.1 Demonstrate proficiency in these reading skills: R301.1A Previewing R301.1B Scanning R301.1C Determining main ideas (stated) R301.1D Locating topic sentences R301.1E Identifying supporting details</p> <p>R301.2 Demonstrate the use of higher-level critical thinking skills: R301.2A Application R301.2 Analysis R301.2C Evaluation</p> <p>R301.3 Read, summarize and respond to level-appropriate texts (short news or textbook articles, short or abridged novel, etc.)</p> <p>R301.4 Identify and use context clues to guess the meaning of new vocabulary,</p> <p>R301.5 Use an English-English dictionary with relative ease.</p> <p>R301.6 Build own vocabulary from items found in reading, including knowledge of syllable stress, definition, spelling, part of speech, and word family.</p>	<p>L301.1 Demonstrate comprehension of recorded text-book-based academic lectures (5 to 6 minutes of intensive listening) including the following: L301.1A Identify topic and purpose L301.1B State the main idea L301.1C Differentiate between supporting points and supporting detail</p> <p>L301.2 Demonstrate general comprehension of an authentic academic lecture (50 minutes) appropriate for intermediate language learners</p> <p>L301.3 Demonstrate basic note-taking skills L301.3A Choose appropriate layout L301.3B Focus on important information L301.3C Use of abbreviations</p> <p>L301.4 Identify basic discourse markers in live and pre-recorded lectures (Introducing topic, Listing main points, Giving examples, Adding information)</p> <p>L301.5 Discriminate discreet lexical items (including minimal pairs) in the context of a short (2 to 3 minutes) pre-recorded segments</p> <p>L301.6 Demonstrate general comprehension of a long-form non-academic recording or video (5 to 15 minutes of extensive listening) appropriate for intermediate language learners</p>	<p>S301.1 Make an effective individual comparison presentation using visual aids or presentation software that is from 3 to 6 minutes long to demonstrate learned presentation skills, including: S301.1A Using comparison language S301.1B Organizing an academic presentation with S301.1C Clear transitions, S301.1D Appropriate eye contact, speech rate and volume, and S301.1E Effective visual aid use</p> <p>S301.2 Effectively participate in a comparison pair project that is from 4-8 minutes long, demonstrating the learned speaking functions and skills, doing first-hand research to compare two campus offices, organizations or downtown businesses (or a similar task), communicating with a group member, negotiating and carrying out assigned responsibilities, and creating a group presentation.</p> <p>S301.3 Demonstrate proficiency in the level 301 core speaking-skill requirements listed in the table.</p> <p>S301.4 Speak with clear enough pronunciation so that they are usually understood.</p>



Missouri State University
English Language Institute
Curriculum Scope and Sequence - April 2014 (Spring 2) update

LEVEL 302

Level	Writing / Grammar	Reading	Listening	Speaking
302	<p style="text-align: center;">WG302.1</p> <p>Demonstrate the process of gradual writing improvement</p> <p>302.1.A -Generate and organize ideas</p> <p>302.1.B -Write a draft</p> <p>302.1.C -Revise a draft based on feedback from peers and instructors</p> <p>302.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG302.2</p> <p>Write a 450-600 word problem/solution essay.</p> <p>302.2.A -Compose a title</p> <p>302.2.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map</p> <p>302.2.C -Develop body paragraphs to support the thesis</p> <p>302.2.D -Compose a concluding paragraph</p> <p style="text-align: center;">WG302.3</p> <p>Demonstrate knowledge and/or critical analysis of previously studied material</p> <p style="text-align: center;">WG302.4</p> <p>Effectively use the WG302 core grammar requirements</p>	<p style="text-align: center;">R302.1</p> <p>Demonstrate proficiency in these reading skills:</p> <p>R302.1A Determining main ideas (stated and implied)</p> <p>R302.1B Locating topic sentences</p> <p>R302.1C Identifying supporting details</p> <p>R302.1D Recognizing the relationship between ideas (Previewing, skimming, and scanning will be reviewed)</p> <p style="text-align: center;">R302.2</p> <p>Demonstrate the use of higher-level critical thinking skills:</p> <p>R302.2A Application</p> <p>R302.2B Analysis</p> <p>R302.2C Evaluation</p> <p style="text-align: center;">R302.3</p> <p>Read, summarize and respond to level-appropriate texts (short news or textbook articles, sample academic essays, short or abridged novel, etc.)</p> <p style="text-align: center;">R303.4</p> <p>Identify and use context clues to guess the meaning of new vocabulary.</p> <p style="text-align: center;">R302.5</p> <p>Use an English-English dictionary with relative ease.</p> <p style="text-align: center;">R302.6</p> <p>Build own vocabulary from items found in reading, including knowledge of syllable stress, definition, spelling, part of speech, word family, and collocation.</p>	<p style="text-align: center;">L302.1</p> <p>Demonstrate comprehension of recorded text-book-based academic lectures (6 to 10 minutes of intensive listening), including the following:</p> <p>L302.1A Identify topic and purpose</p> <p>L302.1B State the main idea</p> <p>L302.1C Differentiate between supporting points and supporting detail</p> <p style="text-align: center;">L302.2</p> <p>Demonstrate general comprehension of an authentic academic lecture (50 minutes) appropriate for intermediate language learners</p> <p style="text-align: center;">L302.3</p> <p>Demonstrate basic note-taking skills</p> <p>L302.3A Choose appropriate layout</p> <p>L302.3B Focus on important information</p> <p>L302.3C Use of abbreviations</p> <p style="text-align: center;">L302.4</p> <p>Identify intermediate discourse markers in live and pre-recorded lectures (Giving background information, Emphasizing, Clarifying, Contrasting)</p> <p style="text-align: center;">L302.5</p> <p>Identify & transcribe lexical items (including minimal pairs) in the context of a short (2 to 3 minutes) pre-recorded segments</p> <p style="text-align: center;">L302.6</p> <p>Demonstrate general comprehension of a long-form non-academic or academic extensive listening appropriate for intermediate language learners</p>	<p style="text-align: center;">S302.1</p> <p>Make an effective individual opinion presentation using visual aids or presentation software that is from 4 to 6 minutes long to demonstrate learned presentation skills, including:</p> <p>S302.1A: Giving, explaining, and supporting an opinion,</p> <p>S302.1B: Organizing an academic presentation with</p> <p>S302.1C: Clear transitions,</p> <p>S302.1D: Appropriate eye contact, speech rate and volume, and</p> <p>S302.1E: Effective visual aid use</p> <p style="text-align: center;">S302.2</p> <p>Effectively participate in an opinion-based pair project that is from 5-8 minutes long, demonstrating the learned speaking functions and skills, doing simple research regarding contrasting opinions regarding a cultural issue (or similar task), communicating with a group member, negotiating and carrying out assigned responsibilities, and creating a group presentation.</p> <p style="text-align: center;">S302.3</p> <p>Demonstrate proficiency in the level 302 core speaking-skill requirements listed in the table.</p> <p style="text-align: center;">S302.4</p> <p>Speak with clear enough pronunciation so that they are usually understood.</p>



LEVEL 401 (Undergraduate students only)

Level	Writing / Grammar	Reading	Listening	Speaking
401	<p>WG401.1 Demonstrate the process of gradual writing improvement 401.1.A -Generate and organize ideas 401.1.B -Write a draft 401.1.C -Revise a draft based on feedback from peers and instructors 401.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG401.2 Write a 600-800 word evaluation essay 401.2.A -Compose a title 401.2.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map 401.2.C -Develop body paragraphs to support the thesis 401.2.D -Compose a concluding paragraph</p> <p>WG401.3 Demonstrate knowledge and/or critical analysis of previously studied material</p> <p>WG401.4 Effectively use the WG401 core grammar requirements</p>	<p>R401.1 Comprehend texts of 1500+ words on academic topics. Specifically: R401.1A. Identify and use context clues to guess the meaning of new vocabulary R401.1B Identify stated and unstated main ideas, supporting points, and supporting details R401.1C Make inferences R401.1D Differentiate between fact and opinion R401.1E Identify author's purpose and tone</p> <p>R401.2 Demonstrate the use of higher-level critical thinking skills: R401.2A Application R401.2B Analysis R401.2C Evaluation</p> <p>R401.3 Demonstrate understanding of the importance of strategic reading. Specifically, adjust reading speed for various purposes including previewing, skimming, scanning, and in-depth reading.</p> <p>R401.4 Demonstrate knowledge of common prefixes, roots, and suffixes presented in class.</p> <p>R401.5 Build vocabulary from the Academic Word List and other items found in their reading including knowledge of syllable stress, definition, spelling, part of speech, collocations, and word families.</p>	<p>L401.1 Demonstrate comprehension of authentic live academic lectures (30-50 minutes) appropriate for high intermediate language learners.</p> <p>L401.2 Demonstrate comprehension of recorded text-book based lectures (4-8 minutes of intensive listening), including the following: L401.2A Identify topic and purpose L401.2B State the main and supporting ideas L401.2C State speaker's point of view and / or bias L401.2D Provide specific details L401.2E Make inferences and determine relationships among ideas</p> <p>L401.3 Demonstrate comprehension of self-selected listening experiences.</p> <p>L401.4 Demonstrate comprehension of conversational English used to make requests, make appointments, give and receive information, give and receive opinions, make complaints, and give and receive directions.</p> <p>L401.5 Demonstrate intermediate note-taking skills L401.5A Choose appropriate layout L401.5B Focus on important information L401.5C Use of abbreviations</p> <p>L401.6 Demonstrate knowledge of intermediate discourse markers in live and pre-recorded lectures (including main and supporting ideas, relationships, details and examples)</p>	<p>S401.1 Make an individual process presentation that is 4 to 6 minutes long that uses visual aids and an individual informative presentation that is from 6 to 8 minutes long that uses presentation software (but no research) to demonstrate learned presentation skills. S401.1A Use language appropriate to academic presentations. S401.1B Organize ideas logically S401.1C Use clear transitions S401.1D Make adequate eye contact S401.1E Use appropriate speech rate and volume S401.1F Create and use visual aids and/or presentation software.</p> <p>S401.2 Demonstrate proficiency in the level 401 core speaking-skill requirements listed in the table.</p> <p>S401.3 Speak with clear enough pronunciation so that they are usually understood.</p>



Missouri State University
 English Language Institute
 Curriculum Scope and Sequence - April 2014 (Spring 2) update

LEVEL 402 (Undergraduate students only – EXIT LEVEL)

Level	Writing / Grammar	Reading	Listening	Speaking
402	<p style="text-align: center;">WG402.1</p> <p>Demonstrate the process of gradual writing improvement</p> <p>401.1.A -Generate and organize ideas</p> <p>401.1.B -Write a draft</p> <p>401.1.C -Revise a draft based on feedback from peers and instructors</p> <p>401.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG402.2</p> <p>Write a 950 word argumentative essay.</p> <p>402.2.A -Compose a title</p> <p>402.2.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map</p> <p>402.2.C -Develop body paragraphs to support the thesis</p> <p>402.2.D -Compose a concluding paragraph</p> <p style="text-align: center;">WG402.3</p> <p>Write a 600 word essay</p> <p>402.3.A -Compose a title</p> <p>402.3.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map</p> <p>402.3.C -Develop body paragraphs to support the thesis</p> <p>402.3.D -Compose a concluding paragraph</p> <p style="text-align: center;">WG402.4</p> <p>Demonstrate information literacy skills</p> <p>402.4.A -Determine the nature and the extent of information needed</p> <p>402.4.B -Access needed information</p>	<p style="text-align: center;">R402.1</p> <p>Comprehend general information passages of 2000+. Specifically, R402.1A. Identify and use context clues to guess the meaning of new vocabulary.</p> <p>R402.1B Identify stated and unstated main ideas, supporting points, and supporting details</p> <p>R402.1C Identify and use context clues to guess the meaning of new vocabulary</p> <p>R402.1D Make inferences</p> <p>R402.1E Differentiate between fact and opinion</p> <p>R402.1F Identify author's purpose and tone.</p> <p style="text-align: center;">R402.2</p> <p>Demonstrate the use of higher-level critical thinking skills:</p> <p>R402.2A Application</p> <p>R402.2B Analysis</p> <p>R402.2C Evaluation</p> <p style="text-align: center;">R402.3</p> <p>Read fluently. Specifically, R402.2A increase reading speed by chunking, skimming and scanning.</p> <p>R402.2B Adjust reading speed based on purpose of reading (learning new information, reviewing, etc).</p> <p style="text-align: center;">R402.4</p> <p>Demonstrate text-book reading skills, Specifically,</p>	<p style="text-align: center;">L402.1</p> <p>Demonstrate advanced comprehension of authentic live academic lectures (30-50 minutes) appropriate for high intermediate to advanced undergraduate language learners</p> <p style="text-align: center;">L402.2</p> <p>Demonstrate comprehension and mastery of recorded text-book based lectures (6-10 minutes), including the following:</p> <p>L402.2A Identify topic and purpose</p> <p>L402.2B State the main and supporting ideas</p> <p>L402.2C State speaker's point of view and/or bias</p> <p style="text-align: center;">L402.3</p> <p>Demonstrate listening comprehension by listening to audio material in class and then responding to questions that are created specifically for that audio selection.</p> <p style="text-align: center;">L402.4</p> <p>Demonstrate comprehension and mastery of conversational English used to make requests, make appointments, give and receive information, give and receive opinions, make complaints, and give and receive directions</p> <p style="text-align: center;">L402.5</p> <p>Demonstrate note-taking skills</p> <p>L402.5A Choose appropriate layout</p> <p>L402.5B Focus on important information</p> <p>L402.5C Use of abbreviations</p> <p style="text-align: center;">L402.6</p> <p>Demonstrate knowledge of advanced discourse markers in live and pre-recorded lectures (including main and supporting</p>	<p style="text-align: center;">S402.1</p> <p>Effectively participate in a group project, demonstrating the abilities below</p> <p>S402.1A: Design and implement a survey</p> <p>S402.1B: Ask questions that are grammatically correct and appropriate to a variety of situations.</p> <p>S402.1C: Communicate and cooperate in a group project situation</p> <p>S402.1D: Participate in a group presentation.</p> <p>S402.1E: Evaluate participation of self and group members.</p> <p style="text-align: center;">S402.2</p> <p>Demonstrate proficiency in the level 402 core speaking-skill requirements listed in the table.</p> <p style="text-align: center;">S402.3</p> <p>Effectively participate in group and class discussions, demonstrating learned group discussion participation skills.</p> <p>S402.3A: Use turn-taking strategies common in a university class</p> <p>S402.3B: Give an opinion, agree, and disagree in a way that is appropriate to a class discussion and university class.</p> <p style="text-align: center;">S402.4</p> <p>Speak with clear enough pronunciation so that they are usually understood.</p>



	<p>effectively and efficiently 402.4.C -Summarize, paraphrase, and/or quote information effectively to support ideas in writing 402.4.D -Access and use information and ethically and legally</p> <p>WG402.5 Effectively use the WG402 core grammar requirements</p>	<p>R402.3A Preview / Survey a chapter R402.3B Question / predict content and check comprehension R402.3C Annotate / highlight text and take notes</p> <p>R402.5 Demonstrate information literacy skills. Specifically, R402.4A Evaluate internet sources of information R402.4B Define academic integrity</p> <p>R402.6 Demonstrate knowledge of common prefixes, roots, and suffixes presented in class.</p> <p>R402.7 Build vocabulary from the Academic Word List and from items found in their reading including knowledge of syllable stress, definition, spelling, part of speech, collocations, and word families.</p>	<p>ideas, relationships, details and examples)</p>	
--	--	---	--	--



LEVEL 401G (Graduate students only)

Level	Writing / Grammar	Reading	Listening	Speaking
401G	<p>WG401G.1 Demonstrate the process of gradual writing improvement 201.1.A -Generate and organize ideas 201.1.B -Write a draft 201.1.C -Revise a draft based on feedback from peers and instructors 201.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p>WG401G.2 Demonstrate information literacy skills 401G.2.A -Determine the nature and the extent of information needed 401G.2.B -Access needed information effectively and efficiently 401G.2.C -Summarize, paraphrase, and/or quote information effectively to support ideas in writing 401G.2.D -Access and use information and ethically and legally</p> <p>WG401G.3 Paraphrase an idea and respond to it in 200-350 words and apply the same theme in a response to a question in 200 words in a two-hour class period</p> <p>WG401G.4 Write a 750 word essay with research 401G.4.A -Compose a title 401G.4.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map 401G.4.C -Develop body paragraphs to support the thesis 401G.4.D -Compose a concluding paragraph</p>	<p>R401G.1 Comprehend general information passages of 1500-2000 words. Specifically, R401G.1A Use context clues to guess the meaning of unknown words in reading passages, R401G.1B Identify main ideas and supporting points / details R401G.1C Identify the form and function of graphs and charts.</p> <p>R401G.2 Demonstrate the use of higher-level critical thinking skills: R401G.2A Application R401G.2B Analysis R401G.2C Evaluation R401G.2D Creation</p> <p>R401G.3 Demonstrate text-book reading skills of previewing, annotating / highlighting, and skimming</p> <p>R401G.4 Demonstrate knowledge of common prefixes, roots, and suffixes presented in class.</p> <p>R401G.5 Use an English-English dictionary</p> <p>R401G.6 Build vocabulary from the Academic Word List from Essential Academic Vocabulary Ch. 1-5 and from items found in their reading including knowledge of syllable stress, definition, spelling, part of speech,</p>	<p>L401G.1 Demonstrate comprehension of authentic, live lectures appropriate for high intermediate language learners.</p> <p>L401G.2 Demonstrate comprehension of recorded text-book based lectures (4-8 minutes) including the following: L401G.2A Identify topic and purpose L401G.2B State the main and supporting ideas L401G.2C State speaker's point of view and /or bias L401G.2D Provide specific details</p> <p>L401G.3 Demonstrate ability to critically self-evaluate comprehension</p>	<p>S401G.1 Make an individual process presentation that is 4 to 6 minutes long that uses visual aids and an individual informative presentation that is from 6 to 8 minutes long that uses presentation software and incorporates research to demonstrate learned presentation skills. S401G.1B Organize ideas logically S401G.1C Use clear transitions S401G.1D Make adequate eye contact S401G.1E Use appropriate speech rate and volume S401G.1F Create and use visual aids and/or presentation software S401G.1G Incorporate research into a speech—including a citation, giving credit during the speech, making a direct quotation, etc.</p> <p>S401G.2 Demonstrate proficiency in the level 401G core speaking-skill requirements listed in the table.</p> <p>S401G.3 Speak with clear enough pronunciation so that they are usually understood.</p>



	<p>401G.4 E -Use an appropriate citation protocol throughout including in-text references and reference page</p> <p>WG401G.5</p> <p>Effectively use the WG401G core grammar requirements</p>	<p>collocations, and word families.</p>		
--	---	---	--	--



Missouri State University
 English Language Institute
 Curriculum Scope and Sequence - April 2014 (Spring 2) update

LEVEL 402G (Graduate students only)

Level	Writing / Grammar	Reading	Listening	Speaking
402G	<p style="text-align: center;">WG402G.1</p> <p>Demonstrate the process of gradual writing improvement 402G.1.A -Generate and organize ideas 402G.1.B -Write a draft 402G.1.C -Revise a draft based on feedback from peers and instructors 402G.1.D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG402G.2</p> <p>Demonstrate information literacy skills 402G.2.A -Determine the nature and the extent of information needed 402G.2.B -Access needed information effectively and efficiently 402G.2.C -Summarize, paraphrase, and/or quote information effectively to support ideas in writing 402G.2.D -Access and use information and ethically and legally</p> <p style="text-align: center;">WG402G.3</p> <p>Support an opinion with research in 250 words and apply information from an article to a new situation in 250 words</p> <p style="text-align: center;">WG402G.4</p> <p>WG402G.4 Write a 1,000 word research portfolio. 402G.4.A Define the public affairs tenet of choice from a personal standpoint in 150 words 402G.4.B Describe the practical application of this tenet in the student's major discipline in 200 words 402G.4.C Select a quotation pertinent to the public affairs tenet and its described</p>	<p style="text-align: center;">R402G.1</p> <p>Comprehend general information passages of 2000+ words. Specifically, R402.1A Increase reading speed by using chunking, skimming and scanning; R402.1B Take notes and create outlines of reading passages that show main idea, supporting points, and supporting detail; R402.1C make inferences</p> <p style="text-align: center;">R402G.2</p> <p>Demonstrate the use of higher-level critical thinking skills as measured by critical thinking assignments and tests: R402G.2A Application R402G.2B Analysis R402G.2C Evaluation R402G.2D Creation</p> <p style="text-align: center;">R402G.3</p> <p>Demonstrate information literacy skills</p> <p style="text-align: center;">R402G.4</p> <p>Demonstrate knowledge of common prefixes, roots, and suffixes presented in class.</p> <p style="text-align: center;">R402G.5</p> <p>Use an English-English dictionary</p> <p style="text-align: center;">R402G.6</p> <p>Build vocabulary from the Academic Word List from items found in their reading including knowledge of syllable stress, definition, spelling,</p>	<p style="text-align: center;">L402G.1</p> <p>Demonstrate comprehension of authentic, live lectures appropriate for low advanced language</p> <p style="text-align: center;">L402G.2</p> <p>Demonstrate comprehension of recorded text-book based lectures (6-10 minutes), including the following: L402G.2A Identify topic and purpose L402G.2B State the main and supporting ideas L402G.2C State speaker's point of view and /or bias L402G.2D Provide specific details L402G.2E Make inferences and determine relationships among ideas L402G.2F Make connections between lecture information and prior knowledge / experiences</p> <p style="text-align: center;">L402G.3</p> <p>Demonstrate comprehension of 10-12 minute RSA assignments</p>	<p style="text-align: center;">S402G.1</p> <p>Effectively participate in a SWOT analysis group project, demonstrating the ability to design and implement a survey and interview, research a topic, analyze and organize basic data, communicate with group members, negotiate and carry-out assigned responsibilities, and create a group presentation. S402G.1A: Design and implement a survey S402G.1B: Ask questions that are grammatically correct and appropriate to a variety of situations. S402G.1C: Communicate and cooperate in a group project situation S402G.1D: Participate in a group presentation. S402G.1E: Evaluate participation of self and group members. S402G.1F: Participate in a SWOT analysis.</p> <p style="text-align: center;">S402G.2</p> <p>Demonstrate proficiency in the level 4 core speaking-skill requirements listed in the table. S402.3A: Use turn-taking strategies common in a university class S402.3B: Give an opinion, agree, and disagree in a way that is appropriate to a class discussion and university class. S402.3C: Prepare and lead a small group discussion</p> <p style="text-align: center;">S402G.3</p> <p>Speak with clear enough pronunciation so that they are usually understood.</p>



Curriculum Scope and Sequence - April 2014 (Spring 2) update

<p>application; paraphrase the idea and respond to it in 200-350 words 402G.4.D Write a synthesis research essay informed by the three previous tasks of the portfolio 402G.4.D.i Compose a title then assemble an introduction with hook, lead-in, and thesis statement: main idea + map 402G.4.D.ii Develop body paragraphs to support the thesis 402G.4.D.iii Compose a concluding paragraph 402G.4.D.iv Use an appropriate citation protocol throughout including in-text references and reference page WG402G.5 Effectively use the WG402G core grammar requirements</p>	<p>part of speech, collocations, and word families</p>		
---	--	--	--



Missouri State University
Curriculum Scope and Sequence - April 2014 (Spring 2) update

English Language Institute

LEVEL 501 (Graduate students only)

Level	Writing / Grammar	Reading	Listening	Speaking
501	<p style="text-align: center;">WG501.1</p> <p>Demonstrate the process of gradual writing improvement WG501.1A -Generate and organize ideas WG501.1B -Write a draft WG501.1C -Revise a draft based on feedback from peers and instructors WG501.1D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG501.2</p> <p>Demonstrate information literacy skills 501.2.A -Determine the nature and the extent of information needed 501.2.B -Access needed information effectively and efficiently 501.2.C -Summarize, paraphrase, and/or quote information effectively to support ideas in writing 501.2.D -Access and use information and ethically and legally</p> <p style="text-align: center;">WG501.3</p> <p>Write a 1,100 word informative research essay with at least 4 sources, documented in APA style 501.3.A -Compose a title 501.3.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map 501.3.C -Develop body paragraphs to support the thesis 501.3.D -Compose a concluding paragraph 501.3.E -Use an appropriate citation protocol throughout including in-text</p>	<p style="text-align: center;">R501.1</p> <p>Demonstrate proficiency in the SQ3R (Survey, Question, Read, Recite, Review) or similar Reading / Study System to enhance reading efficiency and comprehension.</p> <p style="text-align: center;">R501.2</p> <p>Demonstrate the use of higher-level critical thinking skills as measured by critical thinking assignments and tests: R501.2A Application R501.2B Analysis R501.2C Evaluation R501.2D Creation</p> <p style="text-align: center;">R501.3</p> <p>Demonstrate proficiency in the following reading skills (with college-level reading materials): R501.3A Determining main ideas (stated and implied) in paragraphs and articles; R501.3B Identifying supporting details in paragraphs and articles; R501.3C Recognizing organizational patterns; R501.3D Making inferences R501.3E Using context clues to guess the meaning of new vocabulary.</p> <p style="text-align: center;">R501.4</p> <p>Self-select, read, paraphrase, evaluate, summarize and respond to an articles of at least 750 words on the same topic.</p>	<p style="text-align: center;">L501.1</p> <p>Demonstrate comprehension of advanced and graduate-level live and recorded academic lectures</p> <p style="text-align: center;">L501.2</p> <p>Demonstrate comprehension of self-selected 20-30 minute "I-Tunes University Lectures" through summary and response</p> <p style="text-align: center;">L501.3</p> <p>Demonstrate the ability to analyze the structure and purpose of a lecture; evaluate the validity of claims, examples, and support; make predictions; and identify vocabulary in context</p> <p style="text-align: center;">L501.4</p> <p>Demonstrate ability to self-evaluate listening comprehension, and identify obstacles to success</p>	<p style="text-align: center;">S501.1</p> <p>Effectively participate in a group researched informative presentation or debate that is from 7 to 10 minutes long per member using presentation software that demonstrates learned presentation and group work skills.</p> <p style="text-align: center;">S501.2</p> <p>Effectively lead a class discussion on a familiar topic that demonstrates learned class discussion leadership skills, such as ensuring comprehension, asking guided questions, and demonstrating summarizing skills.</p> <p style="text-align: center;">S501.3</p> <p>Effectively participate in class discussions, demonstrating learned group discussion participation skills including pre-reading of assigned articles, the use of questions and comments to demonstrate comprehension, turn-taking strategies and courtesy tactics involved in academic discussions.</p> <p style="text-align: center;">S501.4</p> <p>Demonstrate proficiency in the level 501 core speaking-skill requirements listed in the table.</p> <p style="text-align: center;">S501.5</p> <p>Speak with clear enough pronunciation so that they are usually understood.</p>



<p>references and reference page</p> <p>WG501.4</p> <p>Collaboratively write a 1,800 word informative research, documented in APA style</p> <p>501.4.A -Compose a title</p> <p>501.4.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map</p> <p>501.4.C -Develop body paragraphs to support the thesis</p> <p>501.4.D -Compose a concluding paragraph</p> <p>501.4.E -Use an appropriate citation protocol throughout including in-text references and reference page</p> <p>WG501.5</p> <p>Demonstrate the ability to consider multiple sides of an issue and to develop and support a position as measured by the GRE-type writing tasks.</p> <p>WG501.6</p> <p>Effectively use the WG501 core grammar requirements</p>	<p>R501.5</p> <p>Demonstrate knowledge of learned vocabulary from the Academic Word including the following aspects, as measured by periodic vocabulary quizzes and tests: Spelling, Word stress, Meanings, Alternate word forms / families, Collocations, Grammatical use</p> <p>R501.6</p> <p>Demonstrate competent knowledge of academic-level prefixes, roots, and suffixes</p>		
--	---	--	--



Missouri State University
English Language Institute
Curriculum Scope and Sequence - April 2014 (Spring 2) update

LEVEL 502 (Graduate students only – EXIT LEVEL)

Level	Writing / Grammar	Reading	Listening	Speaking
502	<p style="text-align: center;">WG502.1</p> <p>Demonstrate the process of gradual writing improvement WG502.1A -Generate and organize ideas WG502.1B -Write a draft WG502.1C -Revise a draft based on feedback from peers and instructors WG502.1D -Edit for organization, grammar, spelling, and word-processing mechanics</p> <p style="text-align: center;">WG502.2</p> <p>Demonstrate information literacy skills WG502.2.A -Determine the nature and the extent of information needed WG502.2.B -Access needed information effectively and efficiently WG502.2.C -Summarize, paraphrase, and/or quote information effectively to support ideas in writing WG502.2.D -Access and use information and ethically and legally</p> <p style="text-align: center;">WG502.3</p> <p>Write a 1,500 word problem-solution evaluative argument research essay with at least 6 sources, documented in APA style. WG502.3.A -Compose a title WG502.3.B -Assemble an introduction with hook, lead-in, and thesis statement: main idea + map WG502.3.C -Develop body paragraphs to support the thesis WG502.3.D -Compose a concluding paragraph WG502.3.E -Use an appropriate citation</p>	<p style="text-align: center;">R502.1</p> <p>Demonstrate proficiency in the following reading skills (with academic reading materials) using critical thinking skills of knowledge and comprehension: R502.1A Use context clues to guess the meaning of new vocabulary R502.1B Determine the author's tone and purpose R502.1C Distinguish between fact and opinion R502.1D Read critically to evaluate arguments: Identifying the author's position / stance on an issue; recognize logical fallacies; evaluate evidence; R502.1E Read / understand visual aids such as graphs, charts, maps, and diagrams</p> <p style="text-align: center;">R502.2</p> <p>Demonstrate the use of higher-level critical thinking skills: R502.2A Application R502.2B Analysis R502.2C Evaluation R502.2D Creation.</p> <p style="text-align: center;">R502.3</p> <p>Self-select, read, paraphrase, evaluate, summarize and respond to two articles of at least 1200 words on the same topic</p> <p style="text-align: center;">R502.4</p> <p>Demonstrate knowledge of learned</p>	<p style="text-align: center;">L502.1</p> <p>Demonstrate comprehension of advanced and graduate-level live and recorded academic lectures</p> <p style="text-align: center;">L502.2</p> <p>Demonstrate comprehension of "TED Talks"</p> <p style="text-align: center;">L502.3</p> <p>Demonstrate the ability to analyze the structure and purpose of a lecture; evaluate the validity of claims, examples, and support; make predictions; synthesize with other knowledge or texts; and identify vocabulary in context,</p> <p style="text-align: center;">L502.4</p> <p>Demonstrate ability to self-evaluate listening comprehension, and identify obstacles to success</p>	<p style="text-align: center;">S502.1</p> <p>Make an effective individual researched informative or persuasive presentation that is from 8 to 12 minutes long using presentation software to demonstrate learned presentation skills.</p> <p style="text-align: center;">S502.2</p> <p>Effectively lead a class discussion of an article from a credible source that demonstrates learned class discussion leadership skills, such as ensuring comprehension, asking guided questions, and demonstrating summarizing skills.</p> <p style="text-align: center;">S502.3</p> <p>Effectively participate in class discussions, demonstrating learned group discussion participation skills including preparing for discussion topic, the use of questions and comments to demonstrate comprehension, turn-taking strategies and courtesy tactics involved in academic discussions.</p> <p style="text-align: center;">S502.4</p> <p>Demonstrate proficiency in the level 502 core speaking-skill requirements listed in the table.</p> <p style="text-align: center;">S502.5</p> <p>Speak with clear enough pronunciation so that they are usually understood.</p>



	<p>protocol throughout including in-text references and reference page</p> <p>WG502.4</p> <p>Demonstrate the ability to develop and support a position on a given issue and to analyze the logical soundness of given argument.</p> <p>WG502.5</p> <p>Effectively use the WG502 core grammar requirements</p>	<p>vocabulary from the Academic Word List including the following aspects, as measured by periodic vocabulary quizzes and tests:</p> <p>R502.4A Spelling</p> <p>R502.4B Word stress</p> <p>R502.4C Meanings</p> <p>R502.4C Alternate word forms / families</p> <p>R502.4D Collocations</p> <p>R502.4E Grammatical use</p> <p>R502.5</p> <p>Demonstrate advanced knowledge of academic-level prefixes, roots, and suffixes</p>		
--	---	--	--	--



Spelling Classes (Non-Core Classes) Basic 1 – Basic 2 – Intermediate 1

Basic Spelling 1	Basic Spelling 2	Intermediate Spelling 1
<p>SpellBasic1.1 Learn the first 26 phonograms</p> <p>SpellBasic1.2 Identify the first sound in a word</p> <p>SpellBasic1.3 Identify the last sound in a word</p> <p>SpellBasic1.4 Segment words with two and three sounds</p> <p>SpellBasic1.5 Alphabetize words</p> <p>SpellBasic1.6 Distinguish between vowels and consonants</p> <p>SpellBasic1.7 Learn how to write the phonograms</p> <p>SpellBasic1.8 Learn the short vowel sounds /a/ /e/ /i/ /o/</p> <p>SpellBasic1.9 Choose the correct vowel for a word</p> <p>SpellBasic1.10 Learn that every word has a vowel</p> <p>SpellBasic1.11 Exchange vowels to make new words</p> <p>SpellBasic1.12 Spell words containing short a</p> <p>SpellBasic1.13 Spell words containing short i</p> <p>SpellBasic1.14 Learn how to capitalize proper noun</p> <p>SpellBasic1.15 Spell words containing short o</p> <p>SpellBasic1.16 Learn phonograms th, sh, and ch</p> <p>SpellBasic1.17 Spell words containing short u</p> <p>SpellBasic1.18 Understand what a syllable is</p> <p>SpellBasic1.19 Count syllables in a word</p> <p>SpellBasic1.20 Spell words containing silent e</p> <p>SpellBasic1.21 Use spelling words to create analogies</p>	<p>SpellBasic2.1 Spell words containing s, x, and qu</p> <p>SpellBasic2.2 Spell words containing th, sh, and ch</p> <p>SpellBasic2.3 Segment words with consonant blends</p> <p>SpellBasic2.4 Spell words with final blends</p> <p>SpellBasic2.5 Spell words with initial blends</p> <p>SpellBasic2.6 Learn that c says /s/ before an e, i, or y</p> <p>SpellBasic2.7 Learn how to spell /k/ at the beginning of word</p> <p>SpellBasic2.8 Spell words with c or k at the beginning</p> <p>SpellBasic2.9 Learn phonograms ck, ng, and nk</p> <p>SpellBasic2.10 Spell words with ck or k at the end</p> <p>SpellBasic2.11 Spell compound words</p> <p>SpellBasic2.12 Learn the long vowel sounds</p> <p>SpellBasic2.13 Learn open and closed syllable types</p> <p>SpellBasic2.14 Spell words with open syllables</p>	<p>SpellInter1.1 Identify the names and the sounds of the letters of the English alphabet.</p> <p>SpellInter1.2 Show the role of handwriting in spelling e.g. lower case /r/ written like a lower case /v/ by making improvements in writing words.</p> <p>SpellInter1.3 Identify and state the functions of vowels and consonants.</p> <p>SpellInter1.4 Identify various elements of dictionary entry e.g commonly used abbreviation etymology, part of speech, multiple entries for words spelled the same, diacritic markers.</p> <p>SpellInter1.5 Spell commonly used words such as days of the week and the months of the year, ordinal and cardinal numbers, and seasons.</p> <p>SpellInter1.6 Explain the difference between singular and plural and how to make irregular plural forms.</p> <p>SpellInter1.7 Understand and apply the doubling rule 1-1-1 (one syllable, one consonant, one vowel) in the making of such words as, for example, hop into hopping, and distinguish why, for example, hope becomes hoping.</p> <p>SpellInter1.8 Explain four reasons why there are silent letters in English</p> <p>SpellInter1.9 Over the course of 8 weeks spell correctly an average of 20 spelling words each week..</p>



Spelling Classes (Non-Core Classes) Intermediate 2 – Advanced 1 – Advanced 2

Intermediate Spelling 2	Advanced Spelling 1	Advanced Spelling 2
<p>SpellInter2.1 Give examples of foreign words in English and the effects on pronouncing and spelling and usage.</p> <p>SpellInter2.2 Discriminate the difference between words that have an ie pattern versus a ei pattern e.g. chief and thief compared to leisure and neighborhood. Also, noting the I after C rule.</p> <p>SpellInter2.3 Compare and contrast the differences in spelling in common homonyms, homographs, homophones – e.g. bass/bass/base/; isle/ aisle/ l'll.</p> <p>SpellInter2.4 Learn the meaning and function of derivational and inflectional suffix endings. Apply this knowledge to word creation.</p> <p>SpellInter2.5 Keep an informal record and of words they have misspelled in other classes</p> <p>SpellInter2.6 Over the course of the 8 weeks spell correctly an average of 20 spelling words per unit</p>	<p>SpellAdv1.1 Be competent in the Spelling Basic and Intermediate outcomes. Use strategies for addressing problem areas of spelling.</p> <p>SpellAdv1.2 Review the most common English words for correct spelling and identify any crystallization of common words e.g. tow for two.</p> <p>SpellAdv1.3 Give examples of English words from Anglo-Saxon and French origins. Outline the Old, Middle and Modern English periods and state how these period affect spelling by giving examples.</p> <p>SpellAdv1.4 . Understand the role of international words in English by categorizing words by national origin, spelling similarities and correct definition.</p> <p>SpellAdv1.5 Keep an informal record and of words they have misspelled in other classes.</p> <p>SpellAdv1.6 Spell correctly a minimum of 50 - 75 individually selected commonly misspelled words.</p> <p>SpellAdv1.7 Over the course of the semester spell correctly an average of 20 spelling words each week.</p>	<p>SpellAdv2.1. Identify and write the various spellings for the complicated consonant patterns, such as the voiced "j" (jump, jug, ridge, badge and charge); the "r" sound (off, cough, graph, phone; the "z" sound (sneeze, rose, was, buzz)</p> <p>SpellAdv2.2. Identify and correctly spell prefixes, roots, and suffixes in multisyllabic words such as the following: -tious in cautious, -xious in anxious, -scious in conscious, -cious in delicious.</p> <p>SpellAdv2.3 Identify and use blends and digraphs and be able to explain the difference.</p> <p>SpellAdv2.4. Identify and apply basic spelling rules to college level words from the Academic Word List.</p> <p>SpellAdv2.5. Keep an informal record and of words they have misspelled in other classes.</p> <p>SpellAdv2.6. Spell correctly a minimum of 50 - 75 individually selected commonly misspelled words.</p> <p>SpellAdv2.7. Over the course of the semester spell correctly an average of 20 spelling words each week.</p>