Maryland Content Standards for Adult ESL/ESOL

English as a Second Language
English for Speakers of Other Languages

Maryland State Department of Education
Division of Career Technology and Adult Learning
Adult Education and Literacy Services
200 West Baltimore Street / Baltimore, Maryland 21201

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The Maryland State Department of Education (MSDE) recognizes the commitment and dedication of the following individuals who assisted with the creation of the "*Content Standards for Adult ESL/ESOL"*. The ESL/ESOL Workgroup met to research, draft, expand, review, and revise the Content Standards.

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Special thanks to…

Peggy Seufert for her leadership and dedication in completing the first edition of the content standards. Todd Elliott (Literacy and ESOL Director Greater Homewood Community Corporation, Inc) for providing the cover photo. Michelle Wichman (Frederick County Adult Education) for accepting the challenge of designing the Introductory Training Module and for making sure that all the sections would "hang together". Sara Rose, Agnes Callaway, and staff in Adult Education and Literacy Services who helped complete the manual.

This publication was developed in part with English Literacy and Civics funds from the Office of Vocational and Adult Education, U.S. Department of Education. The contents of this publication do not necessarily represent the positions or policies of the federal government.

Printed July 2003
Revised and Reprinted April 2005, July 2006, and September 2008

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Preface

"According to the 1992 Report by the National Council on Educational Standards and Testing, content standards define 'everything a student should know and be able to do'. In other words, content standards describe the range of desirable knowledge and skills within a subject area.

…While content standards may be the result of broadly inclusive efforts to achieve consensus on 'what' students should know, in the end, they simply describe what 'ought to be' not what 'must be'.

…Content standards are meant to serve as general guides for curriculum and should ideally be general, visionary, and not at all prescriptive."

Stites, Regie. *A users guide to standards-based educational reform: From theory to practice*. In Focus on Basics, Volume 3, Issue C (September 1999). Boston, MA: World Education/NCSALL. Reprinted with permission.

In the spring of 2000, the ESL/ESOL Workgroup began the process of brainstorming, designing and developing the "*Content Standards for Adult ESL/ESOL*" for the state of Maryland. The group began by gathering, comparing, and contrasting models that had been developed in states such as Arizona, New York, Colorado, Massachusetts, and Florida. While some states have provided very detailed standards and curricula, the members of the workgroup decided that Maryland's *ESL/ESOL Standards* should be a resource not a prescription for all programs across the state.

Members of the ESL/ESOL Workgroup knew the "*Content Standards for Adult ESL/ESOL"* had to take into consideration the incredible diversity of programs and the learner population in Maryland. Some programs serve in large metropolitan and suburban areas while others work in rural areas, and many programs work with transient or seasonal learner populations. Some programs serve less than twenty ESL/ESOL learners while others serve thousands. Some learners enter programs with advanced university degrees while others enter with very limited educational experiences. The Workgroup also noted that some local programs had curriculum in place while others left the responsibility of curriculum to up to individual instructors. Finally, based on the realization that many adult education instructors in Maryland teach part-time and are new to the field, the *Content Standards* needed to be practical and user-friendly for both experienced and inexperienced instructors.

The workgroup recognized that the creation of such a document would take a substantial amount of work and commitment. Everyone agreed that it would be extremely valuable for all programs to have a simple description of the ESL/ESOL proficiency levels based on the National Reporting System (NRS) being implemented across the nation. Based on the level descriptions and their own expertise, the members began the arduous task of outlining the content language skills for each level. Simultaneously, members also researched and selected information related to the other essential skills for effective language teaching – competencies and skills related to culture, workplace, technology, and metacognitive development.

Finally, in the winter of 2001-2002, the ESL/ESOL Workgroup proudly completed the First Edition of Maryland's "*Content Standards for Adult ESL/ESOL*".

Introduction to the ESL/ESOL Standards

Maryland Content Standards for Adult ESL/ESOL
Introduction

In the spring of 2000, the ESL/ESOL Workgroup, whose members represented a variety of programs across the state, began the process of brainstorming, designing, and developing the *Maryland Content Standards for Adult ESL/ESOL*. After considering the diversity of adult learners and programs in Maryland, the group began gathering, comparing, and contrasting models that had been developed in states such as Arizona, New York, Colorado, Massachusetts, and Florida. While some states have provided very detailed standards and curricula, the members of the workgroup decided that Maryland's ESL/ESOL standards should be a resource, not a prescription, for all programs across the state and that, the manual should provide an appropriate framework for EL/Civic instruction as defined in the Federal Register dated November 17, 1999.

The *Maryland Content Standards for Adult ESL/ESOL* is designed to help programs with instruction by defining "everything a student should know and be able to do". In other words, content standards describe the range of desirable knowledge and skills within a subject area (National Council on Education Standards and Testing, 1992). The standards are written in the form of a general outline so that local programs and instructors will be able to develop curriculum, plan instruction, and design classes to meet the local and individual needs. And, since many adult ESL/ESOL instructors teach part-time and are new to the field, the workgroup created a document that would be practical and user-friendly for both experienced and inexperienced instructors.

Consistency is provided through the standards by offering an outline of the language skills for each proficiency level. These levels help instructors plan lessons that will help learners reach higher levels of proficiency as required by the federal mandate for continuous improvement. The ESL/ESOL standards align with the formal (standardized tests) and informal (goal attainment, interest inventories, monitoring progress and evaluation) assessments programs use to identify the topics and skills the learners need to learn, which helps instructors plan effective instruction.

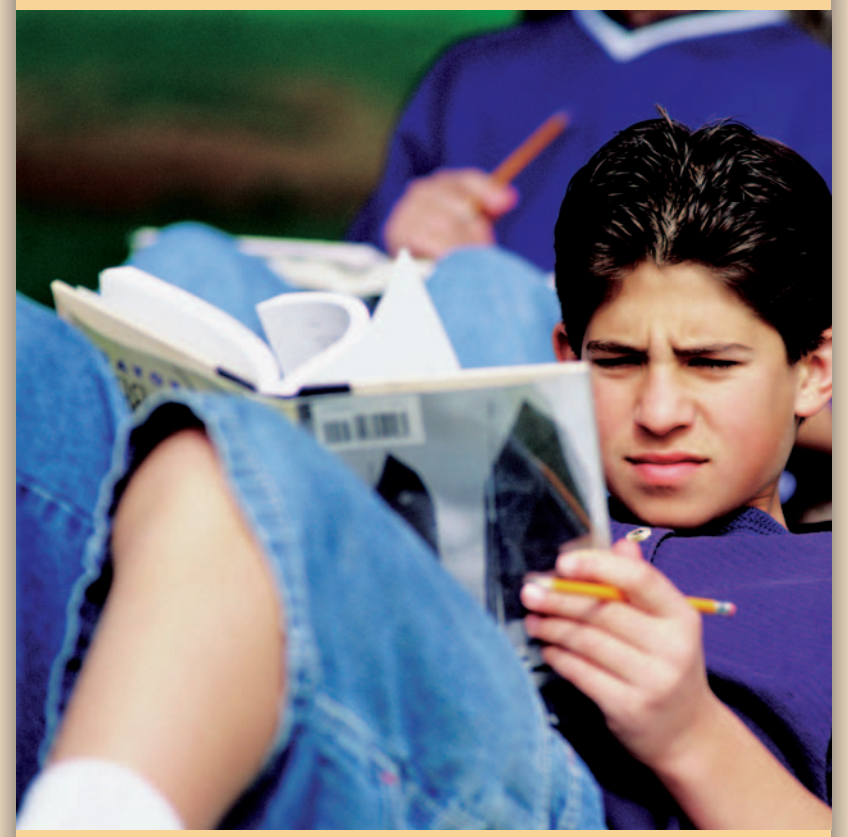
The additional sections of the manual will help instructors refine the content for unit and lesson planning while integrating the language skills. Local programs and individual instructors can design curriculum based on the standards and supplementary material. Programs should maintain the ESL/ESOL standards as a complete package that addressing all the elements of effective instruction including both language skills and content area skills.

The ESL/ESOL standards are reviewed and revised frequently. The latest revised edition and the *Maryland Content Standards for Adult ESL/ESOL Training Guide* is available on the Maryland Adult Literacy Resource Center website, www.umbc.edu/alrc. In addition, the website houses the *Maryland Technology Standards* and the *Maryland Adult ESL Program Standards*. **All ESL/ESOL instructors are required to complete the *Maryland ESL/ESOL Content Standards Training.***

A brief description of each the eleven sections included in the manual can be found on the next page. To learn more about each of the sections of the manual, turn to or click on the title and a full explanation is provided.

Section Descriptions

ESL/ESOL Standards by Level	Provides level descriptions, standards, assessment scale score, language skills, and indicators.
ESL/ESOL Standards by Skill	Provides a sequenced list of indicators for each language skill from Beginning ESL/ESOL Literacy to Advanced ESL/ESOL.
Competencies	- Lists competencies that describe what the learners should know and be able to do. - Provides the context for language learning.
Cultural Skills	Promotes the use of cross-cultural topics to strengthen the understanding and appreciation of cultural similarities and diffferences to facilitate community and civic participation.
Workplace Skills	Outlines skills to help learners improve employment status.
Technology Skills	Shows the range of technology skills that learners may develop based on their needs and interests.
Metacognitive Skills	Outlines the skills essential for lifelong learning and helps learners understand how they learn.
Unit Planning	- Describes the process for planning an unit. - Provides a sample unit plan.
Lesson Planning	- Explains the steps for planning a lesson - Describes how a lesson fits within a unit - Provides a sample lesson
Ten Strategies for Success	Explains effective strategies for instructors to help adults learn, practice and use the English language.
Blank Forms	Provides unit and lesson planning forms for instructors to copy and use.



ESL/ESOL Standards by Level

Beginning ESL/ESOL Literacy

Low Beginning ESL/ESOL

High Beginning ESL/ESOL

Low Intermediate ESL/ESOL

High Intermediate ESL/ESOL

Advanced ESL/ESOL

Introduction to ESL/ESOL Standards by Level

This section is the "heart" of the ESL/ESOL Standards. This section is written as a general outline so that local programs and instructors can develop curriculum, plan instruction, and design classes that meet local and individual needs. The goal for instruction is that English language learners will comprehend and communicate in written and spoken English at each level.

The ESL/ESOL Standards are in three parts for each level: (1) ESL/ESOL Standards, (2) Educational Functioning Level descriptors, and (3) Language Skills with indicators.

The ESL/ESOL Standards included in this section describe what learners will be able to do when they exit this level. We have also included the descriptions from the National Reporting System (NRS) so that programs across the state and country have a common frame of reference to discuss ESL/ESOL levels. NRS provides a brief description of what learners can do at each level in terms of Listening/Speaking, Reading/Writing, and Functional Workplace Skills.

The Language Skills section lists the indicators for the four language skills and lists the indicators for pronunciation and grammar. Indicators refer to what learners will be able to demonstrate to the instructor through the completion of performance activities designed for specific units. For example, learners would use their listening skill to follow very simple one-step directions at the Beginning Literacy Level. Language skills are integrated into the content areas. Instructors should integrate the receptive and productive skills of listening, speaking and pronunciation, so learners can understand and be understood. Similarly, reading and writing skills should be taught at all levels since we live in such a "print dependent" society. And, of course, contextualized grammar instruction and practice cannot be ignored within any language course.

NRS Level: BEGINNING ESL/ESOL LITERACY

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
• CASAS scale scores Listening/Reading 180 and below • BEST Oral 0 – 15 Literacy 0-7 • BEST Plus 400 and below • SPL Speaking 0-1 Reading/Writing 0-1	**Speakin**g: Learners will determine a purpose for communication and respond using limited spoken English to routine questions in familiar situations. **Listenin**g: Learners will determine a purpose for listening and can understand some frequently used key words in familiar contexts when spoken slowly and with repetition. **Reading**: Learners will determine a purpose for reading and can read numbers, letters, and some common sight words. Learners can comprehend phrases and some simple sentences with familiar vocabulary with pre-reading assistance. **Writing:** Learners will determine a purpose for writing and can print numbers, letters, and basic sight words related to personal information and other familiar contexts.

National Reporting System (NRS)
Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.

Beginning Literacy ESL/ESOL

LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
Beginning Literacy ESL/ESOL learners may demonstrate listening comprehension non-verbally • Recognize letters of the alphabet • Recognize cardinal and ordinal numbers • Recognize/respond to basic survival vocabulary, greetings, and polite expressions (e.g. thank you, please, you're welcome) • Respond to very simple questions in familiar contexts (e.g., personal information) • Follow simple one-step directions • Respond to simple requests for repetition (e.g. nod head, use body language, use the phrase I don't understand)	*Beginning Literacy ESL/ESOL learners will be able to. .* • Identify individual letters • Use cardinal and ordinal numbers (e.g., begin to distinguish difference) • Greet others • Use basic vocabulary for social interaction • Ask simple questions in short phrases • Produce simple statements • Express lack of understanding • Respond to simple questions in a familiar situation • Ask for repetition (e.g., "What?" or "Today?")	*Begins to recognize and practice the following…* • Chunks (words that often go together) and linking the words together [It's a ___ .//itza ___//] • Letter-sound associations (phonemes) • One- and two-syllable word patterns • Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]

Reading Indicators	Writing Indicators	Grammar Indicators
Beginning Literacy ESL/ESOL learners will be able to. . • Identify upper and lower case letters of the English alphabet and numbers 0-100 • Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words • Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status) • Recognize simple words and phrases related to immediate needs • Read learned sentences • Interpret simple signs and symbols in environment • Read dates and analog/digital clock times • Identify U.S. coins and currency and values • Read prices • Follow simple one-step directions and instructions that include pictures or modeling.	*Beginning Literacy ESL/ESOL learners will be able to. .* • *If needed,* develop fine motor skills to write legibly • Write upper and lower case letters and numbers 0-100 • Write basic personal information words (e.g., name, address, telephone number, etc.) • Spell simple words • Copy simple words/phrases related to everyday life • Write dates and digital clock times. • Write money amounts • Write very simple learned sentences • Use simple punctuation (e.g., period, comma, question mark)	*Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Subject pronouns • Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense • Simple Yes/No questions (e.g., Is/Are…..? or Do/Does……?) in present tense • Affirmative and negative statements with the verbs "be" and "do" • Singular/plural (e.g., nouns, this/these) • Articles – "the, a/an". • Simple structures -- "It's + day. // It's + time. // It's $5.00."

NRS Level: Low BEGINNING ESL/ESOL

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
• CASAS scale scores Listening/Reading 181-190 Writing 136-145 • BEST Oral 16-28 Literacy 8-35 • BEST Plus 401-417 • SPL 2	**Speaking:** Learners have the ability to organize and produce spoken language in routine and familiar situations with some control of grammar and intonation. **Listening:** Learners can monitor comprehension, clarify purpose for communication and can understand simple phrases and sentences in context when spoken slowly with some repetition. **Reading:** Learners can determine the purpose for reading by using pre-reading strategies, read common sight words, and understand sentence level reading. Learners can comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading. **Writing:** Learners can determine a purpose for writing, can write a simple sentences using familiar words and phrases to describe familiar objects, events, and experiences; using simple punctuation, and can demonstrate some control of basic grammar and spelling.

National Reporting System (NRS)
Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Individual speaks slowly and with difficulty. Individual Demonstrates little or no control over grammar.	Individual can read numbers, letters, and some common sight words. Individual may be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. Individual may have limited knowledge and experience with computers.

Low Beginning ESL/ESOL

LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
Low Beginning ESL/ESOL learners may demonstrate listening comprehension non-verbally • Recognize letters of words when spelled or dictated • Recognize/respond to greetings and polite expressions in routine and familiar settings • Recognize/respond to simple questions/statements in familiar contexts (e.g., weather, family, employment) • Follow one-step directions in a familiar context to complete a simple task • Identify simple expressions indicating lack of understanding • Recognize/respond to requests for repetition • Recognize/respond to personal information questions	*Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .* • Spell some familiar words • Use numbers appropriately to provide personal information • Produce and respond to common greetings, introductions, and polite expressions • Produce simple statements in routine and familiar situations • Use the telephone to make an emergency call • Respond to simple questions in familiar situations demonstrating some control of grammar	*Begin to recognize and practice the following….* • Chunks (words that often go together) and linking the words together [It's a ___. = Itza___.] • Letter-sound associations (phonemes) • Recognize/produce intonation for yes/no questions • Recognize/produce intonation for Wh-questions

Reading Indicators	Writing Indicators	Grammar Indicators
Low Beginning ESL/ESOL learners will be able to demonstrate the following. . . • Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills) • Read cursive and printed materials • Interpret words and symbols on everyday signs • Scan for specific information on familiar documents (e.g., utility bill, pay stub). • Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels) • Follow simple geographical directions on a simple map • Read some common sight words • Read simple sentences on a familiar topic.	*Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .* • Write basic personal information (name, address, telephone number, employer, birth date, ID number etc.) • Write familiar simple words and short phrases from dictation • Complete short, simplified forms (e.g., check, job application, registration form) • Address an envelope • Write lists (e.g., shopping) and personal schedules • Write some simple phrases and simple sentences related to familiar situations • Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)	*Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Simple WH questions and responses (affirm./neg.) • Simple Yes/No questions and responses • Affirmative and negative statements with "be, do, have" and other high frequency verbs • Simple present continuous tense • Simple past with high frequency verbs such as "be, do, have" • Modal auxiliary verbs (e.g., can / have to + verb) • Singular/plural (e.g., count/non-count) • Simple Conjunctions (and, or, but) • Simple prepositions of time and place (e.g., in, on, at, next to, on the right) • Simple frequency adverbs (e.g., always, sometimes, never) • Possessive Adjectives (e.g., my, your, her, our) • Subject Pronouns

NRS Level: High BEGINNING ESL/ESOL

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
• CASAS scale scores Listening/Reading 191-200 Writing 146-200 • BEST Oral 29-41 Literacy 36-46 • BEST Plus 418-438 • SPL 3	**Speaking:** Learners can organize information and ask simple questions related to survival needs and simple social interchanges with some control of basic grammar, intonation and pace. **Listening**: Learners can listen actively, monitor comprehension of simple conversations with support of repetitions and slow rate of speech and use appropriate listening strategies. **Reading:** Learners can use reading strategies that include previewing, viewing, and predicting and can read material in familiar contexts when vocabulary is controlled. **Writing:** Learners can produce simple written texts, motes, or messages that are organized and present information to serve the purpose, context, using complete sentences with basic grammar structures (present and past tense) and use correct punctuation.

National Reporting System (NRS)
Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. Individuals may have limited knowledge or experience using computers**.**

High Beginning ESL/ESOL

LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
High Beginning ESL/ESOL learners can demonstrate listening comprehension non-verbally • Listen for key vocabulary words in contextualized conversations • Recognize common words when spelled or dictated • Recognize/respond to alternative forms of basic questions in familiar contexts • Follow simple multi-step directions and instructions • Identify simple expressions indicating lack of understanding	*High Beginning ESL/ESOL learners will be able to. . .* • Ask simple questions to satisfy survival needs • Spell some sight words • Answers simple questions on everyday activities with some detail • Participates in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension • Give simple one-step instructions and directions • Expresses likes and dislikes • Express lack of understanding (e.g. speak slower, please rephrase, I don't understand) • Use the telephone to make an appointment	*Begin to recognize and practice the following….* • Syllable stress of new vocabulary • S-ending sounds: /s/, /z/ and /ɪz/ • Intonation for yes/no questions • Recognize/reproduce pronunciation of chunks (words that go together) and linking the words together

Reading Indicators	Writing Indicators	Grammar Indicators
High Beginning ESL/ESOL learners will be able to. . . • Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender). • Read schedules and simple charts • Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels) • Read compound and complex sentences following punctuation cues • Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity) • Recognize base words, synonyms and antonyms • Identify patterns and categorize words • Read compound words and identify base word • Use prediction as a reading strategy	*High Beginning ESL/ESOL learners will be able to. . .* • Write familiar simple sentences from dictation • Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.) • Write simple sentences related to familiar situations • Prepare a map or very simple directions to home/apartment • Following a model, write a simple paragraph on a single topic • Use simple basic punctuation (e.g., capitalization, periods, commas, question marks) • Write simple notes and messages (e.g., note to a teacher about a sick child, thank-you for a gift, etc.) • Spell words phonetically • Use simple graphic organizers	*Learners may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Present continuous tense • Modal auxiliary verbs (e.g., can / have to + verb) • Common irregular verbs • Subject-Verb agreement • Adjective + Noun • There is/There are • Contractions (e.g., I'm, she's, isn't, don't) • Demonstrative adjectives (this/that, these/those) • Singular/plural (e.g., count/non-count) • Indefinite articles (some/any, much/many) • Possessive adjectives (e.g., my, your, her, our) • Conjunctions • Simple frequency adverbs (e.g., always, sometimes, never)

NRS Level: LOW INTERMEDIATE ESL/ESOL

Test Benchmarks/Assessment range	ESL/ESOL Standards (Exit description)
• CASAS (Life Skills) Listening/Reading 201-210 Writing 201-225 • BEST Oral 42-50 Literacy 47-53 • BEST Plus 439-472 • SPL 4	**Speaking**: Learners can express basic needs and can engage in social conversations in an organized way to address the reason for communicating and use some strategies to monitor the conversation. Conversations can include limited descriptions, concrete terms, and more complex grammar structures (passive voice, conditional). **Listening**: Learners can monitor comprehension, use listening strategies when participating in a conversation or completing a simple task and can understand learned and new phrases in familiar context. **Reading**: Learners can use reading strategies and context clues to comprehend and analyze clearly organized texts and can reflect on the meaning of the text and combine new knowledge with prior knowledge. **Writing**: Learners can organize, convey, and revise ideas in simple paragraphs in familiar contexts with control of basic grammar structures, spelling and punctuation.

National Reporting System (NRS)

Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Low Intermediate ESL/ESOL

LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
Low Intermediate ESL/ESOL learners will be able to. . . • Respond to statements, questions and commands using some expanded vocabulary • Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school) • Follow simple two-step directions and instructions with some detail • Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose) • Use context clues to get main ideas and to identify details • Respond to simple requests for clarification • Distinguish language use in informal versus simple formal situations (i.e., pay attention to register)	*Low Intermediate ESL/ESOL learners will be able to. . .* • Produce simple statements, questions, and commands using familiar vocabulary • Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school) • Give simple two-step directions o • Retell a simple story • Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement • Use simple expressions to express opinion • Express lack of understanding and ask for repetition or clarification • Use appropriate language in both informal and simple formal situations	*Begin to recognize differences and gain pronunciation clarity of the following…* • Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/) • Stress of multi-syllabic words • Short and long vowel sounds (based on learners' needs) • Schwa sound used in unstressed syllables • S-ending sounds: /s/, /z/ and /ɪz/ • Past "-ed" ending sounds: /t/, /d/ and /ɪd/ • Shift in meaning when using different emphases in sentence stress • Intonation difference for questions and sentences

Reading Indicators	Writing Indicators	Grammar Indicators
Low Intermediate ESL/ESOL learners will be able to. . . • Apply sound/symbol relationships to decode new words in context • Apply simple context clues to determine the meaning of new words • Recognize standard words on a personal information form • Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary) • Comprehend simple and compound sentences in authentic materials • Identify main idea, chronological order, and simple transitions in texts on familiar subjects • Recognize prefixes, suffixes, homonyms, transition words, words with multiple meanings and some idioms • Read and understand multi- paragraph selections from a variety of genres • Read to compare and contrast information	*Low Intermediate ESL/ESOL learners will be able to. . .* • Write simple sentences from dictation • Write some compound and complex sentences • Complete more complex forms • Write out simple instructions with some detail • Write simple directions with some detail to a familiar location • Write short notes (e.g., to school, neighbor, coworker) • Compose simple letters (e.g., requests and offers). • Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.) • Apply basic capitalization, spelling and punctuation rules when writing • Take notes on familiar material transmitted orally • Use pre writing and editing strategies • Demonstrate some control of spelling • Use some idioms	*Begin to use grammar with some control for the beginning level structures/patterns* ***plus the following…*** • Simple past tense • Future tense ("will" + verb and "be going to + verb") • Present perfect tense in high frequency situations • Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative • Simple expressions for giving advice**,** inviting, and expressing regret • Comparative and superlative adjectives • Adverbs (too, very, enough) • Verb + Infinitive (e.g., want to __, need to __) • Possessives (e.g., girl's , Tom's) • Object pronouns (e.g., mine, his, hers, theirs, ours) • Conjunctions (and/or, but, either/neither) • Polite expressions (e.g., would rather, would you mind)

NRS Level: HIGH INTERMEDIATE ESL/ESOL

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
• CASAS (Life Skills) Listening/Reading 211-220 • Writing 226-242 • BEST Oral 51-57 Literacy 54-65 • BEST Plus 473-506 • SPL 5	**Speaking**: Learners can organize thoughts, provide information, and monitor communication in a conversation on a variety of day-to-day subjects with firm control of basic grammar, and are able to express thoughts creatively. **Listening**: Learners can comprehend conversations on day-to-day subjects that are supported by repeating, restating, and adjusting rate of speech and can incorporate information from listening with prior knowledge. **Reading**: Learners can read narrative prose and descriptive essays if the topic or context is familiar and analyze the meaning or purpose. Learners can use appropriate reading strategies, context clues and inference skills with familiar materials. **Writing**: Learners can produce and edit well-developed descriptive and narrative paragraphs using basic punctuation and basic and complex grammar structures.

National Reporting System (NRS)

Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order) and can use context to determine meaning. Individual can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects. Individual can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

High Intermediate

ESL/ESOL LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	**Speaking Indicators**	**Pronunciation Indicators**
High Intermediate ESL/ESOL learners will be able to. . . • Interpret statements, questions and commands in a variety of familiar situations • Follow multi-step directions to a specific location • Follow multi-step instructions on how to do something • Interpret information from a conversation and in a variety of contexts (e.g., in person, on telephone, over announcement) • Identify key information/details in a description • Respond to requests for clarification and elaboration • Understand more complex structures • Distinguish between facts and opinions in conversation • Recognize/respond to some common idioms	*High Intermediate ESL/ESOL learners will be able to. . .* • Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail • Ask and answer questions – using complete sentences when appropriate • Give directions to a specific location • Provide two and three step instructions with detail on how to do something • Request information and express needs (e.g., in person or by phone) • Express satisfaction/dissatisfaction and agreement/disagreement • Provide simple descriptions (e.g., describe a person, place or event) • Express opinions and provide factual information	*Begins to recognize contrasts and gain pronunciation clarity of the following….* • Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs. /t/) • Stress of multi-syllabic words • Short and long vowel sounds (based on learners' needs) • Schwa sound used in unstressed syllables • Shift in meanings when using different emphases in sentence stress • Articulating word endings • Intonation differences for questions and sentences • Phrasing words into "thought groups or chunks" and pausing between the phrases

Reading Indicators	**Writing Indicators**	**Grammar Indicators**
High Intermediate ESL/ESOL learners will be able to. . • Determine meaning of new vocabulary using context clues and decoding skills • Read simple descriptions and narratives on authentic topics • Follow specific written directions/instructions to perform an activity • Skim for main idea and scan for detail in prose text and on documents • Interpret information in an authentic paragraph or text to answer a question • Identify main idea, supporting details and transitions in a paragraph or text • Identify fact and opinion in a text • Compare information presented in two or three different sources • Make inferences from familiar texts • Recognize common idioms • Identify a writer's purpose	*High Intermediate ESL/ESOL learners will be able to. .* • Take detailed messages (e.g., phone message) • Take simple notes from authentic discourse • Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.) • Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions • Write short letters of request /complaint	*Learners are gaining control of the intermediate level structures/ patterns* ***plus the following…*** • Past habitual with "used + infinitive" • Present perfect (contrast to other tenses and using "for, since, already, yet") • Past continuous (in contrast to simple past) • Modals (e.g., ought to, had better, would rather) • Tag questions • Conditionals (e.g., present real, present unreal and past unreal) • Simple adverbial clauses (e.g., before/after, if/then, because/since) • Passive voice • Reflexive pronouns (e.g., myself, yourself, herself) • Common phrasal verbs and idioms (e.g., get ___, put ___, take ___ etc.) • Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)

NRS Level: ADVANCED ESL/ESOL

Test Benchmarks/Assessment Range	ESL/ESOL Standards (Exit description)
• CASAS (Life Skills) Listening/Reading 221-235 • Writing 243-260 • BEST Oral 58-64 Literacy 66+ • BEST Plus 507-540 • SPL 6 • Exit Criteria CASAS Reading and Listening 236+ CASAS writing 261+ Oral BEST 65+ BEST Plus 541+ SPL 7	**Speaking**: Learners can organize thoughts and converse clearly on a variety of subjects using basic grammar, appropriate word choice, register, and pace and are able to express thoughts clearly and creatively using appropriate monitoring strategies. **Listening**: Learners can comprehend conversations on a variety of subjects using monitoring strategies and incorporating new knowledge with prior knowledge. **Reading**: Learners can read, comprehend, and analyze narrative prose and descriptive essays applying appropriate reading strategies, comprehension strategies and prior knowledge. **Writing**: Learners can produce well-developed descriptive and narrative essays that include the mastery of punctuation and grammar structures and can edit and revise to improve communication.

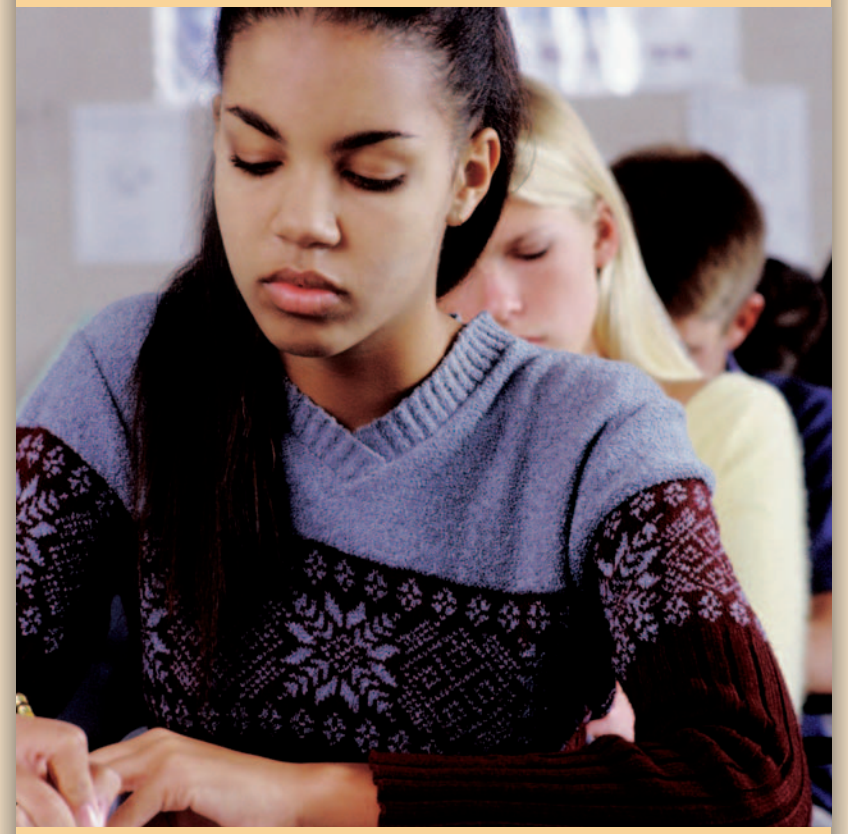
National Reporting System (NRS) – Educational Functioning Level Descriptors (Entry description)

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Individual can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more structures that are complex. Has some basic fluency of speech	Individual can read moderately complex text related to life roles, descriptions, and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Individual can makes some grammar and spelling errors. Individual uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Individual can communicate on the telephone on familiar subjects and understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Advanced ESL/ESOL
LANGUAGE SKILLS: Listening, Speaking, reading, Writing, Grammar, and Pronunciation

Listening Indicators	Speaking Indicators	Pronunciation Indicators
Advanced ESL/ESOL learners will be able to. . . • Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community) • Follow detailed multi-step directions and instructions in familiar situations • Respond to requests for clarification, elaboration, opinion, etc. • Identify details in a description (e.g., of a person, place or an event) • Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast) • Recognize/respond appropriately to social cues in conversation in familiar contexts • Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., "I have to get going….", "I'd rather not…", "How about going to…") • Recognize/respond to idiomatic expressions in familiar situations	*Advanced ESL/ESOL learners will be able to. . .* • Participate in discussions on topics beyond immediate survival needs (e.g., local news) • Explain concepts/ideas in organized manner using examples or details • Tell anecdotal stories as a part of conversation • Give detailed, multi-step directions and instructions in familiar settings • Clarify utterances by rewording or repeating in order to be understood by the general public • Select and report pertinent information (e.g., regarding an accident, change in procedure, etc.) • Request specific information in person or by phone • Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation • Participate in social interactions using the appropriate degree of formality • Negotiate a solution/compromise • Use persuasion in conversation	*Recognize contrasts and is gaining pronunciation clarity of the following…* • Stress of multi-syllabic words using learned rules to guess stress of new words • Phrasing words into thought groups and pausing between the phrases • Conversation management techniques, such as interrupting and "turn-taking"

Reading Indicators	Writing Indicators	Grammar Indicators
Advanced ESL/ESOL learners will be able to. . . • Determine the meaning of unfamiliar words in text • Interpret factual materials (e.g., prose text, charts/graphs, and other visual presentations) • Read authentic materials on everyday subjects • Interpret and summarize descriptions and narratives on familiar topics • Take notes from texts/documents on unfamiliar topics • Vary reading strategies for understanding content on unfamiliar topics or technical information • Distinguish between literal and figurative language • Take notes while reading	*Advanced ESL/ESOL learners will be able to. . .* • Write complex sentences in paragraphs • Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise) • Use pre-writing skills to organize and develop a paragraph • Write a detailed paragraph with topic sentence, supporting details, and conclusion • Describe a detailed procedure in writing • Summarize articles on familiar topics • Identify parts of a composition -- outlining content/sequence of paragraphs • Following a model, prepare a simple resume • Edit and revise drafts	D*emonstrate control for Intermediate levels* ***plus the following…*** • Present Perfect continuous • Perfect Modals (e.g. should have, would have) • Embedded statements and questions • Compound and complex sentences • Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register) • Gerunds and infinitives • Connectives (e.g., because, even, though, etc.) • Transitional adverbs (therefore, however) • Adverbial clauses • Phrasal verbs (separable and inseparable) • Idiomatic expressions



ESL/ESOL Standards by Skill

Listening, Speaking, Pronunciation

Reading, Writing, Grammar

Content Standards by Skills

Learners in an Adult ESL/ESOL class often have different levels of proficiency. Some learners may have stronger oral/aural skills while others may excel in reading/writing. This section, ESL/ESOL Standards by Skills, has a sequenced list of skills from Beginning ESL/ESOL Literacy to Advanced ESL/ESOL in each of the skill areas.

If learners in a Beginning level class have stronger literacy skills, the instructor can consult the Reading and Writing skills for the Intermediate level. Conversely, there might be some learners in a High Intermediate or Advanced class who are very proficient verbally, but who may not have had the opportunity to study formally ESL/ESOL. These students may need basic reading, writing and grammar skill development.

The skill areas included are the following:

- Listening Skills
- Speaking Skills
- Pronunciation
- Reading Skills
- Writing Skills
- Grammar

LISTENING SKILLS

LEVELS	LISTENING SKILLS*
Beginning ESL/ESOL Literacy	*Beginning Literacy ESL/ESOL learners may demonstrate listening comprehension non-verbally* Recognize letters of the alphabet Recognize cardinal and ordinal numbers Recognize/respond to basic survival vocabulary, greetings, and polite expressions (e.g. thank you, please, you're welcome) Respond to very simple questions in familiar contexts (e.g., personal information) Follow simple one-step directions Respond to simple requests for repetition (e.g. nod head, use body language, use the phrase I don't understand)
Low Beginning ESL/ESOL	*Low Beginning ESL/ESOL learners will be able to. . .* Recognize letters of words when spelled or dictated Recognize/respond to greetings and polite expressions in routine and familiar settings Recognize/respond to simple questions/statements in familiar contexts (e.g., weather, family, employment) Follow one-step directions in a familiar context to complete a simple task Identify simple expressions indicating lack of understanding Recognize/respond to requests for repetition Recognize/respond to personal information questions
High Beginning ESL/ESOL	*High Beginning ESL/ESOL learners will be able to. . .* Listen for key vocabulary words in contextualized conversations Recognize common words when spelled or dictated Recognize/respond to alternative forms of basic questions in familiar contexts Follow simple multi-step directions and instructions Identify simple expressions indicating lack of understanding
Low Intermediate ESL/ESOL	*Low Intermediate ESL/ESOL learners will be able to. . .* Respond to statements, questions and commands using some expanded vocabulary Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school) Follow simple two-step directions and instructions with some detail Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose) Use context clues to get main ideas and to identify details Respond to simple requests for clarification Distinguish language use in informal versus simple formal situations (i.e., pay attention to register)
High Intermediate ESL/ESOL	*High Intermediate ESL/ESOL learners will be able to. . .* Interpret statements, questions and commands in a variety of familiar situations Follow multi-step directions to a specific location Follow multi-step instructions on how to do something Interpret information from a conversation and in a variety of contexts (e.g., in person, on telephone, over announcement) Identify key information/details in a description Respond to requests for clarification and elaboration Understand more complex structures Distinguish between facts and opinions in conversation Recognize/respond to some common idioms

* Respond/Recognize -- especially at the beginning levels, learners may demonstrate listening comprehension non-verbally. For example, extending one's hand and smiling in response to greetings or pointing to a picture/word to demonstrate understanding

LISTENING SKILLS CONTINUED

LEVELS	LISTENING SKILLS*
Advanced ESL/ESOL	*Advanced ESL/ESOL learners will be able to. . .* Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community) Follow detailed multi-step directions and instructions in familiar situations Respond to requests for clarification, elaboration, opinion, etc. Identify details in a description (e.g., of a person, place or an event) Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast) Recognize/respond appropriately to social cues in conversation in familiar contexts Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., "I have to get going….", "I'd rather not…", "How about going to…") Recognize/respond to idiomatic expressions in familiar situations

* Respond/Recognize -- especially at the beginning levels, learners can demonstrate listening comprehension non-verbally. For example, extending one's hand and smiling in response to greetings or pointing to a picture/word to demonstrate understanding

SPEAKING SKILLS

LEVELS	SPEAKING SKILLS
Beginning ESL/ESOL Literacy	*Beginning Literacy ESL/ESOL learners will be able to. .* Identify individual letters Use cardinal and ordinal numbers (e.g., begin to distinguish difference) Greet others Use basic vocabulary for social interaction Ask simple questions in short phrases Produce simple statements Express lack of understanding Respond to simple questions in a familiar situation Ask for repetition (e.g., "What?" or "Today?")
Low Beginning ESL/ESOL	*Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .* Spell some familiar words Use numbers appropriately to provide personal information Produce and respond to common greetings, introductions, and polite expressions Produce simple statements in routine and familiar situations Use the telephone to make an emergency call Respond to simple questions in familiar situations demonstrating some control of grammar
High Beginning ESL/ESOL	*High Beginning ESL/ESOL learners will be able to. . .* Ask simple questions to satisfy survival needs Spell some sight words Answers simple questions on everyday activities with some detail Participates in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension Give simple one-step instructions and directions Expresses likes and dislikes Express lack of understanding (e.g. speak slower, please rephrase, I don't understand) Use the telephone to make an appointment
Low Intermediate ESL/ESOL	*Low Intermediate ESL/ESOL learners will be able to. . .* • Produce simple statements, questions, and commands using familiar vocabulary • Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school) • Give simple two-step directions o • Retell a simple story • Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement • Use simple expressions to express opinion • Express lack of understanding and ask for repetition or clarification Use appropriate language in both informal and simple formal situations
High Intermediate ESL/ESOL	*High Intermediate ESL/ESOL learners will be able to. . .* Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail Ask and answer questions – using complete sentences when appropriate Give directions to a specific location Provide two and three step instructions with detail on how to do something Request information and express needs (e.g., in person or by phone) Express satisfaction/dissatisfaction and agreement/disagreement Provide simple descriptions (e.g., describe a person, place or event) Express opinions and provide factual information

SPEAKING SKILLS CONTINUED

LEVELS	SPEAKING SKILLS
Advanced ESL/ESOL	*Advanced ESL/ESOL learners will be able to. . .* Participate in discussions on topics beyond immediate survival needs (e.g., local news) Explain concepts/ideas in organized manner using examples or details Tell anecdotal stories as a part of conversation Give detailed, multi-step directions and instructions in familiar settings Clarify utterances by rewording or repeating in order to be understood by the general public Select and report pertinent information (e.g., regarding an accident, change in procedure, etc.) Request specific information in person or by phone Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation Participate in social interactions using the appropriate degree of formality Negotiate a solution/compromise Use persuasion in conversation

PRONUNCIATION SKILLS

Levels	PRONUNCIATION SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy learner will recognize and practice:* Chunks (words that often go together) and linking the words together [It's a ___ .//itza ___//] Letter-sound associations (phonemes) One- and two-syllable word patterns Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]
Low Beginning _____ ESL/ESOL	*The Low Beginning ESL/ESOL learner will:* Recognize/Reproduce chunks (words that often go together) and linking the words together [It's a ___. = Itza___.] Recognize/Reproduce letter-sound associations (phonemes) Recognize/Reproduce intonation for yes/no questions Recognize/Reproduce Intonation for Wh-questions
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner will:* Recognize/Reproduce syllable stress of new vocabulary Recognize/Reproduce s-ending sounds: /s/, /z/ and /Iz/ Use intonation for yes/no questions Recognize/Reproduce pronunciation of chunks (words that often go together) and linking the words together
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will:* • Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/) • Contrast/Produce stress of multi-syllabic words • Contrast/Produce short and long vowel sounds (based on learners' needs) • Recognize/Reproduce schwa sound used in unstressed syllables • Recognize/Reproduce s-ending sounds: /s/, /z/ and /Iz/ • Recognize/Reproduce past "-ed" ending sounds: /t/, /d/ and /Id/ • Recognize/Reproduce shift in meaning when using different emphases in sentence stress Contrast/Produce intonation difference for questions and sentences
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will:* Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs. /t/) Contrast/Produce stress of multi-syllabic words Contrast/Produce short and long vowel sounds (based on learners' needs) Recognize/Reproduce schwa sound used in unstressed syllables Recognize shift in meanings when using different emphases in sentence stress Articulating word endings Produce intonation differences for questions and sentences Phrase words into "thought groups or chunks" and pause between the phrases
Advanced ESL/ESOL	*The Advanced ESL/ESOL learner will:* Produce stress of multi-syllabic words, using learned rules to guess stress of new words Phrase words into thought groups and pause between the phrases Demonstrate conversation management techniques, such as interrupting and "turn-taking"

READING SKILLS

LEVELS	READING SKILLS
Beginning ESL/ESOL Literacy	*Beginning Literacy ESL/ESOL learners will be able to. .* Identify upper and lower case letters of the English alphabet and numbers 0-100 Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status) Recognize simple words and phrases related to immediate needs Read learned sentences Interpret simple signs and symbols in environment Read dates and analog/digital clock times Identify U.S. coins and currency and values Read prices Follow simple one-step directions and instructions that include pictures or modeling.
Low Beginning ESL/ESOL	*Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .* Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills) Read cursive and printed materials Interpret words and symbols on everyday signs Scan for specific information on familiar documents (e.g., utility bill, pay stub). Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels) Follow simple geographical directions on a simple map Read some common sight words Read simple sentences on a familiar topic.
High Beginning ESL/ESOL	*High Beginning ESL/ESOL learners will be able to. . .* Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender). Read schedules and simple charts Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels) Read compound and complex sentences following punctuation cues Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity) Recognize base words, synonyms and antonyms Identify patterns and categorize words Read compound words and identify base word Use prediction as a reading strategy
Low Intermediate ESL/ESOL	*Low Intermediate ESL/ESOL learners will be able to. . .* Apply sound/symbol relationships to decode new words in context Apply simple context clues to determine the meaning of new words Recognize most standard words on a personal information form Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary) Comprehend simple and compound sentences in authentic materials Identify main idea, chronological order, and simple transitions in texts on familiar subjects Recognize prefixes, suffixes, homonyms, transition words, words with multiple meanings and some idioms Read and understand multi- paragraph selections from a variety of genres Read to compare and contrast information on familiar subjects

READING SKILLS CONTINUED

LEVELS	READING SKILLS
High Intermediate ESL/ESOL	*High Intermediate ESL/ESOL learners will be able to. .* Determine meaning of new vocabulary using context clues and decoding skills Read simple descriptions and narratives on authentic topics Follow specific written directions/instructions to perform an activity Skim for main idea and scan for detail in prose text and on documents Interpret information in an authentic paragraph or text to answer a question Identify main idea, supporting details and transitions in a paragraph or text Identify fact and opinion in a text Compare information presented in two or three different sources Make inferences from familiar texts Recognize common idioms Identify a writer's purpose
Advanced ESL/ESOL	*Advanced ESL/ESOL learners will be able to. . .* Determine the meaning of unfamiliar words in text Interpret factual materials (e.g., prose text, charts/graphs, and other visual presentations) Read authentic materials on everyday subjects Interpret and summarize descriptions and narratives on familiar topics Take notes from texts/documents on unfamiliar topics Vary reading strategies for understanding content on unfamiliar topics or technical information Distinguish between literal and figurative language Take notes while reading

WRITING SKILLS

LEVELS	WRITING SKILLS
Beginning ESL/ESOL Literacy	*Beginning Literacy ESL/ESOL learners will be able to. .* □ *If needed,* develop fine motor skills to write legibly □ Write upper and lower case letters and numbers 0-100 □ Write basic personal information words (e.g., name, address, telephone number, etc.) □ Spell simple words □ Copy simple words/phrases related to everyday life □ Write dates and digital clock times. □ Write money amounts □ Write very simple learned sentences □ Use simple punctuation (e.g., period, comma, question mark)
Low Beginning ESL/ESOL	*Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .* □ Write basic personal information (name, address, telephone number, employer, birth date, ID number etc.) □ Write familiar simple words and short phrases from dictation □ Complete short, simplified forms (e.g., check, job application, registration form) □ Address an envelope □ Write lists (e.g., shopping) and personal schedules □ Write some simple phrases and simple sentences related to familiar situations □ Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)
High Beginning ESL/ESOL	*High Beginning ESL/ESOL learners will be able to. . .* □ Write familiar simple sentences from dictation □ Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.) □ Write simple sentences related to familiar situations □ Prepare a map or very simple directions to home/apartment □ Following a model, write a simple paragraph on a single topic □ Use simple basic punctuation (e.g., capitalization, periods, commas, question marks) □ Write simple notes and messages (e.g., note to a teacher about a sick child, thank-you for a gift, etc.) □ Spell words phonetically □ Use simple graphic organizers
Low Intermediate ESL/ESOL	*Low Intermediate ESL/ESOL learners will be able to. . .* □ Write simple sentences from dictation □ Write some compound and complex sentences □ Complete more complex forms □ Write out simple instructions with some detail □ Write simple directions with some detail to a familiar location □ Write short notes (e.g., to school, neighbor, coworker) □ Compose simple letters (e.g., requests and offers). □ Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.) □ Apply basic capitalization, spelling and punctuation rules when writing □ Take notes on familiar material transmitted orally □ Use pre writing and editing strategies □ Demonstrate some control of spelling □ Use some idioms

WRITING SKILLS CONTINUED

LEVELS	WRITING SKILLS
High Intermediate ESL/ESOL	*High Intermediate ESL/ESOL learners will be able to. . .* - Take detailed messages (e.g., phone message) - Take simple notes from authentic discourse - Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.) - Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions - Write short letters of request /complaint
Advanced ESL/ESOL	*Advanced ESL/ESOL learners will be able to. . .* - Write complex sentences in paragraphs - Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise) - Use pre-writing skills to organize and develop a paragraph - Write a detailed paragraph with topic sentence, supporting details, and conclusion - Describe a detailed procedure in writing - Summarize articles on familiar topics - Identify parts of a composition -- outlining content/sequence of paragraphs - Following a model, prepare a simple resume - Edit and revise drafts

GRAMMAR SKILLS

LEVELS	GRAMMAR SKILLS
Beginning ESL/ESOL Literacy	*Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* - Subject pronouns - Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense - Simple Yes/No questions (e.g., Is/Are…..? or Do/Does……?) in present tense - Affirmative and negative statements with the verbs "be" and "do" - Singular/plural (e.g., nouns, this/these) - Articles – "the, a/an". - Simple structures -- "It's + day. // It's + time. // It's $5.00."
Low Beginning ESL/ESOL	*Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* - Simple WH questions and responses (affirm./neg.) - Simple Yes/No questions and responses - Affirmative and negative statements with "be, do, have" and other high frequency verbs - Simple present continuous tense - Simple past with high frequency verbs such as "be, do, have" - Modal auxiliary verbs (e.g., can / have to + verb) - Singular/plural (e.g., count/non-count) - Simple Conjunctions (and, or, but) - Simple prepositions of time and place (e.g., in, on, at, next to, on the right) - Simple frequency adverbs (e.g., always, sometimes, never) - Possessive Adjectives (e.g., my, your, her, our) - Subject Pronouns
High Beginning ESL/ESOL	*Learners may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* - Present continuous tense - Modal auxiliary verbs (e.g., can / have to + verb) - Common irregular verbs - Subject-Verb agreement - Adjective + Noun - There is/There are - Contractions (e.g., I'm, she's, isn't, don't) - Demonstrative adjectives (this/that, these/those) - Singular/plural (e.g., count/non-count) - Indefinite articles (some/any, much/many) - Possessive adjectives (e.g., my, your, her, our) - Conjunctions - Simple frequency adverbs (e.g., always, sometimes, never)

GRAMMAR SKILLS CONTINUED

LEVELS	GRAMMAR SKILLS
Low Intermediate ESL/ESOL	*Begin to use grammar with some control for the beginning level structures/patterns plus the following…* Simple past tense Future tense ("will" + verb and "be going to + verb") Present perfect tense in high frequency situations Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative Simple expressions for giving advice**,** inviting, and expressing regret Comparative and superlative adjectives Adverbs (too, very, enough) Verb + Infinitive (e.g., want to __, need to __) Possessives (e.g., girl's , Tom's) Object pronouns (e.g., mine, his, hers, theirs, ours) Conjunctions (and/or, but, either/neither) Polite expressions (e.g., would rather, would you mind)
High Intermediate ESL/ESOL	*Learners are gaining control of the intermediate level structures/ patterns plus the following…* Past habitual with "used + infinitive" Present perfect (contrast to other tenses and using "for, since, already, yet") Past continuous (in contrast to simple past) Modals (e.g., ought to, had better, would rather) Tag questions Conditionals (e.g., present real, present unreal and past unreal) Simple adverbial clauses (e.g., before/after, if/then, because/since) Passive voice Reflexive pronouns (e.g., myself, yourself, herself) Common phrasal verbs and idioms (e.g., get ___, put ___, take ___ etc.) Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)
Advanced ESL/ESOL	D*emonstrate control for Intermediate levels* ***plus the following…*** Present Perfect continuous Perfect Modals (e.g. should have, would have) Embedded statements and questions Compound and complex sentences Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register) Gerunds and infinitives Connectives (e.g., because, even, though, etc.) Transitional adverbs (therefore, however) Adverbial clauses Phrasal verbs (separable and inseparable) Idiomatic expressions

Competencies

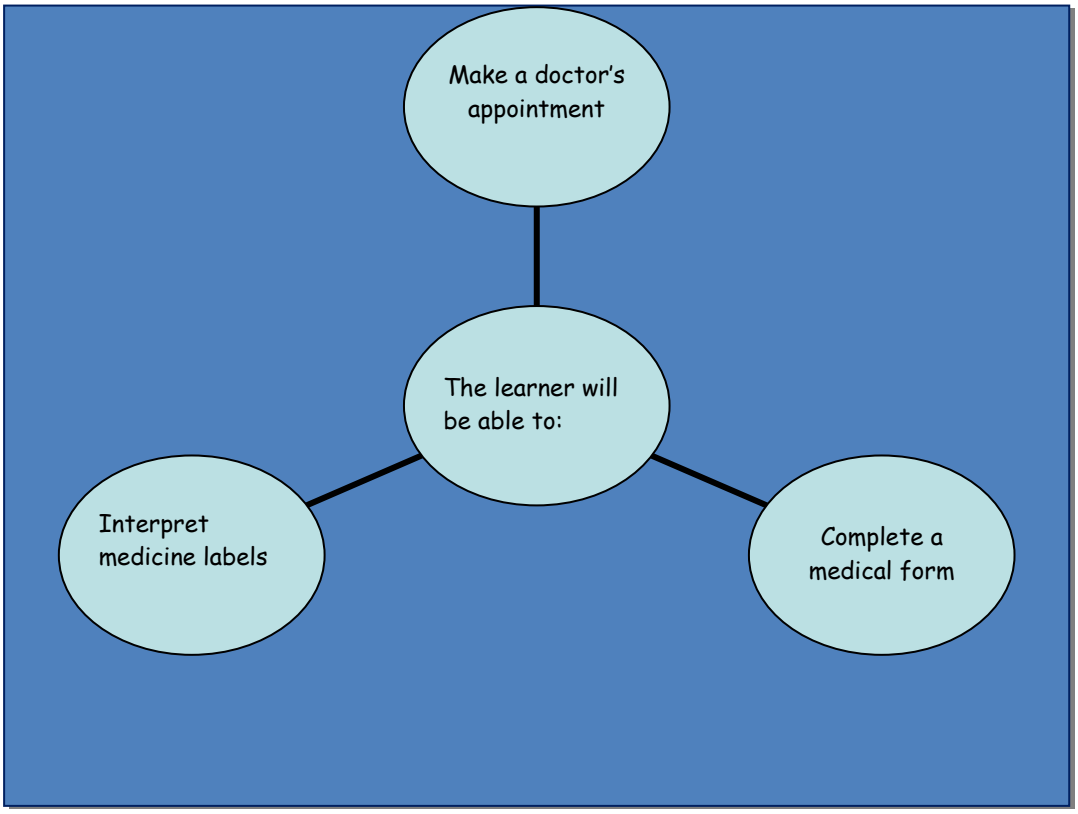
Introduction to Competencies

This section provides an extensive list of competencies that have been developed, refined, and used in a variety of Adult ESL/ESOL programs for refugees and immigrants for more than 25 years. Competencies can be considered the "content" of Competency-Based Education (CBE), which has been defined as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society" (U.S. Office of Education, 1978). Later, the Mainstream English Language Training (MELT) project defined competency as "a demonstrated ability to perform a task successfully". This is a life skills task, which involves language (Office of Refugee Resettlement, 1985). When instructors plan units or lessons, they develop competency statements or objectives such as "Learner will be able to _____ (e.g., state health problem, complete application form, read unit price labels, etc.)"

More recently, programs have been shifting to *Equipped for the Future* (*EFF,* 1999), which provides another framework for content standards. Although the language and content outline may be different in EFF and CBE both approaches are based on a very similar process starting with assessment of learner needs to develop curriculum, units, and lessons that will allow individuals to gain the skills they need. EFF offers key activities that can be developed into statements such as, "In order to fulfill responsibilities as parents/family members, citizens/community members/and workers, adults must be able to _____ (e.g., manage and resolve conflict, manage family resources, give assistance, motivation and direction, etc.)"

Regardless of the approach, effective adult education programs and instructors will develop competency statements or objectives to help develop curriculum, units, and lessons.

Refer to the *Sample Unit and Lesson Plan* sections of this document for additional suggestions for developing effective units and lesson plans that meet the needs of learners.



CASAS COMPETENCIES (San Diego, California)
CASAS Competencies are listed for the following Content Areas

0. Basic Communication

0.1 Communicate in interpersonal interactions
0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade negotiate)
0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
0.1.5 Interact effectively in the classroom
0.1.6 Clarify or request clarification
0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

0.2 Communicate regarding personal information
0.2.1 Respond appropriately to common personal information questions
0.2.2 Complete a personal information form
0.2.3 Interpret or write a personal note, invitation, or letter
0.2.4 Converse about daily and leisure activities and personal interests

1. Consumer Economics

1.1 Use weights, measures, measurement scales, and money
1.1.1 Interpret recipes
1.1.2 Demonstrate pre-computation skills
1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
1.1.4 Interpret, use and compute measurement for consumer-related purposes
1.1.5 Interpret information about weather conditions *3.6.3, 6.0 Math, and Math Content Standards*
1.1.6 Count, convert, and use coins and currency, and recognize symbols such as ($) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)
1.1.7 Identify product containers and interpret weight and volume
1.1.8 Compute averages (see also 6.7.5)
1.1.9 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.2 Apply principles of comparison-shopping in the selection of goods and services
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
1.2.2 Compare price or quality to determine the best buys for goods and services
1.2.3 Compute discounts (see also 6.4.1)
1.2.4 Interpret or compute unit pricing
1.2.5 Interpret letters, articles, and information about consumer-related topics
1.2.6 Identify places to purchase goods and services, including the Internet
1.2.7 Interpret information or directions to locate merchandise
1.2.8 Identify common food items
1.2.9 Identify common articles of clothing

1.3 Understand methods and procedures used to purchase goods and services
1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
1.3.2 Interpret credit applications
1.3.3 Make returns, exchanges, and customer service requests
1.3.4 Use catalogs and order forms to purchase goods and services
1.3.5 Use coupons to purchase goods and services
1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
1.3.7 Interpret information or directions to locate merchandise
1.3.8 Identify common food items
1.3.9 Identify common articles of clothing

1.4 Understand methods and procedures to obtain housing and related services
1.4.1 Identify different kinds of housing, areas of the home, and common household items
1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information
1.4.3 Interpret lease and rental agreements
1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
1.4.5 Interpret information about tenant and landlord rights
1.4.6 Interpret information about purchasing a home, including loans and insurance
1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
1.4.8 Recognize home theft and fire prevention measures

1.5 Apply principles of budgeting in the management of money
1.5.1 Interpret information about personal and family budgets
1.5.2 Consider need, affordability, and long-term implications in making purchases
1.5.3 Interpret bills (see also 2.1.4)

1.6 Understand consumer protection measures
1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)
1.6.2 Identify consumer protection resources available when confronted with fraudulent practices
1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
1.6.4 Interpret sales receipts
1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
1.6.6 Interpret information about consumer privacy rights and policies
1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information

1.7 Understand procedures for the care, maintenance, and use of personal possessions
1.7.1 Interpret product guarantees and warranties
1.7.2 Interpret clothing care labels
1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
1.7.4 Interpret maintenance procedures for household appliances and personal possessions
1.7.5 Interpret information to obtain repairs
1.7.6 Place a notice or ad to sell items

1.8 Demonstrate financial literacy skills
1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
1.8.2 (See 1.8.1)
1.8.3 Interpret information about types of bank accounts, including fees and interest
1.8.4 Interpret information about the types of loans available through lending institutions
1.8.5 Interpret information about investments and financial planning, including type and purpose of investments
1.8.6 Interpret information about credit and debt; including interest rates, payment terms and credit reports (see also 1.3.2)
1.8.7 Identify and use services to send money or exchange currency

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations
1.9.1 Interpret highway and traffic signs (see also 2.2.2)
1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)
1.9.3 Compute mileage and gasoline consumption
1.9.4 Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)
1.9.5 Interpret information related to the selection and purchase of a car
1.9.6 Interpret information related to automobile maintenance
1.9.7 Recognize what to do in case of automobile emergencies
1.9.8 Interpret information about automobile insurance
1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

2. Community Resources

2.1 Use the telephone and telephone book
2.1.1 Use the telephone directory and related publications to locate information
2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)

2.1.3 Interpret information about time zones (see also 2.3.1)
2.1.4 Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
2.1.5 Interpret telegram rates and procedures (dropped)
2.1.6 Interpret information about using a pay telephone and phone cards
2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)
2.1.8 Use the telephone or similar device to make and receive routine personal and business calls

2.2 Understand how to locate and use different types of transportation and interpret related travel information
2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)
2.2.2 Recognize and use signs related to transportation (see also 1.9.1)
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
2.2.4 Interpret transportation schedules and fares
2.2.5 Use maps relating to travel needs, including Internet-based map systems
2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport

2.3 **Understand time and weather**
2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)
2.3.2 Identify the months of the year and the days of the week
2.3.3 Interpret information about weather conditions
2.3.4 Interpret and write dates
2.3.5 Interpret information about time zones

2.4 Use mailing and shipping services
2.4.1 Address items for mailing
2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
2.4.3 Interpret postal service and other forms associated with mailing and shipping
2.4.4 Purchase stamps and other postal items and services
2.4.5 Interpret procedures for tracking shipments
2.4.6 Interpret a postal money order form
2.4.7 Interpret postal regulations, mailing, and shipping procedures and requirements

2.5 Use community agencies and services
2.5.1 Locate and utilize services of agencies that provide emergency help
2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
2.5.3 Identify and use health care services and facilities, including interacting with staff
2.5.4 Ask for, give, follow, or clarify directions
2.5.5 Understand how to access and use educational systems and services
2.5.6 Use library services
2.5.7 Interpret permit and license requirements
2.5.8 Identify community organizations and their purpose and functions
2.5.9 Identify and use childcare services in the community

2.6 Use leisure time resources and facilities
2.6.1 Interpret information about recreational and entertainment facilities and activities
2.6.2 Locate information in TV, movie, and other entertainment listings
2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

2.7 Understand aspects of society and culture
2.7.1 Interpret information about holidays
2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
2.7.3 Interpret information about social issues (see also 2.7.2)
2.7.4 Interpret information about religion
2.7.5 Interpret literary materials such as poetry and literature
2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
2.7.7 Obtain and interpret news from a variety of media sources (see 7.6)

2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see 7.6)
2.7.9 Identify similarities and differences between cultures; how these affect interpersonal and social relations and adaptation to a new cultural environment

2.8 Understand how to access and use educational systems and services
2.8.1 Interpret information about the educational system, from early childhood to postsecondary
2.8.2 Identify, evaluate, and access schools and other learning resources
2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
2.8.5 Interpret school-related forms, such as registration and application forms
2.8.6 Interpret information from schools and communicate with school personnel
2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
2.8.8 Interpret information related to student and school performance, and identify ways to promote change
2.8.9 Identify ways to get involved or volunteer in an educational setting

3. Health

3.1 Understand how to access and use the health care system
3.1.1 Identify parts of the body (see also 3.6.3 and 3.6.4)
3.1.2 Identify information necessary to make or keep medical and dental appointments
3.1.3 Identify and use health care services and facilities, including interacting with staff
3.1.4 Identify common types of medical and health practitioners and specialists
3.1.5 Identify and access counseling services
3.1.6 Interpret information about health care plans, insurance, and benefits
3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

3.2 Understand forms related to health care
3.2.1 Fill out medical health history forms
3.2.2 Interpret immunization requirements
3.2.3 Interpret forms associated with health insurance
3.2.4 Interpret medical bills

3.3 Understand how to select and use medications
3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
3.3.2 Interpret medicine labels (see also 3.3.1)
3.3.3 (See 3.3.1)
3.3.4 Interpret information on medications and their proper and safe use

3.4 Understand basic safety measures and health risks
3.4.1 Interpret product label directions and safety warnings (see 1.7.3)
3.4.2 Identify safety measures that can prevent accidents and injuries
3.4.3 Interpret procedures for simple first aid
3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see 3.6.3)
3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
3.4.6 Interpret immunization requirements
3.4.7 Interpret health and danger alerts
3.4.8 Interpret information regarding disaster preparedness

3.5 Understand basic principles of health maintenance
3.5.1 Interpret information about nutrition, including food labels (see also 1.6.1)
3.5.2 Identify a healthy diet
3.5.3 Identify how to handle, prepare and store food safely
3.5.4 Identify practices that promote dental health
3.5.5 Identify practices that promote cleanliness and hygiene
3.5.6 Interpret information and identify agencies that assist with family planning (see also 3.1.3)
3.5.7 Identify, evaluate, and access schools and other learning resources (see 3.6.5)

3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures (see 3.5.2)

3.6 Understand basic health and medical information
3.6.1 Identify parts of the body
3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
3.6.5 Interpret information on the development, care, and health and safety concerns of children
3.6.6 Interpret information about health issues related to aging
3.6.7 Interpret information about sexuality
3.6.8 Interpret information about medical procedures and the considerations and risks involved
3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

4. Employment

4.1 Understand basic principles of getting a job
4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
4.1.4 Identify and use information about training opportunities (see 2.5.5)
4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
4.1.7 Identify appropriate behavior and attitudes for getting a job
4.1.8 Identify common occupations and the skills and education required for them
4.1.9 Identify procedures for career planning, including self-assessment

4.2 Understand wages, benefits, and concepts of employee organizations
4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
4.2.2 Interpret information about employee organizations
4.2.3 Interpret employment contract and union agreements
4.2.4 Interpret employee handbooks, personnel policies, and job manuals
4.2.5 Interpret information about employee benefits
4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

4.3 Understand work-related safety standards and procedures
4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)
4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
4.3.3 Identify common safety equipment and safe work attire
4.3.4 Report unsafe working conditions and work- related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training
4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)
4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)
4.4.5 Identify job training needs and set learning goals
4.4.6 Interpret work specifications and quality standards
4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
4.4.8 Interpret job-related technical information, such as from service manuals and training classes

4.5 Effectively use common workplace tools and technology

4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
4.5.4 Demonstrate use of common business machines
4.5.5 Demonstrate the ability to use a computer in performing work tasks
4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures

4.6 Communicate effectively in the workplace
4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3
4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)
4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)
4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

4.7 Effectively manage workplace resources
4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)

4.8 Demonstrate effectiveness in working with other people
4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
4.8.3 Demonstrate effective communication skills in working with customers and clients
4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

4.9 Understand how social, organizational, and technological systems work, and operate effectively within them
4.9.1 Identify the formal organizational structure of one's work environment
4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
4.9.3 Identify sources of information and assistance, and access resources within a system
4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

5. Government and Law

5.1 Understand voting and the political process
5.1.1 Identify voter qualifications
5.1.2 Interpret a voter registration form
5.1.3 Interpret a ballot
5.1.4 Interpret information about electoral politics and candidates
5.1.5 Interpret information about special interest groups
5.1.6 Communicate one's opinions on a current issue
5.1.7 Identify how to contact public officials about issues and concerns

5.2 Understand historical and geographical information
5.2.1 Interpret information about U.S. history

5.2.2 Identify or interpret U.S. historical documents
5.2.3 Interpret information about world history
5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
5.2.5 Interpret information about world geography
5.2.6 Identify the U.S. flag, other national symbols, and principal monuments

5.3 Understand an individual's legal rights and responsibilities, and procedures for obtaining legal advice
5.3.1 Interpret common laws and ordinances, and legal forms and documents
5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice
5.3.3 Interpret basic court procedures
5.3.4 Identify consumer protection resources available when confronted with fraudulent practices (see also1.6.6)
5.3.5 Identify common infractions and crimes, and legal consequences
5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
5.3.7 Identify common infractions and crimes, and legal consequences
5.3.8 Identify procedures for reporting a crime
5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems

5.4 Understand information about taxes
5.4.1 Interpret and complete income tax forms
5.4.2 Identify or compute sales tax
5.4.3 Interpret tax tables (see also 5.4.1)
5.4.4 Interpret tax information from articles and publications
5.4.5 Interpret permit and license requirements (see 1.9.2)

5.5 Understand the functions of government
5.5.1 Interpret information about international affairs
5.5.2 Interpret information about the legislative branch and its activities
5.5.3 Interpret information about the judicial branch and its activities
5.5.4 Interpret information about the executive branch and its activities
5.5.5 Interpret information about the military
5.5.6 Interpret information about law enforcement
5.5.7 Interpret information about local policymaking groups
5.5.8 Identify local, state and federal government leaders
5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

5.6 Understand civic responsibilities and activities
5.6.1 Interpret information about neighborhood or community problems and their solutions
5.6.2 Interpret information about civic organizations and public service groups
5.6.3 Interpret civic responsibilities, such as voting, jury duty, and paying taxes
5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
5.6.5 Identify volunteer agencies and opportunities in the community

5.7 Understand issues related to science and ethics
5.7.1 Interpret information related to environmental issues
5.7.2 Interpret information related to energy issues
5.7.3 Interpret information about issues related to natural sciences, such as biology
5.7.4 Interpret information related to technological issues
5.7.5 Interpret information about issues related to social sciences, such as psychology
5.7.6 Interpret information related to ethical and philosophical issues

5.8 Understand concepts of economics
5.8.1 Interpret economic information and statistics
5.8.2 Interpret information on economic issues and trends
5.8.3 Interpret information on world economic systems
5.8.3 Interpret information on world economic systems

6. Computation – see CASAS website for list of competencies, if needed for

7. Learning and Thinking Skills

7.1 Identify or demonstrate effective skills and practices in accomplishing goals

7.1.1 Identify and prioritize personal, educational, and workplace goals (see 4.4.5)
7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
7.1.3 Demonstrate initiative and persistence in accomplishing goals
7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see 4.7.5)

7.2 Demonstrate ability to use critical thinking skills

7.2.1 Identify and paraphrase pertinent information
7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
7.2.6 Generate ideas using various approaches, such as brainstorming
7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors

7.3 Demonstrate ability to use problem-solving skills

7.3.1 Identify a problem and its possible causes
7.3.2 Devise and implement a solution to an identified problem
7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 Demonstrate study skills

7.4.1 Identify and use effective study strategies
7.4.2 Take notes or write a summary or an outline
7.4.3 Identify and use strategies for remembering information
7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
7.4.5 Use reference materials, such as dictionaries and encyclopedias
7.4.6 Use an index or table of contents
7.4.7 Identify and use test-taking skills and strategies
7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
7.4.9 Identify personal learning style

7.5 Understand aspects of and approaches to effective personal management

7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
7.5.3 Identify or use strategies to cope with negative feedback
7.5.4 Identify sources of stress, and resources for stress reduction
7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
7.5.6 Identify or use strategies for communicating more successfully
7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

7.6 Demonstrate the ability to view the media critically

7.6.1 Identify the different forms of media, sources, and purposes of media messages, and how content is determined, and shaped
7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
7.6.4 Interpret rating systems for media content

7.7 Demonstrate the ability to use information and communication technology

7.7.1 Identify common information and communication technology and other electronic devices and their uses, and ho they work together

7.7.2 Demonstrate basic skills in using a computer, including using common software applications
7.7.3 Demonstrate ability to use the Internet
7.7.4 Demonstrate ability to use e-mail and other messaging systems
7.7.5 Identify safe and responsible use of information and communication technology
7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

8. Independent Living Skills- See CASAS website for competency list, if needed

PERFORMANCE-BASED CURRICULUM AND OUTCOMES

The Mainstream English Language Training Project (Melt) Updated 1997, Spring Institute for International Studies, Denver, CO

BEGINNING ESL LITERACY (NALS 1) [known as PRE- AND NON-LITERATE in MELT documents]

Basic Language (CASAS Basic Communication)

- Give personal information orally, and copy onto simple forms (name, address, phone, country of origin, ID/Social Security No., etc.).
- Spell, read, and print own name, indicating which is first, last, and middle.
- Use appropriate greetings/farewells (Hello, good-bye).
- Introduce oneself.
- Read clock time on the hour, half-hour, and quarter hour.
- Read days of the week.
- Express a lack of understanding.
- Ask for repetition.
- Ask simple "yes/no" questions.
- Respond to "what" and "where" questions.

Consumer Economics includes Banking, Shopping, and Housing

- Identify basic consumer economic services (bank, market, clothing store, etc.).
- Cash a check or money order, endorse it, and provide proper ID.
- State basic food and clothing needs.
- Identify names of U.S. coins and bills and read simple money amounts.
- Pay the total amount requested orally or in writing.
- Identify common household rooms and furniture.
- Identify basic types of available housing.
- Read EXIT signs in housing.

Community Resources includes Transportation and Directions

- Read and interpret emergency words, e.g. FIRE, POLICE, POISON.
- Read, say and dial telephone number for emergency services.
- Using the telephone, spell name and address and report an emergency in simple terms.
- Identify basic community facilities and services (post office, school, etc.).
- Ask for stamps at a post office.
- Ask for location of a place.
- Follow simple oral directions to a place.
- Orally give streets and landmarks near residence.
- Read a limited number of symbols or transportation/pedestrian signs.

Health

- Identify medical facilities, workers and signs.
- State need for medical help (I'm sick; my ____ hurts).
- Identify major body parts, illness or injuries.
- State a need for an interpreter.

Employment

- Identify common entry-level jobs.
- Read common warning or safety signs at work.
- State previous employment and own job skills in simple terms.
- State current job status.
- Print or sign name on time sheet.
- Ask if a task was done correctly. Follow one-step instructions.
- Ask supervisor or co-worker for help.
- Respond to simple questions about work progress and completion of tasks.
- Respond to simple oral warnings or basic safety commands.
- Give simple excuses for lateness or absences.

BEGINNING ESL (NALS 1) *All of the competencies in the Beginning ESL LITERACY level plus the following*:

Basic Language (CASAS Basic Communication)
- Write personal information (name, address, phone, SS#, country of origin, etc.).
- Ask "what", "where", and "when" questions.
- Ask for clarification.
- Use appropriate social language to introduce self and others.
- Recognize days, months, times.
- Write dates.

Consumer Economics includes Food, Clothing and Housing
- Ask for and read the price of food, clothing, or other items in a store.
- Differentiate size by reading tags and request size and color for an item - in simple terms.
- Ask for information and follow directions for buying food, clothing, and household items.
- Read and ask about store signs, aisle numbers, and store hours.
- Locate and read expiration dates on food items.
- Ask for food using common weights and measures.
- Read abbreviations for weights and measures.
- Order and pay for food at a restaurant.
- Respond to requests for change.
- Buy and fill out a money order.
- Identify total amount due on monthly bills.
- Answer simple questions about basic housing needs.
- Ask about rent.
- Read common housing signs (FIRE ESCAPE, FOR RENT, etc.).
- Report basic household problems.
- Request repairs in simple terms.

Community Resources includes Transportation and Directions
- Read emergency words.
- Address an envelope/package, including return address.
- Call 911 (or local equivalent).
- Ask for bus, train or plane destinations.
- Read signs indicating bus/train destinations and street numbers.
- Use a simple map to locate a place.

Health
- Follow simple instructions during a health visit.
- Make a doctor's appointment in person.
- Read time and date on an appointment card.
- Ask for non-prescription medication at a drug store.
- Read generic names of common non-prescription medicines.
- Ask about and follow simple instructions for using medicine.
- Read and follow simple directions on medicine labels.
- Read and report body temperature as indicated by a thermometer.
- Ask for a patient's room number in a hospital.
- Identify oneself, appointment time, and doctor's name upon arrival at a doctor's office.

Employment
- Enumerate job skills.
- Fill out simple application forms.
- Respond to simple direct questions about work. Follow two-step instructions.
- Report on work progress and completion of tasks.
- Read alpha-numeric codes.
- State need for frequently used material.
- Locate common materials and facilities at the work site.

INTERMEDIATE and ADVANCED INTERMEDIATE (NALS 2*) All of the competencies in Beginning ESL Literacy and Beginning levels plus the following:*

Basic Language (CASAS Basic Communication)
Clarify by spelling or writing.
Repeat instructions for verification.
Ask about the meaning or pronunciation of a word.
Ask and respond to "how" and "why" questions.

Consumer Economics includes Banking and Housing
- Write a check.
- Fill out a deposit/withdrawal slip.
- Use and report problems in using coin-operated machines.
- Read unit price labels to compare products for value.
- State reasons for returning an item to the store.
- Respond to a cashier's questions concerning means of payment. - Interpret clothing care labels.
- Question errors on bills.
- Ask about and follow instructions for using and maintaining household equipment.
- Ask for information about location, rooms, rent, deposit, and utilities.

Community Resources includes Transportation and Directions
- Report an emergency outside of home.
- Answer questions about a child and fill out simple school enrollment form.
- Read and respond appropriately to simple written communication from school.
- Respond appropriately to recorded messages and instructions from school.
- Ask about correct postage for mailing.
- Fill out a change of address form.
- Locate telephone numbers in a telephone book or yellow pages.
- Identify major streets and landmarks on a map.
- Use a map to find a place.
- Read about and get (with help) a driver's license.
- Give and follow simple oral or written directions to a place.

Health
- Identify common symptoms, illnesses, and health problems.
- Change or cancel a doctor's appointment.
- Make or change a doctor's appointment by telephone.
- Follow oral instructions during a medical exam or about treatment.
- Fill out a simple insurance form (with assistance).

Employment
- Ask and answer questions at a job interview (qualifications, experience, preferences, long term goals, benefits, etc.). Fill out a standard job application.
- Read want ads and identify skills needed for a job.
- Modify a task based on changes in instructions.
- Respond to supervisor's comments about quality of work (including mistakes, speed, incomplete work, etc.).
- Initiate and respond to social language from co-workers.
- Report specific problems encountered in completing a work task.
- Read warnings, storage directions, and emergency instructions.
- Write a note to explain absence from work.

Cultural Skills

Introduction to Cross-Cultural Skills

This section is designed to promote the use of cross-cultural topics as an integral part of the ESL/ESOL Content Standards. Its purpose is to strengthen the understanding and appreciation of cultural similarities and differences.

Culture may be defined as a people's way of life. It consists of all the ideas, objects, and ways of doing things created by a specific group. Culture encompasses language, beliefs, customs, traditions, arts, and technology. It is made up of learned ways of behaving, feeling, and thinking. All cultures have similarities, which result from basic needs shared by all people, and all cultures differ in the ways these basic needs are met. When we integrate cultural discussions with language learning, we give learners the opportunity to share "how things are done" or "what is valued" in other cultures.

In general, people do not realize how greatly culture influences their behavior until they are introduced to other ways of doing things. Only then can they see that they have been acting in a learned cultural way. When people meet persons of another culture, even small differences in behavior may make them feel uncomfortable. The difficulty that people go through when they leave their own culture and enter another has even been labeled "culture shock." Therefore, it is extremely important that cross-cultural topics be integrated into instruction.

Discussions about cross-cultural topics can:

- increase learners' understanding of American culture as well as their own
- facilitate learners' adjustment to their new lives in this country
- enhance learners' awareness and understanding of other cultures in their community
- motivate and enhance language learning
- provide a basis for "real" conversational practice outside of the classroom

Teachers may select and adapt topics and strategies for integrating culture that are appropriate for the needs and backgrounds of their learners. Discussions may take place in small groups, with partners, and/or among the class as a whole. Learners should be encouraged to give information about their own cultures and compare that to what they know about life in the United States.

Teachers may facilitate and/or participate directly in these discussions by presenting different American points of view. It is hoped that these topics will lead to other topics of concern and interest for more discussion, and that they will increase an awareness and understanding not only of the American culture but also of all the cultures represented in one's classroom

Sample Teaching Strategies for Integrating Cultural Skills

- Compare and contrast (in discussion or writing)
- Problem-posing
- Critical incidents (discussing examples from learner's lives of cultural appropriateness in authentic situations)
- Role-plays/Skits
- Advice lines/Columns
- Projects such as learner-generated materials, hosting special events, exhibits, celebrations
- Identifying cultural "gains" and "losses" from one's own country and in the USA.
- Guest speakers
- Add more….

Cross-Cultural Skills by Topic Area

Basic Communication

- Names and titles (i.e., first/last; meaning attached to names)
- Greetings and introductions (i.e., register and titles)
- Personal questions (i.e., appropriate questions and responses)
- Paralinguistic (i.e., gestures, touching, proximity, tone, etc.)
- Life Events/Rituals (e.g., birth, rites of passage, marriage, death, etc.)
- Beliefs/Superstitions
- Core values
  - * Time
  - * Family (roles & responsibilities, M-F, parent-child, elders)
  - * Sexuality
  - * Privacy (individual – group)
  - * Independence/dependence
  - * Dress codes (determining appropriateness for different contexts)

Consumer Economics includes general shopping, clothing, food and housing

- Types of stores (e.g., discount, department, thrift, etc.)
- Budgeting/Saving (e.g., signs such as "clearance/reduced" and numeracy skills "30% Off")
- Norms (e.g., opening packages, trying things on)
- Returns and exchanges
- Reading labels and unit prices
- Food – making offers and refusing
- Food – preparing, cooking, sharing
- Money management – budgeting, tips on saving, and "pros & cons of credit"
- Banking services and options
- Tipping
- Housing -- types of housing
- Housing -- owning/renting – rights and responsibilities
- Housing rules and norms (e.g., leases, co-habitation, noise levels, maintenance, etc.)
- Housing alternatives – "assisted living", retirement communities, nursing homes

Community Resources and Services includes transportation

- Local services available (e.g., postal, banking, emergency, child care, social services, libraries, parks and recreation, etc.)
- Types of services (e.g., emergency, private and public, and social)
- Eligibility for and access to services
- Schedules and fees for services and activities
- Public transportation (e.g., fares, schedules)
- Map reading and giving/following directions
- Driving (e.g., licenses, insurance, regulations)
- Pedestrian safety
- Car ownership (e.g., rights & responsibilities, expenses, etc.)
- Leisure options including holidays, celebrations, sports, etc.
- Traditions – religious, cultural, ethnic, language groups

Health/Medical
- Basic care (private vs. public)
- Insurance and other options
- Preventive health care (e.g., diet, exercise, smoking, etc)
- Medicine (e.g., reading labels, understanding prescriptions)
- Emergencies
- Concerns and programs for physically and mentally challenged

Employment (see Workplace Skills)
- Job seeking
- On the job
- Getting ahead
- Values in the workplace (e.g., reliability, initiative, teamwork, etc.)

Government and Law includes safety
- Driving rules and regulations
- Taxes
- Legal system (e.g., legal aide, public defender, felony vs. misdemeanor, etc.)
- Laws -- family relations (e.g., domestic violence, disciplining children)
- Regulations – smoking, loitering, public drinking, etc.
- Safety -- precautions in the home, traveling alone or at night
- Citizenship (rights & responsibilities, naturalization, and voting)
- Civic participation (volunteerism, community-based organizations and local decision-making)

Education
- Role of parents in education
- Active vs. passive participation
- Testing, report cards (e.g., local, state and national standards)

Workplace Skills

Introduction to Workplace Skills

This section provides an outline of the workplace skills that were prepared by the Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991). Although the SCANS list of Competencies and Foundation Skills was developed almost ten years ago, SCANS continues to provide an excellent framework for designing ESL/ESOL curricula to meet the often-stated learner goals of "finding a job," "getting ahead on the job," or "moving into a better job."

The SCANS Competencies define the "know-how" needed by all workers -- both native and non-native speakers of English. The competencies apply across employment categories and apply to all levels of employment – from entry level to upper level management. The Foundation Skills require competence in Basic Skills, Critical Thinking Skills and Personal Qualities that lead to self-sufficiency and success not only on the job, but also within the family and in the community.

Workplace and SCANS skills are not limited to vocational, workforce/workplace or employment training programs and can easily be integrated into lessons. In the late 1990s, adult practitioners in California began to explicitly link SCANS with ESL/ESOL language classes through content-based instruction, cooperative learning, and learner-centered classroom management techniques. Successful instructors are integrating strategies that encourage learners to use English in real situations to solve problems, negotiate, teach others, and to learn time management skills.

Before you begin…

Scan the next page: *Ten Easy Things You Can Do to Integrate Workplace Basics (SCANS) into Your Classroom* by Donna Price Machado and Ann Marie Damrau.

Read "ESL and the Employment Connection" by Brigitte Marshall-Mingkwan in TESOL Matters. (June/July 1996). Alexandria, VA. TESOL.

Visit The Spring Institute for International Training – English Language Training Project. Denver, Colorado. [http://www.springinstitute.org] – click ELT – click Free Resources – scroll down to SCANS Publications (11 lessons)

10 Easy Things You Can DO to Integrate Workplace Basics (SCANS) into your ESL Classroom Donna Price-Machado & Ann Marie Damrau

Scans: The Missing Link http://www.springinstitute.com

(Information in parenthesis lists applicable SCANS competencies.)

1. Start each class with an agenda on the board. *(Organizing, allocating time)*

2. Put students in teams and assign teams classroom maintenance jobs. *(Working in teams, sociability, individual responsibility, allocating materials)*

3. Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities. *(Monitoring performance)*

4. Teach students how to organize their classroom materials. *(Organizing, monitoring performance)*

5. Monitor students' progress with checklists and weekly tests. *(Organizing, monitoring performance)*

6. Pay attention to classroom incidents and conflicts. Develop lessons that teach the appropriate language students should use when dealing with these issues. *(Interpersonal skills, ability to reason, solve problems)*

7. Model appropriate workplace behavior. For example, arrive on time, come with an organized plan, dress appropriately and maintain a positive attitude. *(Understanding systems, individual responsibility, self management, sociability, integrity, honesty)*

8. Encourage students to fix or make minor adjustments in equipment, such as hole-punch, pencil sharpener, overhead projector. Teach the language that supports this activity. *(Trouble shooting)*

9. Designate student trainers or experts who can train new students. *(Teaching others)*

10. Encourage peer revision whenever possible, in writing or pronunciation. Teach the language used to make revisions. *(Understanding systems and individual responsibility monitoring performance, correcting performance)*

Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991).

FIVE COMPETENCIES (SCANS)

Resources: identify, organize, plan, and allocate resources.

1. *Time*—select goal-relevant activities, prioritize activities, allocate time, prepare and follow schedules
2. *Money* – prepare and budgets, keep records, adjust spending to meet objectives, anticipate future needs
3. *Materials and Facilities* – acquire, store, allocate and use materials or space efficiently
4. *Human Resources* – assess skills and distribute work accordingly, evaluate performance, and provide feedback

Interpersonal: work with others

1. *Participate as a Member of a Team* – contribute to group effort
2. *Teach Others New Skills*
3. *Serve Clients/Customers* – work to satisfy customer's expectations
4. *Exercise Leadership* – communicate ideas to justify position, persuade and convince others, and challenge existing procedures and policies
5. *Negotiate* – work toward agreements involving exchange of resources, and resolve divergent interests
6. *Work with Diversity* – work well with men and women from diverse backgrounds.

Information Management: acquire and use information

1. *Acquire and Evaluate Information*
2. *Organize and Evaluate Information*
3. *Interpret and Communicate Information*
4. *Use computers to Process Information*

Systems: understand complex inter-relationships

1. *Understand Systems* – know how social, organizational, and technical systems work and how to function effectively within them
2. *Monitor and Correct Performance* – distinguish trends, predict impact on systems operations, diagnose deviations in performance and correct malfunctions
3. *Improve or Design System* – suggest modifications to existing systems and develop new or alternatives to improve performance

Technology: work with a variety of technologies

1. *Select technology* – choose procedures, tools or equipment including computers and related technologies
2. *Apply Technology to Tasks:* understand overall intent and proper procedures for setup and operation of equipment
3. *Maintain and Troubleshoot Equipment:* prevent, identify, or solve problems with equipment, including computers and other technologies.

Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991).

THREE-PART FOUNDATION SKILLS (SCANS)

Basic Skills: Read, write, perform arithmetic and mathematical operations, listens and speaks

1. *Reading* – locate, understand, and interpret written information in prose and in documents such as manuals, graphics, and schedules
2. *Writing* – communicate thoughts, ideas, information, and messages in writing; and create documents such as letter, directions, ,manuals, reports, graphs, and flow charts
3. *Arithmetic/Mathematics* – perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques
4. *Listening* - receive, attend to, interpret, and respond to verbal messages and other cues
5. *Speaking* – organize ideas and communicate orally

Thinking Skills: Think creatively, make decisions, solve problems, visualize, know how to learn, and reason

1. *Creative Thinking* – generate new ideas
2. *Decision-Making* – specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternative
3. *Problem Solving* – recognize problems and devise and implement plan of action
4. *Seeing Things in the Mind's Eye* – organize and process symbols, pictures, graphs, objectives, and other information
5. *Knowing How to Learn* – use efficient learning techniques to acquire and apply new knowledge and skills
6. *Reasoning* – discover a rule or principle underlying the relationships between two or more objectives and apply it when soling a problem

Personal Qualities: Display responsibility, self-esteem, sociability, self-management, integrity, and honesty

1. *Responsibility* – exert a high level of effort and perseveres towards goal attainment
2. *Self-Esteem* – believe in own self-worth and maintain a positive view of self
3. *Sociability* – demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings
4. *Self-Management* – assess self accurately, set personal goals, monitor progress, and exhibit self-control
5. *Integrity/Honesty* – choose ethical courses of action

Technology Skills

Introduction to Technology Skills

This section addresses the technology skills learners may need to function as students, citizens, and employees. The Technology Planning Committee (2000-2001) was comprised of Administrators, Instructors, Learners, Business Representatives, and Technology Specialists. They created this list to show the range of technology skills that learners might develop based on their skills, interests and needs.

The Learner Standards include a full range of technology skills learners should ideally be able to achieve. This is not a checklist of what each learner should accomplish in an adult education class. Instead, skills addressed should be selected based on available technology and the learning needs of individual learners. As you read the Standards you will note that the focus is on "USING" technology for a purpose.

Technology encompasses skills from the "low" end (using a tape player) to the "high" end (using the Internet to complete a research project). It is difficult (and unnecessary) to align the level of a learner's technology skills to the level of language skills. Even literacy level students may have been exposed to the Internet ("high" tech).

Technology is an area in which instructors may find themselves beyond their own comfort levels. It is essential that we take advantage of professional development and other opportunities to expand our knowledge base and to stretch ourselves. Instructor hesitation and limitations in the area of technology need not limit the learners in our programs.

The Adult Learner Standards and Indicators of Competency for Technology (April 2001) include the following:
Learners…

1. understand basic technology concept to operate computers, calculators, and other technologies
2. construct meaning from information
3. create a quality product
4. learn independently with appropriate support
5. communicate effectively
6. participate effectively as group members
7. use information responsibly

Maryland State Department of Education Literacy Works
Adult Learner Technology Standards and Competencies

The LEARNER STANDARDS include a full range of technology skills learners should ideally be able to achieve. This is not a checklist of what each learner should accomplish in an adult education class. Instead, skills addressed should be selected based on available technology and the learning needs of individual learners.

Standard	Indicator of Competency
1. **Learners understand basic technology concepts to operate computers, calculators and other technologies**.	a) Use input devices to successfully operate computers, VCRs, audiotapes, and other technologies • Correctly turn on and off appropriate technology • Use a mouse and its buttons to operate simple programs • Identify the keys on a keyboard • Demonstrate keyboarding skills b) Use output devices to successfully operate computers, VCRs, audiotapes, and other technologies • Use computer monitor • Use computer printer • Record using videotapes and audiotapes • Save computer files c) Demonstrate proper care procedures for a variety of hardware and software. • Use the keyboard, mouse, touch screen or other available input devices with regard for appropriate procedures • Identify and recognize care procedures for a variety of hardware and software • Follow class rules related to the use of technology d) Use a computer word processing program to effectively create, edit, save, print and open files e) Use a variety of available technology resources for both directed and independent learning activities f) Utilize multimedia to accomplish a specific task g) Communicate about technology using accurate terminology • Develop vocabulary to include descriptions, processes and strategies h) Use multimedia resources, such as interactive books, educational software, and multimedia encyclopedias, to support learning i) Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide j) Know basic strategies for identifying and solving routine hardware and software problems that occur during everyday use (know when and whom to ask for help) k) Make informed choices among technology options and resources l) Demonstrate healthy computer ergonomics such as appropriate posture and hand/wrist positions when using any type of keyboard m) Identify and use resources and strategies for keeping abreast of advances in technology

Standard	Indicator of Competency
2. Learners construct meaning from information.	a) Determine information needs • State the purpose • Explore options • Define a manageable focus b) Develop information seeking strategies to locate information • Frame appropriate questions • Identify likely technology-based resources of information • Use a variety of strategies • Build a reasonable timeline c) Use a variety of technology resources and tools • Use appropriate technology resources for directed listening, viewing, reading, problem-solving, and organizing activities • Use a variety of technology resources, including calculators, videos and educational software for problem solving, self-directed learning, and extended learning activities • Choose and use a variety of appropriate electronic searching tools including Internet browsers and electronic reference books d) Acquire information • Use a variety of technology resources and tools • Determine which technology tools are the most useful for the specific purpose and context • Read for significant details and concepts • Extract appropriate details and concepts • Record bibliographic information using currently accepted formats e) Identify and evaluate sources of information f) Analyze information relative to need • Identify criteria and evaluate accuracy, format, relevance, appropriateness, quality, comprehensiveness, authoritativeness, completeness, reliability, and timeliness of electronic information sources • Apply criteria to information • Select appropriate material g) Organize information • Classify and sort information independently • Assemble material to meet information needs h) Process information • Integrate information from a variety of sources • Make inferences & draw conclusions • Construct meaning • Build connections to prior knowledge i) Act on information • Answer a question; Satisfy a curiosity • Take informed action • Develop a product • Solve a problem • Present information j) Evaluate process and product

Standard	Indicator of Competency
3. Learners create a quality product.	a) Recognize a quality product b) Plan the quality product • Establish a clear purpose • Consider the audience • Determine product content • Choose format • Develop process • Identify necessary resources c) Create and present a quality product • Use general-purpose technology-based productivity tools and resources • Integrate appropriate media • Communicate clearly d) Evaluate quality product
4. Learners learn independently with appropriate support.	a) Use technology to accomplish personal goals b) Independently establish clear information goals and manage progress toward achieving goals c) Independently consult media sources • Read for pleasure, to learn and to solve problems • Use media sources for information and personal needs • Seek answers to questions • Consider alternative perspectives • Evaluate differing points of view e) Explore topics of interest • Use the public library media center and other information sources • Ask for help • Recognize organization and structure of information centers f) Keep up-to-date on new technologies that may be useful for communicating, managing information, solving problems, and carrying out daily tasks
5. Learners communicate effectively.	a) Determine communication needs • Establish a clear purpose • Consider the audience • Choose appropriate format b) Use a variety of technology resources (word processing documents, the Internet, E-mail, online discussions) to interact, collaborate, and publish c) Use a variety of formats d) Use a variety of applications to enhance communication e) Choose and use a variety of appropriate technology tools, such as spell check and grammar check

Standard	Indicator of Competency
6. Learners participate effectively as group members.	a) Work cooperatively and collaboratively with peers in using technology b) Collaborate with peers to investigate curriculum-related problems, issues and information c) Collaborate with peers to develop products or solutions to problems d) Help group determine information needs • Work with group to define project or problem parameters • Collaborate to determine: common definitions, questions, processes and information access skills e) Accept and share responsibility for planning and producing a quality group product f) Collaborate to determine relevant information • Select information using various resources and technologies • Work with others to organize information • Help integrate information from a variety of sources g) Show respect for others' ideas, backgrounds and learning styles h) Offer useful information to the group and defend that information when appropriate • Discuss opposing viewpoints constructively • Help create projects that reflect differences among individuals • Offer well thought-out evidence justifying information presented • Demonstrate effective interpersonal communication skills

Standard	Indicator of Competency
7. Learners use information responsibly.	a) Practice ethical usage of information and information technologies • Adhere to copyright guidelines • Cite references in proper format • Do not plagiarize • Recognize copyright as protection for the copyright holder b) Follow guidelines and etiquette using electronic information sources • Utilize electronic resources to locate, retrieve, and transfer information c) Maintain the physical integrity of information resources and facilities • Follow policies and procedures • Preserve integrity of printed and nonprinted electronic materials • Acknowledge and respect the rights of others d) Recognize the need for equal access to technology-based material and resources e) Identify and evaluate sources of information for potential risk and benefit f) Understand that there are no oversight standards for the Internet, including chat rooms and web sites

Metacognitive Skills

Introduction to Metacognitive Skills

This section outlines some of the metacognitive skills that are essential for lifelong learning. Its purpose is to guide instructors in incorporating activities and discussions that will help learners understand how they learn, their strengths and their needs, and to better understand the learning process.

Metacognition is the process of thinking about thinking. It is the process of developing self-awareness and the ability to self-assess. It is contemplation about one's education and learning -- past, present, and future. Since adults are largely self-determining, helping them develop metacognitive skills is an essential element in any program intended to increase their autonomy.

The metacognitive skills are presented as a list without reference to level of language skills. Like technology skills, learners' metacognitive abilities are rarely aligned exactly with their language skills levels. The ability to understand and analyze one's own learning is especially influenced by educational background and previous experience.

The arena of metacognition presents a special challenge to instructors at the lowest levels, where learners have higher-order thinking skills in place but lack the communication skills to relay them. It may also be difficult to convey some of the more abstract or complex ideas like goals, strengths, and learning styles without translation. Instructors at the lowest levels often use visual representations of simplified concepts and translation.

It's important to note, too, that some of the concepts in this section may be decidedly "foreign" to learners in ESL/ESOL classes. For example, the concepts of goal setting and evaluating one's class (i.e., "evaluating the teacher") may be unfamiliar to learners, and they may actually be very uncomfortable providing meaningful critiques. Learners may not feel it appropriate to share "personal" thoughts and reflective insights. Therefore, teaching and incorporating metacognitive skill development is an ongoing process.

Some questions that teachers might ask to activate metacognitive skills include the following:

- What did we learn today?
- How will you use what we are learning outside of class?
- Why are we practicing "X"? How will it help you?
- When you are about to try something new, how do you feel?
- When you are doing something and you get stuck, what do you do?
- Do you (<u>cook, drive, relax</u>) the same way in every situation? Why do we shift how we do things?

Metacognitive Skills

1. **Learners will set *Learning Goals***

- Understand "goals" and illustrate and/or describe their own personal goals for participation in English classes.
- Set goals related to working, parenting, and/or participating in their community.
- Differentiate between long and short-term goals.
- Outline activities that will help them achieve their goals.
- Identify obstacles to meeting their goals.
- Identify community resources and sources of support for meeting their goals.
- Develop and practice skills necessary to achieving their personal goals. (i.e. problem-solving skills).
- Report any progress toward meeting their goals (e.g., received driver's license, etc.).
- Review and update learning goals throughout the program.
- Revise course of action for meeting goals.
- Identify and develop new strategies to achieve learning goals.
- Explore additional educational opportunities.
- Plan a career path and develop a resume appropriate for use in the U.S.

2. **Learners will understand their own *Learning Styles***

- Identify their previous learning experiences.
- Express likes and dislikes about learning activities.
- Understand "strengths" and "weaknesses."
- Recognize learning modalities/preferences in simple terms (e.g., see, hear, feel, do).
- Self assess (using instructor-provided tool) learning styles and preferences, strengths and weaknesses
- Share and explain their own learning preferences and learning strategies to others.
- Describe how one's learning preference affects how one learns.
- Recognize learning modalities/preferences in more complex terms (e.g., visual, auditory, oral, kinesthetic).
- Identify learning styles in terms of preferred way to take in information (concretely or abstractly) and in terms of preferred way to process information (through observation/reflection or through experience/action).

3. **Learners will *Evaluate their own Learning***

- Express feelings about class in simple terms: I like…
- Illustrate/describe progress toward their goals.
- Monitor and assess their progress (with, and later without, instructor guidance).
- Provide feedback to instructor about needs/preferences.
- Identify achieved goals.
- Determine next steps/changes to plans and activities.
- Report new needs (goals) as they arise.
- Demonstrate an understanding of evaluations and surveys (e.g., on-the-job, in school, customer service, etc.).
- Seek additional/supplemental learning opportunities.
- Learn independently of group activities/instructor input.

Unit Planning

Unit Planning

When developing a course for the semester the process of unit planning is important. The steps below will help guide that process. Without unit plans, instructors tend to focus on class activities that may not address language standards. Unit planning focuses the learning on the language standards that are integrated thematically. Lesson plans aligned with the unit are connected and spiral instruction, so that learners have multiple opportunities to develop and apply what they have learned. Without unit plans, students and instructors can become frustrated because they may see the intended progress. The objectives and outcomes in a unit plan help the instructor articulate to the students what they will know and be able to do in a specific period of time.

STEPS FOR PLANNING THE UNIT

STEP 1: Conduct a needs assessment or interest survey of your students by identifying the learners' language needs for successful participation as a member of a family, workplace, and community. This needs assessment will determine why the learner needs to learn English, pinpointing the immediate reason for learning English.

STEP 2: Using at least one of the state and federally approved assessments: CASAS, BEST, or BEST Plus, complete a class profile. Compare the assessment results to the learners' needs assessment or interests in learning English.

STEP 3: Determine the unit topic from your results of step 1 and 2. Compare your topic for the unit to the CASAS competencies or the Performance-Based Outcomes with local curriculum. Review other sections of the content standards document to gather more skills to include in the unit plan that would be appropriate for the learners.

STEP 4: Select the purpose or goal of the unit. The goals, written as an overview or rationale, explain what the unit is about and what the learners will know and be able to do.

In planning the goal, consider these points:

- *Compare your topic for the unit to the CASAS competencies or the MELT.*
- *Decide what the students should learn and be able to do both in class as practice and how they will use the skills when leaving the classroom.*
- *Summarize what you intend the learners to know about the topic and be able to do in a few sentences or a short paragraph.*
- *Check that your goals are consistent with those of the course and are level appropriate.*

STEP 6: Brainstorm learning activities that are appropriate for the proficiency level of the learners that reflect the goals and objectives. Think about materials, including texts, audio and video; manipulatives, authentic materials, field trips, guest speakers, and equipment needed for the activities.

STEP 7: Plan how you will evaluate the learners' progress towards meeting the goal and objectives at the completion of the unit. Evaluation may include demonstrations, projects, portfolio assignments, or unit tests.

Curriculum will always reflect the context of the local area and program schedule, sites, materials, and equipment. It is a broad outline that integrates components and prioritizes the tasks and skills learners will demonstrate. It must be flexible. It should outline the desired outcomes and lead toward that end.

The purpose of unit planning is to connect the competencies, language standards, and skills together so that it creates a unified picture for the students. Instructors are able to group language standards across skills to integrate with the competencies at the students' level. The competencies are the subject matter/topic or theme for the unit and are the same competencies used in the CASAS assessments. In the end, unit planning saves the instructor time and energy when planning lessons. Unit plans can be saved, reviewed, and revised each year because they are broad and generalized. A sample unit plan on the next page provides an example of a unit plan.

* Lowe, Anna. 2001. Six Step Unit Planning. Chicago: Loyola University [http://www.luc.edu/schools/education/iplp/test/sixstep.htm]
** Grognet, Allene. 1997. Performance-based curriculum and outcomes: The Mainstream English Language Training Project (MELT) updated for the 1990s and beyond. Denver, Colorado: Spring Institute for International Studies. [http://www.springinstitute.org]

Sample Unit Plan

Topic/Title:	Health
Goal: (Explanation of the purpose of the unit)	After reviewing the class profile and consulting with students, it was determined that students needed further help with health care issues. Students wanted to be able to make appointment, speak and understand the doctor, and understand medication labels. The students needed to be able to tell the doctor or pharmacist when they did not understand questions or directions. Therefore, the goal for this unit is to explain to the doctor the health problem, and follow medical directions.
NRS Level: (Beg. Lit., Low Beg., High Beg, Low Inter., High Inter., Adv.)	High Beginning
Unit Length: (Varies from 2-12 wks)	4 weeks
Objectives: (What the student will know and be able to do)	The learner will be able to: • Make and keep a doctor's appointment • Describe symptoms and understand doctor's questions • Express lack of understanding • Understand medicine label directions
Competencies: (CASAS or MELT)	CASAS Competencies: • Identify information necessary to make or keep medical and dental appointments • Fill out medical health history forms • Identify and use appropriate medications, including prescription, over-the-counter, and generic medications • Interpret information about illnesses, diseases, and health conditions, and their symptoms • Interpret medicine labels • Interpret medical information

Language Standards: *Focus Standards: (Are the standards that will focus your instruction in this unit and the standards learners will most practice. Other standards listed are necessary to review or perhaps introduce.)	**Listening** *Follow simple multi-step directions and instructions Identify simple expressions indicating lack of understand-ing	**Speaking** Participates in short conversa-tions in everyday activities using appropriate conversation skills and monitoring for listener comprehension *Express lack of understand-ing *Use the telephone to make an appointment.	**Reading** Recognize alternate forms of basic informatio n words on a personal informatio n form *Read schedules and simple charts *Follow simple written multi-step instruction s	**Writing** *Complete basic forms to satisfy survival needs	**Grammar** There is / There are Contractions Demonstra-tive adjectives (this/that, these/those Indefinite articles (some/any, much/many) Simple frequency adverbs	**Pronunciation** Recognize / reproduce pronunciation of chunks (words that go together) and linking the words together
Other Skills: (Cultural, workplace, metacognitive skills, and technology)	Cultural issues relevant to doctors, appointments (making and keeping), using the phone book, (medical services, hospital, poison control), the U.S. medical system, office visit, ER, and 911.					
Possible Materials: (Texts, authentic materials, video etc.)	Authentic: Medicine labels, medical forms, medical charts and graphs, health department information Texts: Topics and Language Competencies 3, Prentice Hall Regents Speaking of Survival, Oxford The Learning Strategies Sampler #2, Project MAPP Speaking of Survival, Oxford Word by Word (picture dictionary), Prentice Hall Regents Basic Oxford Picture Dictionary, Oxford Websites: http://www.geocities.com/sgaer/occatesol/drugstore.htm http://www.drugstore.com					

Evaluation: (The evaluation is an authentic activity that includes the *Focus Language Standards* and aligns to the objectives in the unit.)	**Language Standards** (List the Focus Language Standards here.)	**Concepts** (Topic to be taught in the standard)	**Skills:** (What students will do)	**Thinking Skills** (Use Bloom's Revised Taxonomy)	**Activities** (Be sure to review the objectives above to align the activities with both the unit objectives and the language standards. Numbers beside the activities correspond to the language standards.)
	1.Follow simple multi-step directions and instructions	Directions	Listening/ Follow	Apply	1. Students will select a picture card depicting an illness, and then listen to 3 sets of directions. When hearing the directions that match their picture, they will raise their hand. The directions will be repeated and they will follow the directions they hear. 3. Students will role-play making an appointment using cells phones. 2 & 6. Students will role-play going to the doctor's office. They will be given a authentic health form to complete, meet with the doctor to describe symptoms and follow the doctor's directions. 4 & 5. Students will select a picture of a person. Then they will be given a chart describing how much medicine to give based on weight and additional written directions on a medicine label. They must determine how much and how often to give medicine to the person in the picture through demonstration.
	2. Express lack of understanding	Lack of understanding	Speaking/ Express	Remember	
	3. Use the telephone to make an appointment	Telephone appointment	Speaking/ Use	Apply	
	4. Read schedules and simple charts	Schedules and charts	Reading/ Read	Apply	
	5. Follow simple written multi-step instructions	Directions	Reading/ Follow	Apply	
	6. Complete basic forms to satisfy survival needs	Basic forms	Writing/ Complete	Apply	

Lesson Planning

Lesson Planning

A lesson plan is designed for a specific set of learners during a single class period. The class period may vary in length from one to four hours and provides learners with instruction on skills needed to accomplish an objective from the unit plan. The lesson plan breaks the unit plan down into detail and is the direction for the class period. Adult learners appreciate instruction that is well planned and want to know the objective for the class period. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.

Writing a lesson plan requires thinking about the skills to be taught, the objectives, timing, and procedures for the class. This section provides an explanation of how to write a lesson and a sample health lesson that aligns with the sample health unit. Writing and implementing a lesson plan takes practice and experience. It is important to be a reflective instructor as you hone your teaching skills. In the *Blank Forms* section, you will find the unit plan form, lesson plan form, and a page for notes where you can jot down observations, comments, and reflections on your teaching experience.

STEPS FOR PLANNING THE LESSON

Step 1

- Refer to your notes from the previous lesson to review learner progress & challenges.
- Think about what strategies and learning styles worked.
- Review your unit plan.

Step 2

- Write objectives.
- Refer to *Competencies* section in the standards for evaluation alignment.
- Use behavioral terms. *The students will know and be able to...*
- Check that objectives align with the goals of the unit.

Step 3

- Determine the language skills needed for the lesson by referring to one of the following sections of the standards document: *ESL Standards by Level* or *ESL Standards by Skill.*
- Determine the other skills needed (metacognitive, technology, cultural or workplace).

Step 4

- Brainstorm activities that align with the objectives and language skills.
- Think about texts, equipment, audio and video segments, manipulatives, guest speakers, field trips, and authentic materials needed.

Step 5

Write a lesson plan that includes the following:

- Motivation: Introduction of new skills, connection to previous learning & learners' experience
- Presentation: New skills are explained & comprehension is monitored using multiple strategies.
- Practice: Learners practice using the skills taught.
- Application: Learners complete authentic tasks that connect learning to the world beyond the classroom.
- Evaluation: Performance activity that demonstrates students have met the lesson objective.

Sample Lesson Plan

Topic/Title	Health
NRS Level: (Beg. Literacy, Low Beg., High Beg, Low Intermediate, High Intermediate, Advanced)	High Beginning
Objectives: (What the student will know and be able to do)	The learner will be able to: Read a medicine label and follow the directions. Ask a pharmacist or health care provider a question regarding medication
Competencies: (CASAS or MELT in competency section of CS document)	Identify and use necessary medications Interpret medicine labels Identify the difference between prescription, over-the-counter, and generic medications
Language Standards: (Listening, speaking, reading, writing, pronunciation, and grammar; found in the CS document under the tab ESL Standards by level or skill)	• Read schedules and simple charts (R) • Follow simple written multi-step instructions (L) • Indefinite articles (some/any, much/many) (G) • Simple frequency adverbs (e.g., always, sometimes, never) (G)
Procedures: Motivation: (Introduction that creates learner interest for the lesson)	Warm up by brainstorming types of medicines, then categorizing by "Over the Counter" vs."Prescription". Introduce forms of medicines – pills, capsules/caplets, tablets, sprays, drops, liquids and measures AND the verbs take, swallow, spray, etc. Review the language for giving advice and warnings. Show numerous medicine bottles and over-the-counter medicines, pointing out labels.
Presentation: (Introduction of the competency, language standards and other skills)	Present new vocabulary and pertinent abbreviations. Have groups select 2 labels – for each label have the learners identify key vocabulary related to Dosage and Caution/Warnings (Model task first by filling in the blanks on a "blown up" label, matching words & abbreviations). Ask students to select a medicine they have taken (or given to their children) and separate into small groups based on similar choices. Give students a vocabulary exercise specific to a label on their representative medication. (e.g., fill in the blanks on a "blown up" label, matching words & abbreviations) Model a dialog of a conversation with a pharmacist or other health care provider nurse/physician's assistant. The purpose is to ask for clarification about how to take a prescription medication. Review grammar/language for asking for and giving advice or warnings. Model a dialog of a second conversation to ask for instructions on how much medicine to administer to a child. Have students fill in the blanks on another model dialog based on a slightly more complicated label, and then practice reading it together.

Practice: (Learners use the new language through controlled activities)	Provide another label. Have small groups/individuals prepare questions they should ask about taking the medicine or giving it to a child
Application: (Learners use the new language for their own real reasons)	Have students call a medical advice hotline or contact a pharmacist (or their doctor if they have an actual concern or issue) and ask a question about medication. (Could do this in a very guided way with a specific question already suggested.) Have them report results (reactions to questions /difficulties / successes) at next class session.
Evaluation: (Activity that aligns with the objectives to determine learner progress)	Empty medicine bottles and boxes will be placed in a bag. Learners will select a box and explain the directions on the box to the other students and/or teacher. A rubric will be designed to determine if the student met the criteria. In addition, students will listen to a recorded conversation with a pharmacist or health care provider and summarize the conversation through a cloze activity or oral retelling.
Other: (Cultural, workplace, metacognitive skills, and technology standards; found in CS document and each area has a tab.)	Cultural Skills: Medicine (e.g., reading labels, understanding prescriptions)
Possible Materials: (Texts, authentic materials, video etc.)	Empty medicine bottles and authentic charts, video of pharmacist answering questions

Ten Strategies for Success

Ten Strategies for Success*

Effective ESOL Instructors incorporate the following ten strategies to help adults learn, practice and use the English language:

1. ***Get to know your students and their needs.*** English language learners' abilities, experiences, and expectations can affect learning. Get to know their backgrounds and goals as well as proficiency levels and skill needs.

2. ***Use visuals to support your instruction.*** English language learners need context in their learning process. Using gestures, expressions, pictures, and realia makes words and concepts concrete and connections more obvious and memorable. Encourage learners to do the same as they try to communicate meaning.

3. ***Model tasks before asking your learners to do them.*** Learners need to become familiar with vocabulary, conversational patterns, grammar structures, and even activity formats before producing them. Demonstrate a task before asking learners to respond.

4. ***Foster a safe classroom environment.*** Like many adult learners, some English language learners have had negative educational experiences. Many will be unfamiliar with classroom activities and with expectations common in the United States. Include time for activities that allow learners to get to know one another.

5. ***Watch both your teacher talk and your writing.*** Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage in within the classroom. Keep teacher talk simple and clear; use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters, with space between letters and words, and do not overload the chalkboard with too much or disorganized text.

   Although it is important for the teacher to understand the structure of the English language, it may not always be appropriate to provide complex explanations of vocabulary and grammar rules, especially to beginning-level learners. In other words, don't feel you have to explain everything at all times. At times it is enough for learners to know the response needed.

6. ***Use scaffolding techniques to support tasks.*** Build sequence, structure, and support in learning activities. Ask learners to fill in words in a skeletal dialogue and then create a dialogue of a similar situation, or supply key vocabulary before asking learners to complete a form. Recycle vocabulary, structures, and concepts in the course of instruction. Build redundancy into the curriculum to help learners practice using learned vocabulary or skills in new situations or for different purposes.

7. ***Bring authentic materials to the classroom.*** Use materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom. These materials help learners connect what they are learning to the real world and familiarize them with the formats and information in such publications. However, do prepare learners beforehand (e.g., pre-teach vocabulary) and carefully structure lessons (e.g., select relevant, manageable chunks of the authentic material) to make this work.

8. ***Don't overload learners.*** Strike a balance in each activity between elements that are familiar and mastered and those that are new. Asking learners to use both new vocabulary and a new grammatical structure in a role-playing activity where they have to develop original dialogue may be too much for them to do successfully.

9. ***Balance variety and routine in your activities.*** Patterns and routines provide familiarity and security and support learners as they tackle new items. But English language learners, like all learners, have a variety of preferences for processing and learning information. They also can get bored. Give learners opportunities to experience and demonstrate their mastery of language in different ways. Challenge them with activities that speak to their lives, concerns, and goals as adults.

10. ***Celebrate success.*** Progress for language learners can be slow and incremental. Learners need to know that they are moving forward. Make sure expectations are realistic; create opportunities for success; set short-term as well as long-term goals; and help learners recognize and acknowledge their own progress.

* Florez, M.C. & Burt, M. (2002*) Beginning to work with adult ESL learners: Some considerations* ERIC Q & A. Washington, DC: National Center for ESL Literacy Education.

Blank Forms

Unit Planning Form

Topic/Title:	
Goal: (The goal is a summary of why the learners need to study the topic, and explain the purpose of the unit in a few sentences or a short paragraph.)	
NRS Level: (Beg. Literacy, Low Beg., High Beg, Low Intermediate, High Intermediate, Advanced)	
Unit Length: (Varies from 2 weeks to 12)	
Objectives: (What the student will know and be able to do)	
Competencies: (CASAS or MELT located in content standards document)	

Language Standards: (Include listening, speaking, reading, writing, pronunciation, and grammar and they are found in the first two sections of the content standards document in two formats.) *Focus Standards: (Are the standards that will focus your instruction in this unit and the standards learners will most practice. Other standards listed are necessary to review or perhaps introduce.)	**Listening**	**Speaking**	**Reading**	**Writing**	**Grammar**	**Pronunciation**
Other: (Cultural, workplace, metacognitive skills, and technology standards are found in the content standards document. Each has a separate section to reference.)						

Possible Materials: (Texts, authentic materials, video etc.)					
Evaluation: (The evaluation is an authentic activity that includes the *Focus Language Standards* and aligns to the objectives in the unit.)	**Language Standards:** (List the *Focus Language Standards* here.)	**Concepts:** (Topic to be taught in the standard)	**Skills:** (What students will do)	**Thinking Skills:** (Use Bloom's Revised Taxonomy)	**Activities:** (Be sure to review the objectives above to align the activities with both the unit objectives and the language standards. Numbers beside the activities correspond to the language standards.)

Lesson Planning Form

Topic/Title	
NRS Level: (Beg. Literacy, Low Beg., High Beg, Low Intermediate, High Intermediate, Advanced)	
Objectives: (What the student will know and be able to do)	
Competencies: (CASAS or MELT in competency section of CS document)	
Language Standards: (Listening, speaking, reading, writing, pronunciation, and grammar; found in the CS document under the tab CS by level or CS by skill)	
Procedures: • Motivation: (Introduction that creates learner interest for the lesson) • Presentation: (Introduction of the competency, language standards and other skills) • Practice: (Learners use the new language through controlled activities) • Application: (Learners use the new language for their own real reasons) • Evaluation: (Activity that aligns with the objectives to determine learner progress)	
Other: (Cultural, workplace, metacognitive skills, and technology standards; found in CS document and each area has a tab.)	
Possible Materials: (Texts, authentic materials, video etc.)	

Notes: