Pennsylvania Department of Education

Able

Bureau of Adult Basic & Literacy Education

English as a Second Language Content Standards for Adults

About Content Standards

Content standards are the centerpiece of a strong academic program and link assessment, curriculum, and instruction. They describe what students should know and be able to do. Instructors and students use content standards to plan instruction that addresses student goals.

According to *A Process Guide for Establishing State Adult Education Content Standards,* published by the U.S. Department of Education, developing and implementing standards is a means to:

- Raise expectations for all learners and communities;
- Engage stakeholders in building a common set of goals and vocabulary;
- Improve curriculum, instruction, and assessment to consistently reflect best practices within the disciplines and within the field of adult learning;
- Hold teachers accountable for providing appropriate and high-quality education and for strengthening assessment practices;
- Articulate adult education goals and align them with those from other departments, agencies, and organizations; and
- Raise awareness and visibility in the community and, thereby, increase commitment to the programs and the learners served.

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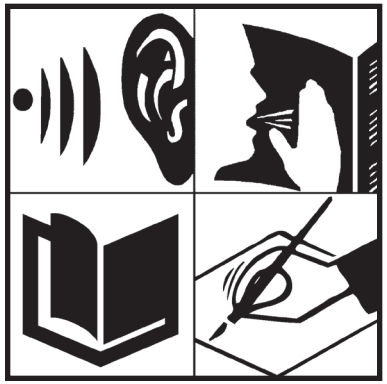

About this Document

These standards were developed through a "bottom up" collaborative process between the Bureau of Adult Basic and Literacy Education and its English Literacy/Civics professional development contractor, Tuscarora Intermediate Unit 11, along with teachers from across the Commonwealth. This development team met regularly over a two-year period to learn about standards-based education and determine the content and layout of Pennsylvania's ESL Content Standards. Considerable care was taken to accommodate the unique local conditions Pennsylvania's ESL students and teachers face across the state, thereby making this document as easy to use in Philadelphia and Pittsburgh as in smaller urban and rural areas.

Pennsylvania's ESL Content Standards are aligned with the National Reporting System Educational Functioning Levels. While there is not a direct correspondence between these content standards and the Bureau-approved standardized assessments for ESL students (CASAS, BEST, and BEST Plus), these assessments were used as one of the tools for determining the standards for each level.

Teachers are encouraged to use these standards as one tool in the development of student-centered, contextualized instruction based on student need, current best practice, and assessment information. The Suggested Daily Living Themes and Topics were added during development to assist teachers in preparing learner-centered, contextualized lessons. Another special feature added during development is the Glossary, which gives common, statewide definitions to educational terms used in ESL instruction.

We hope that Pennsylvania ESL teachers will find the ESL Content Standards to be a valuable resource to assist in providing high-quality instruction for our ESL population. The Pennsylvania ABLE Professional Development Centers can offer support in implementing the ESL Content Standards in practice. Contact your PDC for questions and assistance.

Beginning Literacy ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scale scores: Reading: 180 and below Listening: 180 and below **BEST Plus**: 400 and below (**SPL** 0-1) **BEST Literacy**: 0-20	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.

Suggested Daily Living Themes and Topics

- Basic greetings and farewells (e.g., “Hello, how are you?” “Fine, thank you.” “Goodbye.”)
- First and last names
- Time and calendar
- Socially appropriate **nonverbal communication** (e.g., nodding, eye contact, shaking hands)
- U.S. social etiquette (e.g., please; thank-you; sorry; no, thank you)
- Simple documents (e.g., driver’s license, paycheck, money order, phone card)
- U.S. coins and currency, values, and prices
- Public transportation (e.g., bus pass, transfers, schedules, etiquette)

(Refer to your students and textbooks for additional themes and topics.)

Beginning Literacy ESL

Learners completing Beginning Literacy ESL should demonstrate the following abilities:

Listening	Speaking	Pronunciation
1. Recognize simple questions (e.g., name, address, age, phone, family, birthday). 2. Recognize basic greetings and **polite expressions**. 3. Recognize letters of the alphabet and numbers for time, dates, and prices when spelled or dictated. 4. Comprehend basic nonverbal cues (e.g., eye contact, gestures). 5. Follow simple one-step directions (e.g., "Raise your hand." "Circle the word.").	1. Say the letters of the alphabet. 2. Say **cardinal numbers** necessary for times, dates, and prices. 3. Respond to **polite expressions**. 4. Respond to simple questions (e.g., name, address, age, phone, family, birthday). 5. Respond when asked to repeat by instructor (e.g., "Say after me: *house, bank, store*."). 6. Express lack of understanding verbally and nonverbally (examples: "I don't understand," shrugging, shaking head).	1. Pronounce letters of the alphabet. 2. Pronounce letter-sound associations (**phonemes**). 3. Pronounce words related to immediate and personal needs.
Reading	**Writing**	**Supporting Language Structures**
1. Identify the uppercase and lowercase letters of the English alphabet and numbers necessary for times, dates, and prices. 2. Read from left to right and top to bottom. 3. Sound out familiar short words related to immediate needs. 4. Recognize personal information words and abbreviations (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status). 5. Read and comprehend learned words and phrases. 6. Interpret simple signs and symbols (e.g., $, EXIT). 7. Read dates, times, values, and prices. 8. Use simple mouse skills to complete computer-based literacy activities.	1. Write legibly (clear letters, correct spacing, writing on the line). 2. Write uppercase and lowercase letters and numbers. 3. Write personal information words (e.g., name, address, telephone number). 4. Write learned words and phrases. 5. Write dates and times. 6. Capitalize names, months, and days of the week. 7. Type numbers and uppercase and lowercase letters using a keyboard.	*Based on the NRS Descriptors, the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education does not recommend explicit grammar instruction at the beginning literacy level of ESL.*

Low Beginning ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scaled scores: Reading: 181-190 Listening: 181-190 **BEST Plus**: 401-417 (**SPL** 2) **BEST Literacy**: 21-52	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. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. 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. May have limited knowledge and experience with computers.

Suggested Daily Living Themes and Topics

- Names and titles (e.g., Mr., Mrs., Miss, Dr.)
- American holidays
- Ideas of timeliness and punctuality (e.g., school, work, appointments)
- Rooms and furnishings
- Common personal hygiene practices
- Places in the community
- Emergency procedures (e.g., calling 911, smoke alarms, security)
- Appropriate response to police
- Meaning of a signature
- Family members
- Personal safety issues (e.g., crossing the street, traffic signs, riding bicycles)

(Refer to your students and textbooks for additional themes and topics.)

Low Beginning ESL

Learners completing Low Beginning ESL should demonstrate the following abilities plus those in the previous level:

Listening	Speaking	Pronunciation
1. Recognize **ordinal numbers** and sequencing words (e.g., first, second, next, before, after, then). 2. Respond to directional words (e.g., left, right, top, bottom). 3. Demonstrate comprehension of sentences on familiar topics.	1. Use **cardinal numbers** and **ordinal numbers** for routine tasks (e.g., time, money, address, birthday, date). 2. Give simple one-step directions. 3. Use simple communication strategies (e.g., "Please repeat." "Please speak slowly."). 4. Use words necessary for everyday living (e.g., food words, body parts, holidays). 5. Respond to questions in familiar contexts. 6. Respond to requests for repetition.	1. Apply correct stress in two-syllable words, numbers, days, and months (e.g., fourTEEN and FORty). 2. Apply appropriate **intonation** for short statements and commands. 3. Clearly pronounce beginning consonant sounds in words (e.g., /b/ in boy), including **voiced** and **voiceless** (e.g., /p/ vs. /b/ and /k/ vs. /g/).
Reading	**Writing**	**Supporting Language Structures**
1. Recognize high-frequency vocabulary words, phrases, and simple sentences related to immediate needs. 2. Use basic **phonics** to sound out words. 3. Read simple written instructions and/or signs (e.g., push/pull, bus stop, laundromat instructions). 4. Read short and simple sentences. 5. Recognize common abbreviations (e.g., St., Dr.). 6. **Scan** for key information on routine forms (e.g., bills, pay stubs, personal information forms).	1. Write words and phrases from **dictation**. 2. Complete short, simplified forms (e.g., check, registration form). 3. Write money amounts. 4. Write lists (e.g., shopping) and personal schedules. 5. Write simple sentences related to familiar objects, people, and daily routine. 6. Use basic punctuation (e.g., capitalization, periods, and question marks). 7. Following model, write simple notes and messages (e.g., thank-you note, email). 8. Address an envelope. 9. Use basic mouse and keyboarding skills to complete computer-based literacy tasks.	1. **Simple present tense** (e.g., I work in a factory. He speaks English.)* 2. Base form of the **verb** as a command (e.g., Look! Listen! Repeat!) 3. **Subject pronouns** (I, you, he, she, it, we, you, they) 4. *Wh*- question words (Who, What, Where, When) 5. Singular and plural **nouns** (e.g., apple/apples) 6. **Prepositions** of time and place (e.g., at 10:00, on Friday, on Main St.) 7. **Possessive adjectives** (my, your, his, her, its, our, their) 8. **Predicate adjectives** (e.g., He is tall. We are tired.) 9. **Frequency adverbs** (always, often, sometimes, rarely, never) * Each verb tense includes the **affirmative**, **negative**, question form, and **contractions**.

High Beginning ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scaled scores: Reading: 191-200 Listening: 191-200 **BEST Plus**: 418-438 (**SPL** 3) **BEST Literacy**: 53-63	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. May have limited knowledge or experience using computers.

Suggested Daily Living Themes and Topics

- Cultural assumptions about education
- Shopping etiquette
- Basic consumer economics
- Using the Internet (e.g., e-mail, online job search)
- Community services (e.g., library, post office)
- Read basic medicine labels and understand dosage (e.g., tbsp., tsp.)
- Introduce U.S. legal system at the local level (e.g., city government, don't litter, D.U.I.)
- Body language (e.g., personal space, touching, body position)
- Telephone usage
- Appropriate and inappropriate questions (e.g., How much do you weigh? How much did you pay for your house?)

(Refer to your students and textbooks for additional themes and topics.)

High Beginning ESL

Learners completing High Beginning ESL should demonstrate the following abilities plus those in the previous levels:

Listening	Speaking	Pronunciation
1. Follow two-step directions and instructions. 2. Identify simple information from a conversation on a familiar topic. 3. Follow and respond to short, predictable conversations on familiar topics. 4. Understand the significance of pauses (e.g., phone numbers).	1. Talk about familiar topics. 2. Check for one's understandability through questions (e.g., Do you understand me?). 3. Repeat or rephrase to ensure listener comprehension. 4. Express likes, dislikes, wants, and feelings. 5. Provide a basic description of familiar objects, people, and places.	1. Clearly pronounce middle and ending consonant sounds in words (e.g., /b/ in cable or cab), including **voiced** and **voiceless**. 2. Pronounce *-s* ending in plurals, third person singular, and **possessives** (/s/, /z/, /iz/). 3. Pronounce *-ed* ending (/d/, /t/, /id/). 4. Produce distinguishable long and short vowel sounds (e.g., meet vs. met). 5. Be aware of problem sounds based on native language (e.g., /l/ vs. /r/ as in lace/race). 6. Use appropriate **intonation** for yes/no questions and *wh-* question.
Reading	**Writing**	**Supporting Language Structures**
1. Use **phonics**, including **consonant clusters** and **spelling patterns**, to read new words in context. 2. Apply simple reading comprehension strategies (e.g., pre-reading, **skimming/scanning**, answering questions). 3. Learn new vocabulary by using word analysis strategies such as **root** words, **prefixes** and **suffixes**. 4. Alphabetize words. 5. Locate a word, number, or item in alphabetical or numerical order (e.g., phone book, dictionary, directory, index). 6. Pause appropriately when reading aloud. 7. Read and comprehend short **compound sentences**. 8. Read and comprehend short paragraphs on familiar topics. 9. Locate needed information in schedules, ads, fliers, signs, maps, etc.	1. **Free-write** on a personal topic with minimal control of spelling, grammar, and punctuation. 2. Write simple sentences from **dictation**. 3. Write short notes (e.g., to child's teacher). 4. Complete simple **authentic** forms with assistance (e.g., school forms, library card). 5. Write simple directions. 6. Write 3-4 sentence personal narrative including name, home country, and family information. 7. Use appropriate punctuation and capitalization. 8. Use keyboard with beginning awareness of proper typing skills.	1. **Present continuous tense** (e.g., I <u>am eating</u>.)* 2. **Simple past** with regular verbs (*-ed*) and irregular verbs (e.g., was/were, did, had)* 3. **Future** with *be going to* (e.g., I<u>'m going to cook</u> chicken tonight.)* 4. **Verb + infinitive** with *have, want, need, like* (e.g., I <u>have to</u> pay the rent. I <u>want to</u> go home.)* 5. Common **phrasal verbs** (e.g., <u>get up</u> / <u>put on</u> my coat / <u>take</u> it <u>off</u> / <u>pick</u> it <u>up</u>). 6. Count and noncount **nouns** (e.g., How many <u>chairs</u>? How much <u>furniture</u>?) 7. Indefinite **articles** (e.g., I have <u>some</u> money. I do<u>n't</u> have <u>any</u> idea.) 8. **Possessives** (e.g., John is <u>Frank's</u> brother.). 9. **Adjectives** preceding **nouns** (e.g., <u>Italian</u> food, <u>small</u> apartment) 10. There is/There are (e.g., <u>There are</u> three students.) 11. **Demonstrative adjectives** (this, that, these, those) 12. **Object pronouns** (me, you, him, her, it, us, them) * Each verb tense includes the **affirmative**, **negative**, question form, and **contractions**.

Low Intermediate ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scaled scores: Reading: 201-210 Listening: 201-210 **BEST Plus**: 439-472 (**SPL** 4) **BEST Literacy**: 64-67	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 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).

Suggested Daily Living Themes and Topics

- Comparisons of celebrations and holidays in home country and the U.S.
- Dating and marriage customs in home country and U.S., or customs related to family celebrations, special events, birthday celebrations
- Housing options, rights, and responsibilities
- Employee benefits
- Access to health care (e.g., hospital, health clinics, emergency room, dentist, doctors)
- Common health terms
- **Civic responsibility** (e.g., picking up after your pet, recycling, volunteering)
- Role of parents in education (e.g., parent/teacher conferences, homework, report cards, testing, grade levels)
- American food and cooking (e.g., preparation, using a recipe)
- The role of sports in the U.S.
- Being a bicultural, bilingual family
- Role of the first language in English language acquisition
- Understand cultural clues to begin or end a conversation, or take turns in conversation

(Refer to your students and textbooks for additional themes and topics.)

Low Intermediate ESL

Learners completing Low Intermediate ESL should demonstrate the following abilities plus those in the previous levels:

Listening	Speaking	Pronunciation
1. Use **context clues** to identify main ideas and key details in conversations. 2. Distinguish meaning based on **tone** and **inflection** (questions, exclamations, negatives). 3. Respond to multi-step directions.	1. Express likes, dislikes, wants, and feelings with explanations. 2. Produce statements, questions, and commands using familiar and new vocabulary. 3. Use expressions of satisfaction and dissatisfaction and agreement and disagreement. 4. Retell stories or events about routine activities. 5. Request information and express needs.	1. Use **schwa** sound used in unstressed syllables. 2. Apply correct stress in multi-syllabic words. 3. Modify stress as appropriate when adding prefixes and suffixes (e.g., happy vs. unhappy). 4. Use appropriate **intonation** for **negative** statements**.** 5. Link words together in common phrases (e.g., name is: /naymiz/, what time: /wahtime/).
Reading	**Writing**	**Supporting Language Structures**
1. Use **context clues, cognates,** and **word families** to determine the meaning of new words. 2. Recognize most words on a personal information form (e.g., employment history, education, references). 3. Read and comprehend simple and **compound sentences** in **authentic materials** (e.g., short articles, job announcements, brochures). 4. Find a specific piece of information in a simple source (paper or electronic). 5. Read a brief passage (5-10 sentences) aloud with accuracy, expression, and appropriate **phrasing**. 6. Use dictionary to find meanings of words. 7. Identify and read materials for enjoyment or personal enrichment.	1. Free write on a familiar topic with some control of spelling, punctuation, and grammar. 2. Write simple and **compound sentences** from **dictation**. 3. Write down key information from meetings and conversations on familiar topics (e.g., doctor, teacher, work). 4. Complete an **authentic** form (e.g., change of address, employment application, check cashing/shopping/membership cards, driver's license). 5. Apply spelling rules for plurals, **past tense**, *-ing* form, and *-er/-est* endings. 6. Use correct end punctuation consistently; use commas in lists and **compound sentences**. 7. Plan, organize, write, edit, revise, and proofread a paragraph. 8. Use basic functions of word-processing software.	1. **Past continuous tense** (e.g., We <u>were having lunch</u> when the phone rang.)* 2. **Modals** (can, could, may, might, should, would, must)* 3. **Future tense** will + verb (e.g., I<u>'ll carry</u> that suitcase for you.)* 4. **Commonly confused verbs** (e.g., do/make, say/tell, bring/take, come/go) 5. Basic **conjunctions** (and, or, but, because) 6. **Articles** (the, a, an) 7. **Possessive pronouns** (mine, yours, his, hers, its, ours, theirs) 8. **Comparative** and **superlative adjectives** (e.g., bigger, biggest) * Each verb tense includes the **affirmative**, **negative**, question form, and **contractions**.

High Intermediate ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scaled scores: Reading: 211-220 Listening: 211-220 **BEST Plus**: 473-506 (**SPL** 5) **BEST Literacy:** 68-75	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; relies on description and concrete terms. Attempts to use new language but may be hesitant and 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); can use context to determine meaning; 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; can self- and peer-edit for spelling, grammar, and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instructions, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; 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.

Suggested Daily Living Themes and Topics

- Compare diet and nutrition in U.S. and home country
- Compare restaurant etiquette in the U.S. and home country
- Compare dress codes and clothing styles in the U.S. and home country (e.g., school uniforms, business attire)
- Common **acronyms** and initials (e.g., PennDOT, I.R.S.)
- State and federal government structure
- Citizenship (e.g., rights and responsibilities, naturalization, voting)
- Themes in U.S. history
- U.S. education system (e.g., private vs. public, higher education, grade levels, degrees, school districts)

(Refer to your students and textbooks for additional themes and topics.)

High Intermediate ESL

Learners completing High Intermediate ESL should demonstrate the following abilities plus those in the previous levels:

Listening	Speaking	Pronunciation
1. Recognize and interpret statements, questions, and commands in a variety of situations (e.g., news and events in the workplace or community). 2. Follow conversations in different contexts (e.g., social discussions, classroom). 3. Identify key information/details in a spoken narrative. 4. Respond to requests for clarification and elaboration. 5. Identify and interpret commonly used **idioms** (e.g., "Give me a hand." "piece of cake"). 6. Recognize informal versus formal language (e.g., tone of voice, word choice).	1. Converse using appropriate statements, questions, and commands in a variety of contexts (e.g., news and events in the workplace or community). 2. Use appropriate language to differentiate between expressing opinions and providing factual information. 3. Use phrases and sentences showing evidence of connected **discourse** (e.g., and, but, first, then, next, last, because, however, therefore). 4. Report others' speech and writing.	1. Use **major sentence stress**. 2. Use **syllabic stress** to demonstrate correct usage of **homographs** (e.g., **verb** and **noun** forms of reCORD and RECord). 3. Use learned rules to predict stress of new words. 4. Use **chunking** (pauses and phrases) in longer **discourse**. 5. Recognize and self-correct errors that interfere with communication.
Reading	**Writing**	**Supporting Language Structures**
1. Identify themes of descriptions and narratives on new subjects. 2. Follow specific written directions and/or instructions to perform an activity. 3. **Skim** for the main idea and **scan** for detail in different kinds of text (paper or electronic). 4. Locate information in **authentic** source to answer questions, solve problems, or draw conclusions (e.g., magazine, job description, website). 5. Compare and contrast information in texts on familiar topics. 6. Distinguish between facts and opinions (e.g., advertisements, editorials, campaign literature). 7. Recognize common **synonyms**, **antonyms**, and **homonyms**. 8. Use dictionary to determine number of syllables and pronunciation of words. 9. Identify and interpret commonly used **idioms** (e.g., "Give me a hand." "piece of cake"). 10. Access information through table of contents, index, glossary, titles, headings, site maps, and search engines. 11. Increase **fluency** to improve comprehension. 12. Interpret routine charts, tables, and graphs.	1. Take detailed messages (e.g., phone messages). 2. Take notes from meetings and conversations on unfamiliar topics. 3. Use simple and **compound sentences**, including sentences with **compound subjects** and/or **compound verbs**. 4. Write letters or e-mails of request/complaint. 5. Write a 2- or 3-paragraph essay or report using topic sentences and supporting details. 6. Use a dictionary to check spelling. 7. Use appropriate software for writing purpose.	1. **Past habitual** *used to* + verb (e.g., I <u>used to live</u> in Asia.)* 2. **Present perfect** with *for, since, already, yet* (e.g., I <u>have lived</u> here <u>for</u> five years. I've <u>already</u> eaten. <u>Have</u> you <u>finished</u> your homework <u>yet</u>?)* 3. **Passive voice** (e.g., The book <u>was placed</u> on the table.) 4. **Tag questions** (e.g., Chicago, <u>right?</u> You studied for the test, <u>didn't you</u>?) 5. **Modals** (ought to, had better, would rather)* 6. "If" statements (e.g., <u>If I'm late again</u>, I'll get fired.) 7. **Reported speech** (e.g., <u>He said</u> he went... <u>He told me</u> he was going to go…) 8. **Polite expressions** (e.g., "Would you mind…?" "Could I have…?") 9. **Reflexive pronouns** (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) 10. **Comparative** and **superlative adverbs** (e.g., more rapidly, the most rapidly) 11. **Adverbial clauses** (e.g., <u>Before I go to bed</u>, I brush my teeth. I brush my teeth <u>before bed</u>.) *Each verb tense includes the **affirmative**, **negative**, question form, and **contractions**.

Advanced ESL

National Reporting System (NRS) — Educational Functioning Level Descriptors

Test Benchmark	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
CASAS scaled scores: Reading: 221-235 Listening: 221-235 **BEST Plus**: 507-540 (**SPL** 6) **BEST Literacy:** 76-78 Exit Criteria: **CASAS** Reading and Listening: 236 and above **BEST Plus**: 541 and above (**SPL** 7)	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. 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 complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and 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 multiparagraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require nontechnical 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 situation.

Suggested Daily Living Themes and Topic

- Gender roles in the U.S. and home country
- Living arrangements in the U.S. and the home country and the cultural norms that dictate them
- Smoking etiquette in the U.S. and home country
- Role of physical fitness in the U.S. and home country
- Independence vs. dependence, individualism, and privacy
- U.S. historical documents (e.g., Gettysburg Address, U.S. Constitution, Bill of Rights, "I Have a Dream" speech)
- Community Involvement (e.g., charitable contributions, volunteering, acts of kindness)
- Diversity of U.S. society (e.g., immigration, religion, literature) and issues of **empowerment** and equality in U.S. and home country
- Role of the arts in U.S. and home country
- Humor/likeability in U.S. and home country
- Environmental issues
- Understanding cultural assumptions about doing your own work in an academic setting

(Refer to your students and textbooks for additional themes and topics.)

Advanced ESL

Learners completing Advanced ESL should demonstrate the following abilities plus those in the previous levels:

Listening	Speaking	Pronunciation
1. Obtain detailed information from a variety of contexts (e.g., conversation, broadcast). 2. Recognize/respond to conversational openers/closures and **polite expressions** as used by native speakers (e.g., I have to be going. I'd rather not. How about…?). 3. Recognize/respond to **idioms**, **reductions** (e.g., "Did you"/"didja"), **slang**, and **taboo language**. 4. Use various listening strategies in multiple contexts (e.g., adapting for context, purpose). 5. Comprehend **dialects** and social expressions to understand a variety of purposes (e.g., "Let's get together.").	1. Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation. 2. Use the appropriate degree of formality in social interactions. 3. Negotiate a solution or compromise. 4. Provide appropriate and complete answers to interview questions. 5. Speak **extemporaneously** on a familiar topic using **complex sentence** patterns. 6. Use appropriate social cues (e.g., body language, sarcasm, humor, inflection) in response to conversations in a variety of contexts. 7. **Paraphrase** others' speech and writing.	1. Stress the key content word in a sentence (e.g., the focus on home in "He wants to go HOME."). 2. Use **contrastive stress** to modify focus (e.g., TOM called yesterday. vs. Tom called YESTERDAY.). 3. Shift meaning by changing stress, **intonation**, and pausing patterns in sentences (e.g., sincere vs. sarcastic ways of saying, "I love anchovies."). 4. Speech reflects the **stress-timed** nature of English (e.g., "Birds eat worms" and "The birds will have eaten the worms" take about the same amount of time to say because they have an equal number of stressed syllables.).
Reading	**Writing**	**Supporting Language Structures**
1. Interpret complex charts/graphs and other visual presentations. 2. Compare and contrast information from two or three sources (paper or electronic). 3. Research information from **authentic** sources on unfamiliar topics. 4. Vary reading strategies according to purpose. 5. Vary reading strategies to understand text containing unfamiliar topics, technical information, and different **genres**. 6. Draw conclusions and predict outcomes in written materials. 7. Respond to written materials by making **inferences** and expressing opinions about ideas in the text. 8. Determine meaning of **figurative language** including **similes** and **metaphors**. 9. Develop strategies for taking timed reading tests.	1. Use reference materials to edit and revise. 2. Write a 5-paragraph essay with topic sentences, supporting details, and conclusion. 3. Describe a detailed procedure in writing (e.g., changing a tire, obtaining a loan from a bank, completing a work task). 4. Prepare a resume and cover letter, following a model. 5. Write a letter for a specific purpose with correct formatting. 6. Develop strategies for taking timed writing tests. 7. Use a variety of complex sentences with appropriate transition and connection words and punctuation. 8. Use appropriate writing style for purpose and audience. 9. Use word-processing software proficiently.	1. **Present perfect continuous** (e.g., I <u>have been studying</u> English for six months.)* 2. Perfect **modals** (e.g., I <u>should have</u> studied for the test; I <u>would have</u> done better.)* 3. **Compound** and **complex sentences** (e.g., I went to the store to get some milk, and while I was there, I saw my teacher so I said hello.) 4. **Gerunds** (e.g., <u>Swimming</u> is fun.) and **infinitives** (e.g., I like <u>to swim</u> in the ocean.) 5. **Transitional adverbs** (e.g., however, therefore) 6. **Adverbial clauses** of reason, comparison, time (e.g., He put his shoes on <u>after he put his socks on.</u>) 7. **Relative clauses** (e.g., I paid the man <u>who helped me</u>.) 8. Subordinate **clauses** (e.g., <u>When I finished the project</u>, I went to bed.) *Each verb tense includes the **affirmative**, **negative**, question form, and **contractions**.

Glossary

acronym: word made from the initial letters of a phrase
(example: *scuba* stands for self-contained underwater breathing apparatus).

adjective: word that describes a noun; often answers the question *"What kind of...?"*
(e.g., the big door).

Type of adjective	How to identify the adjective	Examples
comparative: adjective that shows comparison	*-er* at the end of the adjective or *more* preceding the adjective, followed by *than*	He is younger than she is. Is it more expensive to go by train or by bus?
demonstrative: adjective that specifies which noun(s) are being referred to	*this, that, these, those*	I would like to buy these shoes, not those shoes. This meal tastes delicious.
participial: adjective with the suffix **-ed** or **-ing**	The past participle ends with *-ed.* The present participle ends with *-ing.*	She is interested in American history. American history is interesting. He was bored. He was boring.
possessive: adjective that specifies possession, ownership, or close relationship	*my, our, your, his, her, their, its*	I like my job. This is your book.
predicate: adjective that appears after a linking verb and modifies the subject of the sentence	Linking verbs include *be, seem, smell, look, taste,* and *become*.	He seems tired. My dog is friendly. The hot dog tasted good.
superlative: adjective that shows the highest degree	*-est* at the end of the adjective, or *most* preceding the adjective, or words such as *best* or *worst*	The nicest hotels are near the water. This is the best ice cream I've ever had. Tokyo is the most expensive city in the world.

adverb: word that describes a verb, an adjective or another adverb. Some types of adverbs are:

- **frequency** (e.g., always, usually, often, sometimes, seldom, never)
- **manner** (e.g., slowly, quickly, carefully, happily, sadly)
- **time** (e.g., after, before, when, while, since, until)
- **transition** (e.g., however, therefore)

adverbial clause: clause that expresses when, where, how, why or to what extent something happened (e.g., He kept quiet in order to avoid trouble. He put his shoes on after he put his socks on.).

affirmative: answering "yes." Agreeing with a statement or stating in a positive way. *See also* **negative**.

antonym: word that means the opposite of another word (e.g., good/bad, high/low, big/small).

article: function word that specifies whether a noun is definite (*the*) or indefinite (*a, an*).

authentic materials: real-world materials (e.g., forms, magazines, maps, websites, news programs, answering machine messages), in contrast to material created specifically for instruction.

BEST (Basic English Skills Test): a standardized test used for assessing English proficiency. BEST is one of the approved tests for pre- and posttesting to show learner gains in Pennsylvania.

BEST Plus: recent adaptation of the Basic English Skills Test (BEST) Oral Interview. Like the original BEST Oral Interview, BEST Plus assesses oral interpersonal communication using everyday language. BEST Plus is one of the approved tests for pre- and posttesting to show learner gains in Pennsylvania.

cardinal numbers: whole numbers (e.g., 1, 2, 3, 4). *See also* **ordinal number.**

CASAS (Comprehensive Adult Student Assessment System): series of standardized tests that measure listening or reading skills. CASAS provides lists of general life skill/employability competencies, testing/assessment tools, and teacher training. CASAS is one of the approved tests for pre- and posttesting to show learner gains in Pennsylvania.

chunk: cluster of words or syllables that are grouped together when speaking. In general usage, a *language chunk* is a phrase that is learned or memorized as a unit.

civic responsibility: doing the things that make you a good citizen of your neighborhood, city, state, and country, such as voting, serving on a jury, or picking up trash.

clause: group of related words containing a subject and a verb**.** An independent clause can stand by itself as a grammatically viable sentence, while a dependent clause (also sometimes referred to as subordinate clause) cannot. *See also* **adverbial clause** and **relative clause**.

conjunction: words that connect other words, phrases, clauses, or sentences (e.g., and, but, because, as, so).

cognate: words from different languages with similar meaning and spelling or pronunciation that are historically derived from the same **root** word (e.g., the German word *bruder* and the English word *brother*).

comparative: used to compare two items (e.g., I am big; he is bigger. He drives more carefully.). *See also* **adjectives: comparative**.

complex sentence: subordinate and main clause joined together (e.g., If I go, you can go too.).

compound sentence: two simple sentences joined by a conjunction (e.g., I am tired, but I can't sleep now.).

compound subject: subject composed of two or more simple subjects acting on the same verb (e.g., The puppy and kitten play together constantly. Either Jorge or Luis is from Argentina.).

compound verb: simple predicate with two or more verbs (e.g., I called and spoke with my child's teacher.).

consonant cluster: two or more adjacent consonants occurring at the beginning or end of a syllable (e.g., /sm/ in small, /ts/ in sheets).

context clue: anything in the environment (e.g., visual, textual, situational) that helps a reader or listener to understand the meaning of a word or phrase.

contraction: shortened version of a word or words in which some sounds are deleted. In writing, the eliminated letters or sounds are replaced by an apostrophe (e.g., She is/She's, are not/aren't, cannot/can't).

contrastive stress: major emphasis on a particular word to indicate contrasting information (e.g., Speaker A: "Is your car red?" Speaker B: "No. I have a BLUE car.").

dialect: regional form of a language that varies in grammar, pronunciation, and/or vocabulary from other forms of the same language.

dictation: writing down words, phrases, and/or sentences as they are spoken aloud.

discourse: spoken or written expression; conversation

ESL (English as a Second Language): the use of English by nonnative speakers, usually in an English-dominant country. *See also* **ESOL.**

ESOL (English to Speakers of Other Languages): the use of English by nonnative speakers. Sometimes used interchangeably with **ESL**, ESOL carries the understanding that English may be one of many languages an individual has learned.

empowerment: having the ability or authority to act, often made in reference to the ability or authority to improve one's situation in life.

extemporaneous: spoken or done without prior thought or preparation.

figurative language: words or language used not in the literal sense but in an imaginative way, for effect (e.g., She is the apple of my eye.).

fluency: in reading, the ability to read rapidly, efficiently, and correctly by grouping words into phrases with appropriate pauses and emphasis.

free-write: to write one's ideas as they occur without attention to grammar, spelling, language mechanics, organization, or other writing conventions.

gerund: the *-ing* form of the verb used as a noun (e.g., sitting, eating, talking. Talking on the phone is a teenager's main occupation).

idiom: a sequence of words with a single unit of meaning that varies from the literal meaning of the words, usually understandable within a particular culture, language, or social group (e.g., *raining cats and dogs* means *raining heavily*).

inference: the process of reaching an opinion or conclusion based upon facts or reasoning (e.g., She made the inference that because the baby was crying, she needed food, sleep, or a diaper change.).

infinitive: simple form of a verb often preceded by *to* (e.g., I've decided to buy a new car. I want to be president.).

inflection: a change in pitch or **tone** of voice.

intonation: the rise and the fall of the pitch of the voice in speaking. Intonation often carries meaning, such as when the last part of a question carries a higher pitch (e.g., She sky dives. vs. She sky dives?).

learned phrase: a phrase that is understood in its entirety even though the individual words in the sentence might not be understood.

major sentence stress: the content word in a sentence that receives the greatest stress. It often falls on the last content word in a sentence (e.g., I walked home in the RAIN.).

metaphor: figure of speech used to suggest a likeness between two unrelated objects, connected by a form of the verb *to be* rather than by *as* or *like* (e.g., She is a gem.). *See also* **simile**.

modal: word that describes mood or ability (e.g., can, could, may, might, should, will, would, must, ought). Modals are used to express ideas such as possibility, intention, obligation, and necessity.

morpheme: smallest unit of meaning in a word (e.g., The word *prefix* contains two morphemes, *pre* and *fix*).

negative: disagreeing with a statement or stating in a negative way (e.g., They can't. We don't.). *See also* **affirmative**.

nonverbal communication: all aspects of a message (e.g., gestures, eye contact, facial expression) that are not conveyed by the words.

noun: person, place, thing, or concept

- **count nouns**: can be counted (e.g., dogs, cars, clouds). They use a plural verb and can be modified with the word **many.**
- **noncount nouns**: cannot be counted (e.g., air, water, tea). They use a singular verb and can be modified with the word **much**.
- **collective nouns**: refer to a group (e.g., staff, family, congregation).They often take a singular verb (e.g., My family lives in China.).
- **compound nouns**: formed by putting two or more nouns together (e.g., car seat, amusement park).

ordinal numbers (also **sequencing numbers**): form of numbers used to put information in time or location order such as birth order, grade level, street names (e.g., 1st birthday, 2nd Street, 3rd grade).

paraphrase: to restate using different words while retaining the original meaning.

passive voice: used when the subject of the sentence is the recipient of the action expressed by the verb (e.g., My money was stolen.).

phoneme: smallest unit of sound in a language that distinguishes one word from another (e.g., /s/ and /z/, as in *race* /rays/ vs. *raise* /rayz/).

phonics: method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

phrasing: grouping words together while speaking or reading aloud.

polite expression: a phrase used to show good manners or courtesy (e.g., "Excuse me." "Thank you!" "How are you?").

possessive: specifies possession, ownership, or close relationship (e.g., Sarah is Miriam's mother.). *See also* **adjectives: possessive adjectives** and **pronouns: possessive pronouns**.

prefix: **morpheme**(s) placed in front of a word to change its meaning (e.g., *pre-* in *prepay, un-* in *unhappy*).

preposition: connecting word that shows the relationship of a **noun** or **pronoun** to some other word in the sentence.

- time (e.g., in, on, at) I'll see you at 3:00 on the first Sunday in May.).
- place (e.g., in, on, at, between, under, over) The book is on the table between the lamps.

pronoun: word used to take the place of a noun.

- **subject** (I, you, he, she, it, we, they)
- **object** (me, you, him, her, it, us, them)
- **possessive** (mine, yours, his, hers, its, ours, theirs)
- **demonstrative** (this, that, these, those)
- **indefinite** (all, any, both, each, either, everyone, many, none, several)
- **reflexive** (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

reduction: dropping sounds from words in everyday natural speech (e.g., *family* is pronounced /famli/). Reduction often occurs when multiple words are linked in a phrase (e.g., *Did you eat yet?* becomes *Did'ja eat'chet?* or *Jeet yet?).*

relative clause (also **adjective clause**): dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (e.g., I met a man who is kind to everybody. I thanked the woman who helped me.).

reported speech (also **indirect speech**): relating another person's words maintaining the original words with some changes in person and tense (e.g., He said that he didn't want to go. The teacher said that my son was doing well in school.).

root: base form of a word that contains the primary meaning. Prefixes, suffixes, and/or other roots can be added to create new forms or words (e.g., walk in walks, walked, walking, crosswalk).

scan: to examine a written document looking for specific information.

schwa: vowel sound expressed in many unaccented syllables. It is sometimes signified by the pronunciation "uh" and is symbolized by /ə/. A schwa sound can be represented by any vowel. In most English dialects, for example, the schwa sound is found in the following words:

- The *a* is schwa in *adept*
- The *e* is schwa in *synthesis*
- The *i* is schwa in *decimal*
- The *o* is schwa in *harmony*
- The *u* is schwa in *medium*
- The *y* is schwa in *syringe*

simile: comparison of two objects, usually using *like* or *as* (e.g., Her voice was smooth as silk.). *See also* **metaphor**.

skim: rapidly read a document to get key information or the main idea.

slang: nonstandard language used in casual speech. Slang is often limited to a specific social group or region and generally changes rapidly.

spelling pattern: sequence of letters that is found in many English words (e.g., the sequence *-ight* is a common English spelling pattern used in a number of words, e.g., *right, tight, sight, light*.).

SPL (Student Proficiency Level): used to classify the skill of learners to speak, listen, read, and/or write in English.

stress-timed language: amount of time required to say a sentence, depending on the number of syllables that receive stress, either major or minor, not on the total number of syllables. In a stress-timed language, there is a tendency for stressed syllables to occur at regular intervals. English is stress-timed, unlike many languages that are syllable-timed (e.g., DOGS EAT MEAT and The DOGS will have EATen the MEAT take approximately the same amount of time to say because they have the same number of stressed syllables.).

suffix: syllable(s) placed at the end of a word to add to or change its meaning (e.g., *-ment* in *judgment, -ly* in *carefully*).

superlative: used to compare more than two items (e.g., Jupiter is the biggest planet in the solar system. Out of everyone, I work the most carefully.).

syllabic stress: emphasis on particular syllables in a word or sentence. In the English language, every word and every sentence contain syllabic stress.

synonym: two or more words with similar meanings (e.g., fresh/new/innovative). Synonyms are listed in a thesaurus.

taboo language: language that should not be used in polite conversation.

tag question: a question added at the end of a statement to confirm information or to convey subtle messages (e.g., He's from Korea, isn't he? She likes chicken, doesn't she?).

tense: characteristic of a verb that indicates time:

- **present** (also **simple present**): used for events or situations that exist always, usually, or habitually in the present (e.g., I usually eat lunch at noon. He often rides his bike.).
- **present continuous** (also **present progressive**): used for at the moment or temporary actions (e.g., I am typing right now. I am reading a book about world languages.).
- **present perfect**: used for an action that happened in the past and continues to the present or is relevant to the present moment (e.g., I have taken two exams this week, but I still have two more.).
- **past** (also **simple past**): used for completed actions in the past (e.g., I ate the pizza yesterday. He went to the movies last night.).
- **past habitual** (also **habitual past**): used for describing actions that were a regular occurrence in the past. Combines *used to* or *would* with a verb (e.g., I used to wake up late every day. I would wake up late every day.).
- **past continuous** (also **past progressive**): used for actions that were happening at a certain time when something else took place (e.g., I was eating when you called. They were working at 2:30 yesterday afternoon.).
- **future**: used for future actions. Expressed using *will* (e.g., I will bring my books to class.) or *going to* (e.g., I am going to fly to Hawaii this winter.).

tone: change in the perceived height of a sound which affects the meaning and function of a word or phrase in conversation. *See also* **inflection** and **intonation**.

verb: any of a class of words that express existence, action, or occurrence:

- **regular verb**: verb that follows the most typical grammatical pattern (e.g., I walked. You walked. He walked.).
- **irregular verb**: verb that does not follow the most typical grammatical pattern (e.g., He *was*, not He *beed*. I *went*, not I *goed*.).
- **modal auxiliary verb**: see **modal**.
- **phrasal verb**: verb and preposition or particle that together have a special meaning (e.g., I am trying to catch up with him. You need to hand in your assignment by Monday. She came down with the flu.).
- **verb + infinitive**: simple form of a verb often preceded by the word to and may be followed by an object or complement (e.g., I've decided to buy a new car. I want to be president.).

verbs, commonly confused: verbs that have similar meanings but distinct uses. English language learners often have difficulty distinguishing them (e.g., lie/lay, sit/set, rise/raise, do/make, say/tell, bring/take, or come/go).

voiced: speech sound in which the vocal chords vibrate (e.g., /b/, /d/, /z/).

voiceless: speech sound in which the vocal chords do not vibrate (e.g., /p/, /t/, /s/).

word family: group of words related in form or meaning (e.g., family, familial, familiar, unfamiliar, familiarity, familiarize).

Acknowledgments

The Bureau of Adult Basic and Literacy Education wishes to acknowledge the contributions of the Pennsylvania ESL teachers and administrators, national experts, and Bureau staff whose efforts made these standards possible.

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English as a Second Language Content Standards for Adults
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The development of this document was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by that agency should be inferred.