

Writing

Function: Students are consistently able to meet a range of academic legal writing needs. They consistently write in all major time frames with good control. They produce academic legal genre aligned texts in concrete terms and will sometimes produce texts about academic legal topics in abstract terms. They will occasionally hypothesize in academic legal writing. Students have some success in adapting their language to fit the audience, material, context, and time constraints. They are able to write in many formal situations. They write for a variety of purposes, including expository, persuasive, summary, synthesis, note-taking, etc.

Text: Students use a variety of cohesive devices that are appropriate for academic legal writing in texts that may include several well-organized and connected paragraphs. They incorporate organizational conventions of academic legal writing. They provide abundant language with some elaboration to support their writing.

Comprehensibility: Students can be understood without difficulty by those unaccustomed to non-native writing. Errors do not interfere with understanding but may occasionally be distracting. They use a wide range of academic and legal lexicogrammar correctly.

Outcomes

1. Writes level-appropriate drafted and timed text.
 - 1.1. Writes in all major time frames.
 - 1.2. Writes multiple paragraph length text.
 - 1.3. Writes introductory paragraphs for multi-paragraph compositions.
 - 1.4. Writes effective thesis sentences with clear controlling ideas in timed writing environments.
 - 1.5. Writes effective topic sentences for paragraphs in timed writing environments.
 - 1.6. Writes logically organized paragraphs.
 - 1.7. Adequately supports ideas with facts, examples, and reasons.
 - 1.8. Writes effective concluding sentences in paragraphs in timed writing environments.
 - 1.9. Utilizes appropriate moves for multi-draft genre based writing.
 - 1.10. Adheres to genre features in multi-draft genre based writing.
 - 1.11. Uses a variety of cohesive devices.
 - 1.12. Ends multi-paragraph compositions with an appropriate conclusion.
 - 1.13. Adapts language to fit the audience, material, context, and time constraints.
2. Synthesizes information from written and spoken texts.
 - 2.1. Summarizes main ideas or key arguments in texts of texts.
 - 2.2. Summarizes major details.
 - 2.3. Responsibly uses sources by evaluating and selecting appropriate supporting ideas.
 - 2.4. Connects ideas and details among different texts.
 - 2.5. Synthesizes information from sources as support for original ideas.
 - 2.6. Paraphrases sources without plagiarizing.
 - 2.7. Cites sources using appropriate formatting methods.
 - 2.8. Creates a list of sources using appropriate formatting methods.
3. Effectively implements appropriate writing strategies.
 - 3.1. Uses pre-writing to build claims.
 - 3.2. Reads and rereads their texts to identify and correct errors.
 - 3.3. Incorporates feedback from writing teachers.

- 3.4. Responds to peer feedback.
- 3.5. Adheres to common academic formatting expectations.
- 3.6. Uses basic research tools to find appropriate sources.
- 4. Incorporates a variety of high frequency academic and legal English vocabulary in writing.
 - 4.1. Uses keywords from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in writing.
 - 4.2. Uses lexical bundles from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in writing.
 - 4.3. Uses academic vocabulary appropriately in writing (e.g., LEAP lists 37-48)
- 5. Effectively implements grammar necessary to effectively accomplish advanced functions in writing.
 - 5.1. Uses high frequency forms of relative clauses to narrate, describe, summarize, and support an argument.
 - 5.2. Use high frequency forms of adverbial clauses to narrate, describe, summarize, and support an argument.
 - 5.3. Uses high frequency forms of adjective, noun, and verb complement clauses to narrate, describe, summarize, and support and argument.
 - 5.4. Uses high frequency reporting verbs in writing.

Reading

Function: Students are consistently able to understand explicit and implicit main ideas of academic legal texts. They can use context to associate meaning with unknown words and phrases in academic legal documents. They can understand a speaker's purpose and point of view. Students use inference to connect ideas within the text and between texts and can draw appropriate conclusions from these relationships. They are able to understand most formal and legal texts.

Text: Students can comprehend a variety of academic and legal texts. They can understand writing on personal, general legal, and academic topics, even when the content is unfamiliar. Students successfully process texts that follow typical academic and legal organizational patterns, though they may still struggle with complex or atypical legal reasoning and academic structures. Texts at this level may present multiple ideas developed over several paragraphs. Students can understand a broad range of academic syntax and the core vocabulary and legal English, including high-frequency terminology used in case law, legislation, and legal analysis.

Fluency: Students can read 200 words per minute or above with 70% comprehension. Errors in comprehension rarely affect students' ability to understand main ideas and major details.

Outcomes

Students will be able to...

- 1. Understand level-appropriate texts
 - 1.1. Identify implicit and explicit main ideas.
 - 1.2. Identify major and minor supporting details.

- 1.3. Understand author's purpose.
- 1.4. Understand author's tone.
- 1.5. Identify organizational patterns of academic and legal texts.
2. Effectively implement appropriate reading strategies.
 - 2.1. Preview texts to identify the main ideas.
 - 2.2. Skim texts to identify the main ideas.
 - 2.3. Scan texts to locate specific information.
 - 2.4. Connect content to background knowledge.
 - 2.5. Make inferences about concrete and abstract ideas.
 - 2.6. Synthesize information from texts.
 - 2.7. Summarize the main ideas of a text.
3. Demonstrate critical thinking.
 - 3.1. Analyze and evaluate information presented in legal research articles.
 - 3.2. Identify relationships among texts.
 - 3.3. Draw appropriate conclusions about relationships among texts.
4. Acquire new vocabulary words.
 - 4.1. Use context clues to infer the meaning of words.
 - 4.2. Use syntactic and morphological clues to infer the meaning of words.
 - 4.3. Understand academic and legal vocabulary.
5. Demonstrate level-appropriate reading fluency.
 - 5.1. Read at a rate of 200-300 WPM with a minimum of 70% comprehension.
 - 5.2. Read aloud at a rate of 150 WPM with a minimum of 70% comprehension.
 - 5.3. Use correct intonation when reading aloud.
 - 5.4. Use correct word and sentence stress when reading aloud.
 - 5.5. Pause appropriately for punctuation, at sentence boundaries, and at passage transitions when reading aloud.
 - 5.6. Correctly pronounce academic and legal vocabulary.
6. Recognize the meaning and use of text-appropriate grammar.
 - 6.1. Interpret complex grammatical structures (e.g., relative clauses, passive voice, and conditionals) in academic and legal texts.
 - 6.2. Analyze how grammatical choices (such as modality, tense, and voice) affect meaning and tone in legal writing.
 - 6.3. Recognize and interpret nominalizations used to clarify relationships among legal concepts and ideas.
 - 6.4. Understand how prepositional and participial phrases contribute to sentence meaning and logical connections within legal texts.
 - 6.5. Parse complex sentences to identify the main clause, supporting clauses, and syntactic patterns in order to understand legal texts.

Speaking

Function: Students can participate with ease and confidence in conversations on academic legal topics. They are consistently able to fully narrate and describe in all major time frames and effectively deal with unanticipated complications. They are also able to discuss academic legal topics concretely. Students will sometimes be able to discuss topics in abstract terms, support opinions, and hypothesize. They use a wide range of academic syntax and legal vocabulary correctly. Students have some success in adapting their language to fit the audience, material,

context, and time restraints. They are able to speak in a variety of situations, such as class discussions, debates, and presentations. Participate in listening-based speaking tasks such as: summarizing a case after listening, answering comprehension questions, responding to legal hypotheticals, and clarifying the professor's question when necessary.

Text: Students are consistently able to speak in well-organized and connected paragraphs. They provide abundant language, utilizing academic and legal vocabulary, to support their expression. They are sometimes successful at speaking with extended discourse.

Comprehensibility: Students can be understood without difficulty by those unaccustomed to non-native speech. Usually there are no error patterns. When difficulties with accuracy or fluency occur, they almost never interfere with communication or distract the listener from the message.

Outcomes

1. Produces multi-paragraph speech.
 - 1.1 Narrates/describes in all major time frames about academic legal topics.
 - 1.2 Adequately supports ideas, opinions, and arguments with facts, examples, and reasons.
 - 1.3 Synthesizes information from multiple sources.
 - 1.4 Articulates thoughts with limited response time.
 - 1.5 Uses organizational patterns when speaking.
 - 1.6 Uses transitions to link related ideas.
 - 1.7 Connects ideas within and between paragraphs.
 - 1.8 Uses correct syntax.
 - 1.9 Uses correct stress and pausing in words and sentences.
 - 1.10 Pauses when appropriate.
 - 1.11 Uses correct intonation.
 - 1.12 Adapts speech to specific audiences and contexts.
 - 1.13 Uses pronunciation reductions and blending correctly.
2. Effectively implements appropriate speaking strategies.
 - 2.1 Uses circumlocution to clarify meaning.
 - 2.2 Repeats or rephrases when appropriate.
3. Incorporates a variety of high frequency academic and legal English vocabulary in speaking.
 - 3.1 Uses word-building strategies to acquire new vocabulary.
 - 3.2 Recognizes and understands keywords from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in speaking.
 - 3.3 Recognizes and understands lexical bundles from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in speaking.
 - 3.4 Recognizes and understands academic vocabulary appropriately in speaking (e.g., LEAP lists 37-48)

Listening

Function:

Students can understand authentic academic and legal spoken English with consistency. They follow lectures, case briefings, interviews, and seminar discussions and accurately identify explicit and implicit main ideas, major and minor details, and the speaker's legal reasoning. They recognize rhetorical strategies, tone, stance, precedent relationships, and implied meaning. Students follow fast-paced delivery, including interruptions, topic shifts, hedging, and legal reasoning cues. They use appropriate listening strategies—prediction, selective and intensive listening, note-taking, monitoring, and repair—to maintain comprehension. They connect new information to prior legal knowledge and synthesize ideas across multiple spoken texts.

Text:

Students understand extended, well-organized academic and legal spoken texts. They track argument structure through suprasegmental cues such as intonation, stress, pausing, and reductions. They recognize organizational patterns common in legal discourse and separate main arguments from supporting details. Students use effective note-taking methods to capture key ideas and represent the structure of spoken input. They consistently understand legal terminology and formulaic expressions used in U.S. legal settings.

Comprehensibility:

Students understand a wide range of academic and legal speakers, even when speech is fast, reduced, or blended. Occasional difficulty arises only with highly specialized or conceptually dense material. When comprehension issues occur, students recover meaning through prediction, clarification, paraphrasing, or contextual inference. Their comprehension is accurate and consistent, allowing full participation in law-school-style academic settings.

Outcomes

1. Understands authentic academic and legal spoken English
 - 1.1. Identifies explicit main ideas in legal content.
 - 1.2. Identifies implicit main ideas in legal content.
 - 1.3. Identifies explicit major supporting details.
 - 1.4. Identifies implicit major supporting details.
 - 1.5. Identifies minor supporting details.
 - 1.6. Recognizes argumentative structures (implied meaning, precedent relationships, underlying assumptions, speaker's legal reasoning).
 - 1.7. Recognizes speaker's purpose, tone, stance, and rhetorical strategy in legal contexts.
 - 1.8. Follows fast-paced delivery including turn-taking, interruptions, topic shifts, hedging, and legal-reasoning cues.
 - 1.9. Tracks argument flow by recognizing pronunciation reductions, blending, intonation, and suprasegmental cues.
 - 1.10. Understands law school lectures, case briefings, interviews with legal experts, and seminar-style discussions.
2. Effectively implements appropriate listening strategies
 - 2.1. Applies selective, intensive, extensive, and interactive listening strategies as appropriate.
 - 2.2. Uses predictive listening: anticipates upcoming information during lectures or debates using rhetorical cues.
 - 2.3. Uses effective note-taking methods (visual concept mapping; process-flow notes; extracting/paraphrasing key ideas; separating main arguments from supporting details).

- 2.4. Monitors comprehension and uses repair strategies (clarifying, paraphrasing, summarizing) when needed.
 - 2.5. Connects listening content to prior legal knowledge and synthesizes information across multiple texts.
- 3. Acquires and effectively uses academic and legal vocabulary / formulaic language
 - 3.1. Infers meaning of unfamiliar legal terms using context, morphology, etymology, and discourse cues.
 - 3.2. Recognizes and understands keywords from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in speaking.
 - 3.3. Recognizes and understands lexical bundles from the Law of Contracts, Judicial Vocabulary, and United States State Statutes word lists in speaking.
 - 3.4. Recognizes and understands academic vocabulary appropriately in speaking (e.g., LEAP lists 37-48)