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Reading Comprehension:

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| 1. Comprehend printed discourse using text-related clues. | | |
| a. Complete cloze-type passages with appropriate transitional and idiomatic expressions; | | |
| b. Give examples of words formed from prefixes and suffixes; | | |
| c. Review use of synonyms/antonyms/definitions/phrasal verbs and idiomatic expression; | | |
| d. Identify connotations of words and expressions. | | |

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| 2. Demonstrate critical/interpretive understanding of a text. | | |
| a. Make appropriate inferences about characters, themes, and events; | | |
| b. Compare/contrast two short stories; | | |
| c. Make a topic or sentence outline; | | |
| d. Identify slanted language in a text; | | |
| e. Identify negative/positive/neutral connotations of words; | | |
| f. Paraphrase cause-effect events; | | |
| g. Interpret graphs, charts, tables, etc. | | |
| h. Justify choice of a title; | | |
| i. Identify context for an extract; | | |
| j. Analyze attitude in the text; | | |
| k. Distinguish between stated and implied information in a text. | | |

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| 3. Develop basic comprehension of appropriate literature. | | |
| a. Analyze main characters, setting, theme, point of view, and plot; | | |
| b. Discuss how the following developed: theme, characters, plot, setting; | | |

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| 4. Answer questions appropriately and accurately. | | |
| a. Answer right to the point; use appropriate words; | | |
| b. Answer in complete sentences; | | |
| c. Answer with a minimal number of mistakes in sentence structure: use parallel structure; avoid repetitions, sentence fragments, and awkward expressions; | | |
| d. Answer with a minimal number of mistakes in grammar: agreement of tenses, verb form, s/v agreement, p/a agreement, pronoun shifts, etc.; | | |
| e. Answer with a minimal number of mistakes in spelling and capitalization; | | |
| f. Answer with a minimal number of mistakes in punctuation: use appropriately the commas, periods, colons, semi-colons, etc. | | |

Writing:

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| 1. Develop and enhance writing skills through semi-guided activities. | | |
| a. State why some topic/concluding sentences are irrelevant, banal, or repetitious; | | |
| b. Reconstruct a scrambled text; | | |
| c. Generate concluding paragraphs for incomplete essays; | | |
| d. Change the tone of written discourse; | | |
| e. Develop a well organized four-paragraph essay from an outline and notes. | | |

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| 2. Produce expressive, transactional, and creative writing. | | |
| a. Write formal letters; | | |
| b. Identify the main point in an article and summarize the article; | | |
| c. Write a short story identifying the setting, the characters, the point of view, the tone and mood, and all the elements of the plot; | | |
| d. Write a mini-saga in 200 words; | | |
| e. Write compare/contrast and persuasive/argumentative paragraphs; | | |

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| 3. Apply process-writing skills. | | |
| a. Select and narrow a topic; | | |
| b. Organize ideas into outlines, loops, etc.; | | |
| c. Write a hook, narrowing down sentences, a thesis statement, good topic sentences and support, a thesis restatement, and final comments. | | |
| d. Write multiple drafts; | | |
| e. Proofread or peer edit and check for the following: capitalization, punctuation, spelling, agreement of tenses, sentence structure, parallel structures, S/V agreement, pronoun and antecedent agreement, pronoun shifts, repetitions/deadwoods, misplaced modifiers, sentence fragments, awkward expressions, appropriate words and phrases etc. | | |
| f. Use appropriate transition words; | | |
| g. Write very concise and precise essays- 200 to 250 words maximum | | |
| h. Write as accurately as possible, respecting the various grammar rules including: | | |
| i. Direct/Indirect Speech | | |
| ii. Passive Voice | | |
| iii. Question Tags | | |
| iv. Singular/Plural | | |
| v. Agreement of Tenses | | |
| vi. Punctuation | | |
| vii. Capitalization | | |
| viii. Prepositions | | |
| IX. Phrasal Verbs | | |