

Level	Level Description	Goals	Learning Outcomes
Prep.	Students in this level are low novice readers whose reading ability is limited to reading individual letters and very basic and limited words that are related to themselves and their everyday lives.	The overall goal of this course is to enable students to correctly read and understand words and simple sentences related to topics about themselves and their everyday life.	By the end of this level, students will be able to correctly read the English Alphabet and simple words and sentences related to personal and everyday life. As a result of expanding vocabulary stock, students will be able to demonstrate some comprehension of simple and short paragraphs on personal and everyday topics (e.g. self, family, shopping, banking, and healthcare, filling out forms, time and calendar...)
1	Students at this level have very basic reading skills, limited to reading simple sentences and short paragraphs. Their vocabulary stock is limited to everyday words and topics that have to do with the students and everyday life.	The overall goal of this level is to increase the students' vocabulary stock, extend it beyond topics related to themselves, and enable them to read and understand short paragraphs/ texts.	By the end of this course, students will be able to read and demonstrate comprehension of short texts about a variety of personal and social topics and limited topics in their environment. Students will be able to identify some morphological and grammatical elements of target vocabulary.
2	Students at this level are able to read and understand short texts on personal and social topics. They are able to identify the purpose of simple paragraphs, identify words in context, identify the grammatical forms of words, and respond to simple comprehension questions.	The goal of this level is to help students comprehend longer texts with simple sentence structure using a variety of reading strategies and to build their academic vocabulary stock.	By the end of this course, students will be able to demonstrate their ability to use a variety of reading skills (skimming, scanning, identifying pronoun referents, making simple inferences, etc.) in interacting with and comprehending longer texts with simple sentence structure. Students will be able to identify the meaning of and use target academic vocabulary in context.
3	Students in this level are able to use a variety of reading skills in interacting and comprehending different kinds of texts (skimming, scanning, identifying pronoun referents, making simple inferences, etc.). They are also able to identify the meaning, analyze morphological and grammatical forms of academic vocabulary and use it in context.	The goal of this class is to teach students to use a variety of reading skills and thematic and linguistic features to comprehend longer academic texts with varying levels of difficulty in sentence structure. It also aims at expanding the students' academic vocabulary stock	By the end of this level, students will be able to use skimming, scanning, semantic mapping and diagrams, and linguistic cues to comprehend and make simple inferences about texts of different lengths and levels of difficulty in sentence structure. They will also be

		through the use of target academic vocabulary and analysis of their morphological structure and word families.	able to use target academic vocabulary, analyze their roots, prefixes and suffixes, and identify their meaning in context.
4	Students in this level can use skimming, scanning, semantic mapping and diagrams, and linguistic cues to comprehend and make simple inferences about texts of different lengths and levels of difficulty in sentence structure. They have acquired and can use vocabulary relevant to a variety of academic topics.	The goal of this level is to teach students to comprehend, summarize and make inferences about long academic texts of increasingly complex sentence structures. It also aims to expand academic vocabulary related to a variety of topics through word families, collocations, suffixes and prefixes, synonyms, and antonyms.	By the end of this level, students will be able to read and comprehend long academic texts of increasingly complex sentence structures, summarize and critically respond to ideas in text, and make inferences about information and opinions. They will also be able to use the target academic vocabulary in context and identify their collocations, synonyms, antonyms, and word families.
5	Students in this level can read, comprehend, summarize and make inferences about lengthy academic texts of increasingly complex sentence structures. They also have a wide range of academic vocabulary and demonstrate familiarity with synonyms, antonyms, collocations and word families.	The goal of this level is to teach students to read and comprehend long academic texts with advanced levels of sentence structure and vocabulary. They will learn to identify patterns of structure and analyze information in long academic texts using linguistic signals, charts and critical thinking skills.	By the end of this level, students will be able to read and comprehend long academic texts with advanced levels of sentence structure and vocabulary. They can distinguish patterns of structure in academic texts such as compare and contrast, chronological sequence, and cause and effect. They will also be able to read and interpret charts, and make inferences about opinion and position in academic texts. They can use target academic vocabulary and their word family forms in context.
6	Students in this level are able to perform a variety of tasks, such as summarizing, identifying purpose, interpreting charts, and making inferences, with academic texts of advanced sentence structure and vocabulary. They have also acquired a range of the most common academic vocabulary that are used in academic college-level discourse.	The goal of this level is to teach students to use critical thinking skills to comprehend and interact with long academic texts. They will also learn to use the target figurative language and academic vocabulary in context.	By the end of this level, students can use critical thinking skills in order to read, comprehend, and respond to long academic texts. These skills include synthesizing information, evaluating sources, interpreting charts, identifying positions, and writing critical responses. They will also be familiar with

			academic discourse and figurative language used in academic discourse.
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