

# Arkansas Adult ESL Curriculum Guidelines

The purpose of these guidelines is to assist Arkansas educators in providing English language instruction for limited English proficient adults. By learning the various skills included in the guidelines, adult students of English will increase their ability to communicate in English while learning about U.S. systems, customs, and culture.

The content is compatible with generally accepted principles of language acquisition for adult learners of English and includes skills useful in **life**, **academic**, and **workplace** applications. The competencies contained in these guidelines encompass the language skills of listening, speaking, reading, and writing.

***Students need not progress through the curriculum sequentially.*** The instructor may present topic-centered lessons that integrate skills from several areas. It is not intended that instructors rigidly adhere to these guidelines. Instructors are encouraged to use them as a tool to enhance and assure the quality of instruction. The skill area boxes are also open-ended so teachers can add additional skills as needed.

The curriculum presented in the first three sections is organized by life skills, academic skills, and workplace skills. All six language proficiency levels, as defined by the National Reporting System for Adult Education (new levels as of July 1, 2006), are listed under each skill area. In the last section of the manual, the organization is level by level, with all the skills listed under each level.

The Arkansas Adult Education ESL Task Force developed these guidelines; however, it did not re-invent the wheel. The task force reviewed, revised, and adapted a variety of curricula already used in many states, including Arizona, California, Florida, Maryland, New York, Tennessee, Texas, and Virginia (Arlington program). Our gratitude goes out to all those who contributed their time and effort to create these curriculum models.

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Thanks also go to Trisha Everett (Department of Workforce Education) for her assistance with the final formatting of the guidelines.

For examples of lesson plans and matching instructional materials used by other states, please refer to the Arlington Education and Employment Program (REEP) or the Tennessee online curriculum.

REEP: [http://www.arlington.k12.va.us/instruct/ctae/adult\\_ed/REEP/reepcurriculum/](http://www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/)

Tennessee: <http://aeonline.coe.utk.edu/esolcrg.pdf>

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**Please address any questions or comments about the guidelines to**

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<h1 style="margin: 0;">LIFE SKILLS</h1> <h2 style="margin: 0;">A. Interpersonal Communication</h2>
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**Level 1 – Beginning Literacy**

**NOTES:**

<ul style="list-style-type: none"> <li>• Use appropriate greetings, introductions, &amp; farewells</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify self &amp; give personal information</li> </ul>	
<ul style="list-style-type: none"> <li>• Express orally likes, dislikes, feelings, &amp; emotions</li> </ul>	
<ul style="list-style-type: none"> <li>• Use &amp; respond to polite expressions</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; use culturally appropriate body language</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize basic colloquial expressions &amp; idioms (Turn on the light. What's up?)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

**Level 2 – Low Beginning**

<ul style="list-style-type: none"> <li>• Report personal information</li> </ul>	
<ul style="list-style-type: none"> <li>• Make formal &amp; informal greetings, introductions, &amp; farewells</li> </ul>	
<ul style="list-style-type: none"> <li>• Express orally likes, dislikes, feelings, &amp; emotions</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize appropriate offers &amp; invitations (drinks, movies, gifts)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; use culturally appropriate body language</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize colloquial expressions &amp; idioms</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

**Level 3 – High Beginning**

<ul style="list-style-type: none"> <li>• Identify simple written &amp; spoken personal information</li> </ul>	
<ul style="list-style-type: none"> <li>• Write personal information on a form</li> </ul>	
<ul style="list-style-type: none"> <li>• Make &amp; respond to formal &amp; informal introductions, greetings, &amp; polite expressions</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify family members &amp; tell basic characteristics</li> </ul>	
<ul style="list-style-type: none"> <li>• Use appropriate expressions to accept &amp; decline offers</li> </ul>	
<ul style="list-style-type: none"> <li>• Physically &amp; verbally express feelings, emotions, likes, &amp; dislikes</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to &amp; ask simple “wh” interrogatives (What is your name? Where are you from? Etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Follow simple directions &amp; instructions</li> </ul>	
<ul style="list-style-type: none"> <li>• Use simple colloquial expressions &amp; idioms</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## A. Interpersonal Communication

### Level 4 – Low Intermediate

**NOTES:**

• Engage in limited small talk in social & work situations	
• Describe family members & personal relationships	
• Verbally accept & decline offers	
• Orally respond to acceptance & rejection	
• Ask “wh” interrogatives	
• Use & interpret correct nonverbal skills when communicating	
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### Level 5 – High Intermediate

• Engage in formal & informal conversations based on everyday situations	
• Reword & paraphrase to communicate meaning	
• Explain common problems & solutions	
• Ask & provide directions & instructions	
• Ask & respond to common questions in present, past, & future tense	
• Recognize a limited amount of common idiomatic expressions	
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### Level 6 – Advanced

• Understand & participate in face-to-face conversations on everyday subjects	
• Use appropriate language for social, academic, & life situations	
• Identify bias, prejudice, or propaganda in oral messages & print material	
• Recognize & use a limited amount of common idiomatic expressions	
• Appropriately defend point of view or opinion in a discussion	
• Summarize ideas to communicate meaning	
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## B. Telephone Skills

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Demonstrate basic U.S. telephone use</li> </ul>	
<ul style="list-style-type: none"> <li>• Answer the telephone &amp; respond or express lack of understanding</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; identify oral basic telephone vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize basic emergency vocabulary &amp; local 911 procedures</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Use appropriate telephone greetings</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify basic parts of a phone bill</li> </ul>	
<ul style="list-style-type: none"> <li>• Use basic emergency vocabulary &amp; local 911 procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Answer incoming calls &amp; respond or express lack of understanding</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Leave an oral message</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand basic parts of a phone bill</li> </ul>	
<ul style="list-style-type: none"> <li>• Locate listings in yellow &amp; white pages</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to request operator assistance &amp; use 911</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## B. Telephone Skills

### Level 4 – Low Intermediate

### NOTES:

• Demonstrate ability to take a simple message	
• Demonstrate ability to communicate successfully by telephone in everyday situations	
• Interpret phone bill	
• Demonstrate ability to use different types of telephones & services	
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### Level 5 – High Intermediate

• Demonstrate ability to take an accurate phone message & respond to voicemail prompts	
• Demonstrate ability to give & request information clearly by telephone	
• Locate a variety of resources in telephone directories (maps, government agencies, coupons)	
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### Level 6 – Advanced

• Respond appropriately to automated phone systems	
• Take accurate written notes & give verbal reports from recorded messages	
• Demonstrate ability to ask the phone company a question about a phone bill	
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## C. Health and Nutrition

### Level 1 – Beginning Literacy

**NOTES:**

• State need for medical help (I'm sick. My ___ hurts.)	
• Recognize words & identify major body parts, illnesses, & injuries	
• Identify local medical facilities, workers, & signs	
• Recognize 911 emergency number	
• Identify basic foods	
• State need for an interpreter	
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### Level 2 – Low Beginning

• Recognize & identify basic body parts	
• Recognize basic vocabulary relating to illness & accidents	
• Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, health department, clinic, emergency room)	
• Request a doctor's appointment; read an appointment card	
• Identify personal hygiene products & daily grooming routines	
• Identify basic foods, food groups, & healthy eating habits	
• Locate & read expiration dates on food items	
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### Level 3 – High Beginning

• Identify body parts & the five senses	
• Define health care vocabulary (see above)	
• Request a doctor's appointment, communicate symptoms & injuries	
• Follow doctor's instructions during an exam	
• Read & follow simple directions on medicine labels	
• Identify & apply personal hygiene & grooming routines	
• Identify basic foods & food groups, including nutritional information on food labels	
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## C. Health and Nutrition

### Level 4 – Low Intermediate

**NOTES:**

<ul style="list-style-type: none"> <li>• Describe aches, pains, illnesses, injuries, dental problems, &amp; follow doctor’s instructions</li> </ul>	
<ul style="list-style-type: none"> <li>• Change or cancel a doctor’s appointment</li> </ul>	
<ul style="list-style-type: none"> <li>• Complete a medical history form</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; interpret medical instructions for prescriptions &amp; over-the-counter drugs</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare services provided by local health facilities (ER vs. health clinic vs. doctor’s office)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize the importance of healthy eating &amp; maintaining a balanced diet &amp; exercise program</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Communicate effectively, using vocabulary related to doctors, body parts, illnesses, injuries, treatments, &amp; medications</li> </ul>	
<ul style="list-style-type: none"> <li>• Follow emergency procedures &amp; complete medical forms &amp; accident reports</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; apply practices relating to personal hygiene</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize requirements for immunizations</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out a simple insurance form (with assistance)</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; interpret nutritional information on food labels, &amp; plan a balanced diet</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Communicate effectively (orally &amp; in writing) problems related to nutrition &amp; substance abuse, &amp; identify where treatment can be obtained</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for &amp; give advice related to nutrition &amp; good health habits</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; apply practices relating to personal hygiene</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out a simple insurance form without assistance</li> </ul>	
<ul style="list-style-type: none"> <li>• List local resources available for improving health &amp; fitness</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## D. Time and Money

### Level 1 – Beginning Literacy

**NOTES:**

• Recognizes cardinal & ordinal numbers	
• Tell time using analog & digital clocks	
• Recognize calendar vocabulary	
• Write dates in numeric form	
• Recognize U.S. currency & symbols for money	
• Read checks & money orders	
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### Level 2 – Low Beginning

• Understand banking in the United States	
• Identify & use ordinal & cardinal numbers	
• Interpret clock time	
• Identify days, weeks, & months on a calendar	
• Convert dates to numeric form	
• Count, use, & exchange coins & currency	
• Write a check or use a debit card, & record it in a checkbook	
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### Level 3 – High Beginning

• Plan a schedule of activities on a calendar	
• Count & make change accurately	
• Complete a check or money order	
• Identify common banking terms & services, & demonstrate ability to use those services	
• Describe the process for obtaining secure number codes	
• Explain use of ATM machines & number code security	
• Understand credit card use & basic monthly cost for card service	
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## D. Time and Money

### Level 4 – Low Intermediate

### NOTES:

• Identify amount of change; estimate cost, payments	
• Understand banking problems (overdrafts, insufficient funds)	
• Identify various banking opportunities	
• Identify budget planning strategies	
• Evaluate cost of maintaining a monthly credit card balance	
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### Level 5 – High Intermediate

• Understand banking systems & terms (loans, interest rates, investments, mortgages)	
• Identify budget planning strategies	
• Demonstrate comprehension of time zones	
• Understand hidden cost associated with credit cards (yearly fees, minimum charges, late charges, cash advances, balance transfers, & other associated costs)	
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### Level 6 – Advanced

• Reconcile a bank statement	
• Use banking terms & services	
• Develop a monthly budget	
• Read, understand, & reconcile credit card statements	
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## E. Transportation and Travel

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>Identify types of transportation (bus, taxi, plane, ship, car, bicycle)</li> </ul>	
<ul style="list-style-type: none"> <li>Identify signs, using sight words &amp; symbols (enter, exit, push, pull)</li> </ul>	
<ul style="list-style-type: none"> <li>Ask for &amp; give simple oral directions (turn left, go straight, next to)</li> </ul>	
<ul style="list-style-type: none"> <li>Identify legal &amp; safe driving practices (seat belts, child restraint)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>Identify transportation options, costs, schedules</li> </ul>	
<ul style="list-style-type: none"> <li>Use vocabulary to ask for &amp; give simple directions orally, in writing, or using a map</li> </ul>	
<ul style="list-style-type: none"> <li>Identify traffic signs, street signs, street names, &amp; street addresses</li> </ul>	
<ul style="list-style-type: none"> <li>Continue learning legal &amp; safe driving practices (bad weather, properly maintained vehicle, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>Understand procedures for arranging travel plans (buying tickets, making reservations, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Read &amp; understand traffic signs, street signs, street names, &amp; street addresses</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate ability to follow directions orally, in writing, or using a map, using geographical &amp; directional terms (N,S,E,W, turn left, right, 2 blocks, across from, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Continue learning legal &amp; safe driving practices (DWI consequences, moving &amp; parking violations, passenger safety, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>Identify required documents related to transportation (driver's license, passport, train &amp; bus passes, proof of insurance, vehicle tags &amp; registration, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

## E. Transportation and Travel

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Demonstrate ability to arrange travel plans (buying tickets, making reservations, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue learning to read &amp; understand traffic signs, road signs, highway signs (do not pass, steep hill next 2 miles, exit signs, service signs, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to ask &amp; give directions to various local destinations orally, in writing, or using a map, using geological &amp; directional terms</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue learning legal &amp; safe driving practices (headlights, windshield wipers, passing zones, pedestrian zones, school zones, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify procedures to obtain required documents related to transportation (driver's license, passport, train &amp; bus passes, proof of insurance, vehicle tags &amp; registration, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Discuss transportation &amp; travel competencies from previous levels</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast options for transportation or travel (costs, time, comfort level, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss responsibilities related to driving, transportation, &amp; travel (with emphasis on local laws &amp; customs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate response when stopped by law enforcement officers</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to describe a transportation/travel problem or request service (emergency roadside assistance, auto accident, vehicle theft, lost directions, lost or stolen documents, tickets, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Demonstrate ability to plan a trip or arrange transportation (determining costs, schedules, what to pack, other considerations)</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss common scenarios &amp; appropriate responses when stopped by law enforcement officers</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss common transportation/travel problems &amp; possible measures to combat or prevent them</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## F. Safety and Security

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Identify safety procedures (biking, walking, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to emergency procedures (fire, tornado, medical, crime)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify warning symbols (poison, flammable, danger, carbon dioxide, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Demonstrate emergency procedures at home, school, &amp; work (fire, tornado, crime, medical)</li> </ul>	
<ul style="list-style-type: none"> <li>• Interpret product label directions, warning signs, &amp; symbols</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand basic home &amp; auto safety (car maintenance, home heating)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Demonstrate understanding of safety &amp; warning signs &amp; emergency procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; use vocabulary relating to alarm systems (smoke detectors, house &amp; car alarms)</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe emergency procedures at home, school, &amp; work (fire, tornado, crime, medical)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## F. Safety and Security

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Identify means of protection for self &amp; family (alarms, sirens, shelters, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify &amp; report types of crime as a witness (burglary, rape, domestic violence)</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe emergency procedures at home, school, &amp; work (fire, tornado, crime, medical)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Report health &amp; safety issues</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify &amp; report types of crimes as a witness or victim</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a plan of action for emergency situations at home</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the responsibilities of owning a gun</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

## G. Consumer Education

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Name &amp; state the costs of basic items (food, clothing, rent, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; identify orally basic food items</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; interpret the concept of measurements (cup, quart, gallon, pound, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; identify orally basic U.S. clothing items &amp; sizes (S, M, L, XL)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify types of housing &amp; basic utilities (house, apartment, mobile home; gas, water, electricity, telephone, cable TV, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Identify grocery items, costs, coupons, &amp; discount cards</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify clothing tags &amp; care instructions</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; interpret sales ads &amp; compare prices</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; identify different types of housing &amp; utility companies</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify different kinds of sales scams (phone, TV, Internet, stores, sales flyers, checkout counter scanning)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Write a shopping list</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand concept of comparative shopping</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for assistance from a store employee</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; order from a restaurant menu</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand U.S. shopping concepts (guarantees, warranties, return policies, layaway plans, rebates, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify home maintenance &amp; repair problems</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand requirements for housing assistance</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## G. Consumer Education

### Level 4 - Low Intermediate

### NOTES:

• Calculate savings when comparative shopping	
• Calculate savings when using coupons	
• Ask for & make a consumer complaint	
• Fill out a store layaway plan form	
• Report & explain the need for household repairs	
• Interpret various types of insurance policies	
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### Level 5 – High Intermediate

• Use classified ads to locate various types of housing	
• Read & understand rental agreements & housing contracts (with assistance)	
• Compare & contrast ads, labels, & charts for specific goods	
• Compare & contrast various types of insurance policies (with assistance)	
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### Level 6 – Advanced

• Identify ways to economize in the household	
• Write a letter to the landlord, explaining the need for repairs	
• Write a letter to Better Business Bureau to file a consumer complaint	
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## H. Government and Community Resources

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Identify basic government agencies (post office, health dept., town hall, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify local community services (hospital, police, fire, schools, library, parks, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify basic post office procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify main &amp; federal U.S. holidays and social customs related to each holiday</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify the current U.S. president and vice president</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Locate government &amp; community places, &amp; understand services provided</li> </ul>	
<ul style="list-style-type: none"> <li>• Purchase stamps; mail &amp; address a letter &amp; package</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand the use of a post office box</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify U.S. holidays &amp; social customs related to each holiday</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify the current U.S. president, vice president, and governor</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Locate businesses, government, &amp; community agencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe purchase of money orders &amp; registered letters</li> </ul>	
<ul style="list-style-type: none"> <li>• Contrast U.S. holidays with native country holidays</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

## H. Government and Community Resources

### Level 4 – Low Intermediate

**NOTES:**

<ul style="list-style-type: none"> <li>• Locate businesses, government, &amp; community agencies to meet student's needs</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a variety of postal services</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe main U.S. holidays &amp; social customs</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Locate &amp; access community services &amp; organizations</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe main U.S. holidays &amp; social customs</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand trial by jury &amp; other elements of court</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Request &amp; respond to business &amp; government information</li> </ul>	
<ul style="list-style-type: none"> <li>• Describe main U.S. holidays &amp; social customs</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand U.S. system of government (3 branches, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand trial by jury &amp; other elements of judicial system</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

## I. Environment and the World

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Identify seasons, weather, &amp; weather emergencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Locate the United States on a world map, Arkansas on a U.S. map, and your city on an Arkansas map</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify key elements of recycling procedures</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Describe severe weather conditions, weather sirens, &amp; emergency responses</li> </ul>	
<ul style="list-style-type: none"> <li>• Find locations on state, U.S., &amp; world maps</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand recycling procedures</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Describe various weather conditions &amp; appropriate preparation for weather emergencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Read various temperatures &amp; compare Fahrenheit to Celsius</li> </ul>	
<ul style="list-style-type: none"> <li>• Give directions from one location to another on a state map</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

## I. Environment and the World

### Level 4 – Low Intermediate

### NOTES:

• Prepare for weather emergencies	
• Interpret maps & map keys for evacuation procedures	
• Describe procedures for basic disposal of large items	
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### Level 5 – High Intermediate

• Describe the purpose of the Emergency Broadcast System	
• Describe maps & map keys for evacuation procedures	
• Describe recycling regulations & illegal dumping	
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### Level 6 – Advanced

• Describe evacuation procedures & agencies available to help in weather emergencies	
• Compare & contrast environmental issues	
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## J. Family and Parenting

### Level 1 – Beginning Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>Identify family members (mother, father, son, daughter, brother, sister, wife, husband)</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize K-12 public school requirements (enrollment, registration, immunizations, attendance, punctuality, behavior, assignments, testing, appropriate clothes)</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize proper care of children (food, shelter, hygiene, child care, acceptable discipline, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>Describe family members (mother, father, parent, son, daughter, child, children, brother, sister, sibling, husband, wife, spouse)</li> </ul>	
<ul style="list-style-type: none"> <li>Locate local schools &amp; follow enrollment procedures for school-age children (registration, immunizations, attendance)</li> </ul>	
<ul style="list-style-type: none"> <li>Understand parental responsibilities &amp; legally acceptable discipline (child abuse, negligence)</li> </ul>	
<ul style="list-style-type: none"> <li>Understand importance of communication between home &amp; school (notices, fliers, report cards)</li> </ul>	
<ul style="list-style-type: none"> <li>Keep records of family members' important documents</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>Describe extended family members (uncle, aunt, cousin, nephew, niece, grandparents, grandchildren, in-laws)</li> </ul>	
<ul style="list-style-type: none"> <li>Communicate orally with child's school in response to a notice; attend a parent/teacher conference or parent meeting</li> </ul>	
<ul style="list-style-type: none"> <li>Explain compulsory school attendance rules</li> </ul>	
<ul style="list-style-type: none"> <li>Locate area schools, &amp; follow enrollment procedures &amp; other school regulations for children</li> </ul>	
<ul style="list-style-type: none"> <li>Describe proper child care &amp; acceptable &amp; legal discipline</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

## J. Family and Parenting

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Demonstrate ability to communicate with school staff orally &amp; in writing (re: conferences, illnesses, bus problems, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify methods of actively participating in child’s schooling (volunteering in class or school, PTA organization, parent meetings)</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast U.S. laws regarding parenting practices to laws of other countries</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Demonstrate ability to communicate with school staff orally &amp; in writing (re: conferences, illnesses, bus problems, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of U.S. educational system (elementary, secondary, postsecondary, adult, continuing ed)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify means to access educational opportunities for children &amp; self (special programs, scholarships, extracurricular activities)</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop awareness of acceptable/unacceptable parenting &amp; disciplinary practices</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Demonstrate ability to communicate with school staff in writing (conferences, illness, bus problems)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of U.S. educational system (elementary, secondary, postsecondary, adult, continuing ed)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify means to access educational opportunities for children &amp; self (special programs, scholarships, extracurricular activities)</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop awareness of acceptable/unacceptable parenting &amp; disciplinary practices</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

**ACADEMIC SKILLS**  
**A. Listening, Speaking, Reading, and Writing**

**Level 1 – Beginning Literacy**

**NOTES:**

<ul style="list-style-type: none"> <li>• Listen &amp; respond to one-step classroom directions &amp; instructions/signs (i.e., sit, stand, exit)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; respond to a limited number of isolated words &amp; phrases (Put the date ..., Put your name, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to simple request for repetition</li> </ul>	
<ul style="list-style-type: none"> <li>• Use directionality – left to right, up/down, top/bottom, front/back</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/trace/draw/copy basic shapes &amp; numbers (1-100)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/write basic colors (distinguish light/dark)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/copy/write the letters of the English alphabet</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate a developing comprehension of sound-symbol correlation</li> </ul>	
<ul style="list-style-type: none"> <li>• Distinguish/read/write upper &amp; lower case letters of the alphabet</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/read/use basic object names (i.e. in the classroom, in the house, &amp; at work)</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a picture dictionary</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/use/give personal information</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out personal information forms</li> </ul>	
<ul style="list-style-type: none"> <li>• Print name &amp; write signature</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/write/use basic sight vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/state/respond/read/write basic questions &amp; answers (i.e., Do you like...? Yes/no; What's your name? My name is...)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
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<ul style="list-style-type: none"> <li>•</li> </ul>	

## A. Listening, Speaking, Reading, and Writing

Level 2 – Low Beginning	NOTES:
• Listen & follow basic instructions/commands (come, call, listen, say it again)	
• Repeat/give basic command/warning to another person (Shut the door. Be careful.)	
• Listen & respond to short conversations orally & in writing	
• Express lack of understanding	
• Ask for help/repetition/speed of basic questions/statements (I need help; Please repeat slowly, etc.)	
• Recognize simple immediate need words/phrases	
• Demonstrate basic reading comprehension (public signs, forms, menus, etc.)	
• Preview & make basic predictions before reading simple stories	
• Identify main idea in short simple paragraphs	
• Identify sequential order in predictable stories (first, second, third)	
• Read simple tables/charts	
• Read/say/copy/write/use basic learned statements & questions	
• Recognize/use punctuation in reading/writing (comma, period, question mark, exclamation point)	
• Use bilingual and/or picture dictionary	
• Correctly spell/alphabetize simple words (2 <sup>nd</sup> level – box, door, table; 3 <sup>rd</sup> level – each, house, shovel; 4 <sup>th</sup> level – bellow, telephone)	
• Write upper & lower case letters; demonstrate appropriate use of capitalization (Tuesday, June, Maria, English)	
• Write a basic description of a person, place, or thing	
• Write a basic short sentence dictation (2 <sup>nd</sup> level – I have three cats. 3 <sup>rd</sup> level – I just gave my daughter some money.)	
• Fill out simple forms/applications	
• Use a model to copy/compose a basic friendly letter & address an envelope	
• Write a short narrative about simple everyday activities (introduce basic journal writing)	
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## A. Listening, Speaking, Reading, and Writing

<b>Level 3 – High Beginning</b>	<b>NOTES:</b>
• Listen & follow simple instructions, directions, & commands	
• Listen & respond to basic conversations (familiar & unfamiliar vocabulary)	
• Ask for help/repetition of question, explanation, meanings or examples	
• Ask simple questions (who, what, wh's)	
• Give simple explanations/instructions/commands/warnings to another person	
• Orally describe a person, place, thing, or event	
• Read/write/use/respond to basic statements & questions	
• Correctly spell/alphabetize words (5 <sup>th</sup> level – believing, enough, photograph, strength)	
• Use a basic English dictionary	
• Identify meanings of common prefixes & suffixes	
• Identify meanings of compound words	
• Preview & make simple predictions before reading	
• Identify simple main ideas & supporting details	
• Recognize sequential order of events in a paragraph (first, then, finally)	
• Read & interpret simple charts, graphs, maps, & diagrams (find the hospital on the map)	
• Change basic grammar in a paragraph	
• Write legibly in manuscript and/or cursive	
• Rewrite a simple sentence in proper word order	
• Write a brief description of a person, place, thing, or event	
• Compose a simple short paragraph with correct spacing (develop journal writing)	
• Write short note to child's teacher/boss, friendly letters, address envelopes	
• Write simple directions	
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## A. Listening, Speaking, Reading, and Writing

### Level 4 – Low Intermediate

### NOTES:

• Listen & follow instructions/ask for clarification if needed	
• Listen & respond appropriately to simple conversations (familiar and unfamiliar vocabulary)	
• Continue conversation using tag questions (He doesn't feel well, does he?)	
• Understand formal vs. informal vocabulary usage (recognize/use appropriate local slang words)	
• Give clear instructions/directions/warnings to another person	
• Ask for repetition/explanation/examples	
• Summarize information orally/in writing	
• Preview, make predictions prior to reading	
• Skim & scan to locate designated information	
• Answer reading comprehension questions (who, what, where, etc.)	
• Identify main idea in reading selection	
• Identify order of events	
• Identify cause & effect	
• Write simple, compound, & complex sentences	
• Write a set of directions	
• Write a short paragraph (continue basic journal writing)	
• Proofread & edit errors in sentences/paragraphs	
• Compose a friendly letter	
• Use a model to copy/compose/write a basic business letter	
• Address envelope properly with return address	
• Use an English dictionary effectively	
• Use basic note-taking during class/study time	
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## A. Listening, Speaking, Reading, and Writing

### Level 5 – High Intermediate

### NOTES:

• Listen & follow directions	
• Ask for clarification	
• Give commands/directions/instructions/warnings to another person	
• Paraphrase words or ideas in conversations	
• Use appropriate formal & informal vocabulary; idiomatic expressions	
• Respond to interviews & presentations	
• Review/make predictions prior to reading selections	
• Identify main idea in reading passages	
• Use new vocabulary by context	
• Identify sequence of events	
• Distinguish fact from opinion	
• Skim & scan to locate needed information	
• Interpret diagrams, tables, graphs, & schedules	
• Use textbooks effectively	
• Use a dictionary effectively	
• Use simple note-taking strategies	
• Write complex & compound sentences	
• Write paragraphs (expand journal writing)	
• Compose a simple business letter (file a complaint)	
• Self-correct/edit personal writings	
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## A. Listening, Speaking, Reading, and Writing

### Level 6 - Advanced

### NOTES:

• Use responsive listening, paraphrasing, & summarizing during conversations	
• Comprehend lectures & tests	
• Clarify meaning by asking relevant questions	
• Recognize & use idioms appropriately	
• Preview/make predictions prior to reading selections	
• Recognize/restate sequence of events	
• Distinguish fact from opinion; make inferences	
• Preview, skim, & scan text	
• Summarize a reading passage	
• Identify diagrams, tables, graphs, & schedules	
• Use dictionary & thesaurus effectively	
• Use textbooks effectively	
• Correctly spell words (8 <sup>th</sup> level – commercially, environmental, psychology)	
• Demonstrate note-taking strategies	
• Use prewriting strategies (brainstorming, outlining, etc.)	
• Write two or more paragraphs that are focused & organized	
• Draft & revise a composition (introduction, body, conclusion)	
• Edit documents for spelling, punctuation, & grammar	
• Write for a purpose (business, memos, letters, reports)	
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## B. Grammar Structures

### Level 1 – Literacy

### NOTES:

• Use subject pronouns (I, you, he, she, it, we, they)	
• Use common verbs (affirmative, negative, yes/no questions, & short answers in the present & present continuous tenses: be, have, do, go, want, need, eat, drink, study, learn, teach, work)	
• Use adverbs (here, there, today, always, usually, never, etc.)	
• Use demonstratives (this, that, these, those)	
• Use information questions (who, what, where, when)	
• Use common & proper nouns	
• Use prepositions (in, at, from, on, for, with, of, under, next to, between, in front of, behind, etc.)	
• Use articles (a, an, the)	
• Use possessive adjectives (my, your, his, her, our, their)	
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•	
•	

### Level 2 – Low Beginning

• Use subject pronouns (I, you, he, she, it, we, they)	
• Use common verbs (present, past, & future) & use modals (can, may, will, must)	
• Use adjectives (demonstrative, possessive, descriptive)	
• Use prepositions	
• Use definite & indefinite articles (the, a, an)	
• Use common & proper nouns (singular & plural)	
• Use informative questions	
• Use adverbs (yesterday, tomorrow)	
•	
•	
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•	

## B. Grammar Structures

### Level 3 – High Beginning

### NOTES:

• Use object & possessive pronouns (me, my, him, his, etc.)	
• Use common verbs & contracted forms (present, present continuous, present perfect, past, & future), & use modals (could, might, would, etc.)	
• Use information questions (who, what, where, when, why, how)	
• Use adjectives (demonstrative, possessive, descriptive)	
• Use adverbs of frequency, time, & location	
• Use prepositions	
• Use count & noncount nouns (dollar, money) & possessive nouns (the cat's tail)	
• Use sentence structures (subject, verb, object, affirmative, negative, interrogative)	
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### Level 4 – Low Intermediate

• Use adjectives (including comparatives & superlatives), adverbs (including place & manner), & prepositions in complete sentences	
• Use verbs in the most common tenses (present, past, & future; also with modals & conditionals)	
• Use prepositional phrases	
• Recognize & write declarative, interrogative, imperative, & exclamatory sentences	
• Write compound & identify complex sentences	
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## B. Grammar Structures

### Level 5 – High Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Use verbs (including continuous tenses &amp; perfect tenses, gerunds, participles, &amp; infinitives)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify parts of speech, &amp; use in sentences the different types of nouns, verbs, pronouns, adjectives, adverbs, &amp; prepositions</li> </ul>	
<ul style="list-style-type: none"> <li>• Write compound sentences &amp; some complex sentences in active &amp; passive voice</li> </ul>	
<ul style="list-style-type: none"> <li>• Write sentences with clauses &amp; phrases</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Use verbs in variety of tenses &amp; forms</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify all parts of speech &amp; be able to use them in sentences</li> </ul>	
<ul style="list-style-type: none"> <li>• Write compound &amp; complex sentences in active &amp; passive voice</li> </ul>	
<ul style="list-style-type: none"> <li>• Write sentences with clauses, phrases, direct, &amp; indirect speech</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## C. Pronunciation

### Level 1 – Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Produce consonant &amp; vowel sounds</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize, state, &amp; link letters &amp; sounds</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Produce sounds of the alphabet</li> </ul>	
<ul style="list-style-type: none"> <li>• Articulate the sounds associated with vowels &amp; consonants &amp; ending sounds in words, including silent letters</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce beginning, middle, &amp; ending sounds in words</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Recognize &amp; produce consonant &amp; vowel sounds, &amp; recognize their dictionary symbols</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce beginning, middle, &amp; ending sounds in words, including silent letters</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce sounds of “s” endings: s, z, iz (voiced/voiceless)</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce sounds of past tense “ed” endings: t, d, id</li> </ul>	
<ul style="list-style-type: none"> <li>• Use appropriate rhythm &amp; stress in phrases &amp; simple sentences</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## C. Pronunciation

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Demonstrate auditory discrimination of vowels &amp; selected suffixes (d, t, ed, s, z)</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce consonant sounds (blends, digraphs, hard &amp; soft pairs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Use appropriate rhythm &amp; stress in sentences</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Produce stress &amp; intonation in phrases &amp; sentences</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce consonant blends, diphthongs, &amp; digraphs</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce voiced &amp; voiceless sounds</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Produce stress &amp; intonation in phrases &amp; sentences</li> </ul>	
<ul style="list-style-type: none"> <li>• Reproduce consonant blends, diphthongs, &amp; digraphs</li> </ul>	
<ul style="list-style-type: none"> <li>• Produce voiced &amp; voiceless sounds</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

# WORKFORCE DEVELOPMENT SKILLS

## A. Obtaining Employment

### Level 1 – Literacy

**NOTES:**

• Identify entry-level jobs & workplaces	
• Recognize procedures for applying for a job	
• Complete a simplified job application form with assistance	
• Respond to basic interview questions	
• Produce required forms of identification for employment	
• Recognize vocabulary related to job benefits	

### Level 2 – Low Beginning

• Identify different jobs with help-wanted ads	
• Describe personal work experience & skills	
• Fill out job applications	
• Produce required forms of identification for employment	
• Identify W4 forms, Social Security, & income tax deductions	
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### Level 3 – High Beginning

• Recognize job titles & descriptions	
• Understand & use basic job-related vocabulary	
• Identify educational & job experience required for work	
• Use a variety of sources to look for job opportunities	
• Complete a job application	
• Write a résumé	
• Demonstrate proper behavior & image for job interviews	
• Complete a sample W4 form	

## A. Obtaining Employment

### Level 4 – Low Intermediate

### NOTES:

• Set short- and long-term occupational goals	
• Use a variety of sources to find job opportunities (Internet, newspaper, employment agencies)	
• Complete a job application	
• Create a professional résumé	
• Respond to interview questions	
• Demonstrate proper interview procedure (greeting, questions from employer, questions from student, closing, follow-up call, or letter)	
• Understand W2 & W4 forms, & complete a W4 form	
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### Level 5 – High Intermediate

• Describe personal career goals & interests	
• Investigate training needed for a particular job	
• Complete job applications; write résumé & cover letter	
• Respond to interview questions, & demonstrate proper behavior & image for a job interview	
• Understand job specifications, policies, standards, & benefits	
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### Level 6 – Advanced

• Set long-term goals & plan a career	
• Develop a portfolio that may include résumé, cover letter, professional recognitions, awards, certificates, etc.	
• Understand & respond to want ads, job announcements, employment agency ads	
• Present a positive image (dress, grooming, body language), ask & answer a variety of questions in a job interview simulation, & respond with a follow-up call or letter	
• Demonstrate understanding of job specifications, policies, standards, & benefits, & complete IRS forms	
•	

## B. Maintaining Employment

### Level 1 – Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Recognize different industries' work standards, requirements, &amp; rules</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for assistance &amp; clarification on the job</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize safety procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Read a simple work schedule</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize pay stubs &amp; deductions</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Understand job employment expectations, rules, regulations, &amp; safety</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to basic instructions &amp; ask for clarification</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize appropriate treatment of co-workers</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify parts of a pay stub &amp; deductions</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – High Beginning

<ul style="list-style-type: none"> <li>• Define &amp; use the vocabulary for employment (salaries, hours, benefits, sick days, vacation days)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of work schedules, time clocks, time sheets, punctuality, &amp; phoning in sick</li> </ul>	
<ul style="list-style-type: none"> <li>• Follow generic work rules &amp; safety procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for clarification &amp; provide feedback to instructions</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate communication skills in the work environment (interactions with supervisor &amp; co-workers)</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; interpret pay stub information</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## B. Maintaining Employment

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Demonstrate understanding of job tasks, policies, &amp; standards</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of pay, benefits, &amp; payroll deductions</li> </ul>	
<ul style="list-style-type: none"> <li>• Request schedule changes &amp; other personal adjustments</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate communication skills in the work environment (interactions with supervisors &amp; co-workers)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify common safety procedures appropriate to the job</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, &amp; social interactions that affect job performance)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate basic problem-solving skills in the workplace-</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast job tasks, responsibilities, &amp; levels of training</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of workers' rights (compensation, unionization, right to work)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify OSHA safety procedures at work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Demonstrate understanding of U.S. work ethic (appropriate behavior attire, attitudes, &amp; social interactions that affect job retention)</li> </ul>	
<ul style="list-style-type: none"> <li>• Communicate with supervisor &amp; co-workers, orally &amp; in writing, regarding work-related tasks &amp; problems: write memos, report forms, etc.; give &amp; follow instructions; ask/respond to apologies/criticism; identify problems, solutions, consequences</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of work performance evaluations</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding &amp; discuss workers' rights (compensation, unionization, right to work)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of safety procedures ("Right to Know," OSHA)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## C. Career Advancement and Accessing Technology

### Level 1 – Literacy

**NOTES:**

<ul style="list-style-type: none"> <li>• Identify job promotion requirements</li> </ul>	
<ul style="list-style-type: none"> <li>• Set educational &amp; professional goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize the importance of interpersonal communication skills on the job</li> </ul>	
<ul style="list-style-type: none"> <li>• Use basic test-taking strategies (circle, bubble in, multiple choice, matching, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore personal resources &amp; networks that can aid in achieving goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 2 – Low Beginning

<ul style="list-style-type: none"> <li>• Identify job promotion requirements</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate interpersonal communication skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate patience, perseverance, &amp; a positive attitude</li> </ul>	
<ul style="list-style-type: none"> <li>• Set time frames for chosen goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore educational pathways for attaining desired goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 3 – Low Intermediate

<ul style="list-style-type: none"> <li>• Define vocabulary for transfers, promotions, &amp; incentives</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify skills &amp; education necessary for promotion</li> </ul>	
<ul style="list-style-type: none"> <li>• Set short-term goals that align with long-term goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify job evaluations for promotions &amp; retention</li> </ul>	
<ul style="list-style-type: none"> <li>• Review necessary documentation to apply for educational admission or financial aid (with assistance)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate attire, attitudes, &amp; interpersonal interaction for promotion</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## C. Career Advancement and Accessing Technology

### Level 4 – Low Intermediate

### NOTES:

<ul style="list-style-type: none"> <li>• Explore career options through a variety of resources (GED, vocational training, community colleges, on-the-job training)</li> </ul>	
<ul style="list-style-type: none"> <li>• Periodically evaluate goal progress</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintain a file of important work documents &amp; evaluations for future reference</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify ways to supplement income (promotions, transfers, pay raises, job changes)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize the relationship between initiative &amp; advancement</li> </ul>	
<ul style="list-style-type: none"> <li>• Take tests of varying formats</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 5 – High Intermediate

<ul style="list-style-type: none"> <li>• Identify additional ways to supplement income</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore on-the-job training &amp; continuing education</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize the relationship between attendance, loyalty, work evaluations, &amp; job promotion</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop a list of professional &amp; character references</li> </ul>	
<ul style="list-style-type: none"> <li>• Evaluate &amp; adjust goals if life events dictate delays</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### Level 6 – Advanced

<ul style="list-style-type: none"> <li>• Understand job advancement, job postings, &amp; vacant listings</li> </ul>	
<ul style="list-style-type: none"> <li>• Update resume &amp; locate career advancement services</li> </ul>	
<ul style="list-style-type: none"> <li>• Write an action plan for achieving goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Request a promotion or raise &amp; identify personal strengths &amp; weaknesses</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify stress factors associated with new challenges</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to apply a variety of test-taking strategies</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## IV. National Reporting System Proficiency Levels Level 1 – Beginning Literacy

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

• Use appropriate greetings, introductions, & farewells	
• Identify self & give personal information	
• Express orally likes, dislikes, feelings, & emotions	
• Use & respond to polite expressions	
• Recognize & use culturally appropriate body language	
• Recognize basic colloquial expressions & idioms (Turn on the light. What's up?)	
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•	

#### B. Telephone Skills

• Demonstrate basic U.S. telephone use	
• Answer the telephone & respond, or express lack of understanding	
• Recognize & identify orally basic telephone vocabulary	
• Recognize basic emergency vocabulary & local 911 procedures	
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•	
•	
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#### C. Health and Nutrition

• State need for medical help (I'm sick. My ___ hurts.)	
• Recognize words, & identify major body parts, illnesses, & injuries	
• Identify local medical facilities, workers, & signs	
• Recognize 911 emergency number	
• Identify basic foods	
• State need for an interpreter	
•	
•	

## Level 1 – Beginning Literacy

### D. Time and Money

**NOTES:**

• Recognize cardinal & ordinal numbers	
• Tell time, using analog & digital clocks	
• Recognize calendar vocabulary	
• Write dates in numeric form	
• Recognize U.S. currency & symbols for money	
• Read checks & money orders	
•	
•	
•	

### E. Transportation and Travel

• Identify types of transportation (bus, taxi, plane, ship, car, bicycle)	
• Identify signs using sight words & symbols (enter, exit, push, pull)	
• Ask for & give simple oral directions (turn left, go straight, next to)	
• Identify legal & safe driving practices (seat belts, child restraint)	
•	
•	
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### F. Safety and Security

• Identify safety procedures (biking, walking, etc.)	
• Respond to emergency procedures (fire, tornado, medical, crime)	
• Identify warning symbols (poison, flammable, danger, carbon dioxide, etc.)	
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## Level 1 – Beginning Literacy

### G. Consumer Education

**NOTES:**

<ul style="list-style-type: none"> <li>• Name &amp; state the costs of basic items (food, clothing, rent, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; orally identify basic food items</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; interpret the concept of measurements (cup, quart, gallon, pound, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; orally identify basic U.S. clothing items &amp; sizes (S, M, L, XL)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify types of housing &amp; basic utilities (house, apartment, mobile home; gas, water, electricity, telephone, cable TV, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### H. Government and Community Resources

<ul style="list-style-type: none"> <li>• Identify basic government agencies (post office, health dept., town hall, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify local community services (hospital, police, fire, schools, library, parks, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify basic post office procedures</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify main and federal U.S. holidays &amp; social customs related to each holiday</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify the current U.S. president &amp; vice president</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### I. Environment and the World

<ul style="list-style-type: none"> <li>• Identify seasons, weather, &amp; weather emergencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Locate the United States on a world map, Arkansas on a U.S. map, and your city on an Arkansas map</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify key elements of recycling procedures</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 1 – Beginning Literacy

### J. Family and Parenting

**NOTES:**

<ul style="list-style-type: none"> <li>• Identify family members (mother, father, son, daughter, brother, sister, wife, husband)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize K-12 public school requirements (enrollment, registration, immunizations, attendance, punctuality, behavior, assignments, testing, appropriate clothes)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize proper care of children (food, shelter, hygiene, child care, acceptable discipline, etc.)</li> </ul>	

## II. ACADEMIC SKILLS

### A. Listening, Speaking, Reading, and Writing

**NOTES:**

<ul style="list-style-type: none"> <li>• Listen &amp; respond to one-step classroom directions &amp; instructions/signs (i.e., sit, stand, exit)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; respond to a limited number of isolated words &amp; phrases (Put the date ..., Put your name, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to simple requests for repetition</li> </ul>	
<ul style="list-style-type: none"> <li>• Use directionality – left to right, up/down, top/bottom, front/back</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/trace/draw/copy basic shapes &amp; numbers (1-100)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/write basic colors (distinguish light/dark)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/copy/write the letters of the English alphabet</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate a developing comprehension of sound-symbol correlation</li> </ul>	
<ul style="list-style-type: none"> <li>• Distinguish/read/write upper &amp; lower case letters of the alphabet</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/match/read/use basic object names (i.e, in the classroom, in the house, &amp; at work)</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a picture dictionary</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/use/give personal information</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out personal information forms</li> </ul>	
<ul style="list-style-type: none"> <li>• Print name &amp; write signature</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/say/write/use basic sight vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/state/respond/read/write basic questions &amp; answers (i.e., Do you like...? Yes/no; What's your name? My name is...)</li> </ul>	

## Level 1 – Beginning Literacy

### B. Grammar Structures

### NOTES:

• Use subject pronouns (I, you, he, she, it, we, they)	
• Use common verbs (affirmative, negative, yes/no questions, & short answers in the present & present continuous tenses: be, have, do, go, want, need, eat, drink, study, learn, teach, work, etc.)	
• Use adverbs (here, there, today, always, usually, never, etc.)	
• Use demonstratives (this, that, these, those)	
• Use information questions (who, what, where, when)	
• Use common & proper nouns	
• Use prepositions (in, at, from, on, for, with, of, under, next to, between, in front of, behind, etc.)	
• Use articles (a, an, the)	
• Use possessive adjectives (my, your, his, her, our, their)	
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### C. Pronunciation

• Produce consonant & vowel sounds	
• Recognize, state, & link letters & sounds	
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## Level 1 – Beginning Literacy

### III. WORKPLACE DEVELOPMENT SKILLS

#### A. Obtaining Employment

**NOTES:**

• Identify entry-level jobs & workplaces	
• Recognize procedures for applying for a job	
• Complete a simplified job application form with assistance	
• Respond to basic interview questions	
• Produce required forms of identification for employment	
• Recognize vocabulary related to job benefits	

#### B. Maintaining Employment

• Recognize different industries' work standards, requirements, & rules	
• Ask for assistance & clarification on the job	
• Recognize safety procedures	
• Read a simple work schedule	
• Recognize pay stubs & deductions	
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#### C. Career Advancement and Accessing Technology

• Identify job promotion requirements	
• Set educational & professional goals	
• Recognize the importance of interpersonal communication skills on the job	
• Use basic test-taking strategies (circle, bubble in, multiple choice, matching, etc.)	
• Explore personal resources & networks that can aid in achieving goals	
• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, & work	
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## IV. National Reporting System Proficiency Levels Level 2 – Low Beginning

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

• Report personal information	
• Make formal & informal greetings, introductions, & farewells	
• Orally express likes, dislikes, feelings, & emotions	
• Recognize appropriate offers & invitations (drinks, movies, gifts)	
• Recognize & use culturally appropriate body language	
• Recognize colloquial expressions & idioms	
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#### B. Telephone Communication

• Use appropriate telephone greetings	
• Identify basic parts of a phone bill	
• Use basic emergency vocabulary & local 911 procedures	
• Answer incoming calls & respond, or express lack of understanding	
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#### C. Health and Nutrition

• Recognize & identify basic body parts	
• Recognize basic vocabulary relating to illness & accidents	
• Recognize basic health care vocabulary (doctor, nurse, dentist, hospital, health department, clinic, emergency room)	
• Request a doctor's appointment & read an appointment card	
• Identify personal hygiene products & daily grooming routines	
• Identify basic foods, food groups, & healthy eating habits	
• Locate & read expiration dates on food items	
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## Level 2 – Low Beginning

### D. Time and Money

**NOTES:**

• Understand banking in the United States	
• Identify & use ordinal & cardinal numbers	
• Interpret clock time	
• Identify days, weeks, & months on a calendar	
• Convert dates to numeric form	
• Count, use, & exchange coins & currency	
• Write a check, or use a debit card & record it in a checkbook	
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### E. Transportation and Travel

• Identify transportation options, costs, schedules	
• Use vocabulary to ask for & give simple directions orally, in writing, or using a map	
• Identify traffic signs, street signs, street names, & street addresses	
• Continue learning legal & safe driving practices (bad weather, properly maintained vehicle, etc.)	
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### F. Safety and Security

• Demonstrate emergency procedures at home, school, & work (fire, tornado, crime, medical)	
• Interpret product label directions, warning signs, & symbols	
• Understand basic home & auto safety (car maintenance, home heating)	
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## Level 2 – Low Beginning

### G. Consumer Education

**NOTES:**

• Identify grocery items, costs, coupons, & discount cards	
• Identify clothing tags & care instructions	
• Read & interpret sales ads & compare prices	
• Recognize & identify different types of housing & utility companies	
• Identify different kinds of sales scams (phone, TV, Internet, stores, sales fliers, checkout counter scanning)	
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### H. Government and Community Resources

• Locate government & community places, & understand services provided	
• Purchase stamps; mail & address a letter & package	
• Understand the use of a post office box	
• Identify U.S. holidays & social customs related to each holiday	
• Identify the current U.S. president, vice president, & governor	
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### I. Environment and the World

• Describe severe weather conditions, weather sirens, & emergency responses	
• Find locations on state, U.S., & world maps	
• Understand recycling procedures	
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**Level 2 – Low Beginning**

**J. Family and Parenting**

**NOTES:**

<ul style="list-style-type: none"> <li>• Describe family members (mother, father, parent, son, daughter, child, children, brother, sister, sibling, husband, wife, spouse)</li> </ul>	
<ul style="list-style-type: none"> <li>• Locate local schools &amp; follow enrollment procedures for school-age children (registration, immunizations, attendance)</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand parental responsibilities &amp; legally acceptable discipline (child abuse, negligence)</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand importance of communication between home &amp; school (notices, fliers, report cards)</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep records of family members' important documents</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 2 – Low Beginning

### II. ACADEMIC SKILLS

<b>A. Listening, Speaking, Reading, and Writing</b>	<b>NOTES:</b>
<ul style="list-style-type: none"> <li>• Listen &amp; follow basic instructions/commands (come, call, listen, say it again)</li> </ul>	
<ul style="list-style-type: none"> <li>• Repeat/give basic command/warning to another person (Shut the door. Be careful.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Listen &amp; respond to short conversations orally &amp; in writing</li> </ul>	
<ul style="list-style-type: none"> <li>• Express lack of understanding</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for help/repetition/speed of basic questions/statements (I need help; Please repeat slowly, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize simple immediate need words/phrases</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate basic reading comprehension (public signs, forms, menus, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Preview &amp; make basic predictions before reading simple stories</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify main idea in short simple paragraphs</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify sequential order in predictable stories (first, second, third)</li> </ul>	
<ul style="list-style-type: none"> <li>• Read simple tables/charts</li> </ul>	
<ul style="list-style-type: none"> <li>• Read/say/copy/write/use basic learned statements &amp; questions</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize/use punctuation in reading/writing (comma, period, question mark, exclamation point)</li> </ul>	
<ul style="list-style-type: none"> <li>• Use bilingual and/or picture dictionary</li> </ul>	
<ul style="list-style-type: none"> <li>• Correctly spell/alphabetize simple words (2<sup>nd</sup> level – box, door, table; 3<sup>rd</sup> level – each, house, shovel; 4<sup>th</sup> level – bellow, telephone)</li> </ul>	
<ul style="list-style-type: none"> <li>• Write upper &amp; lower case letters, demonstrate appropriate use of capitalization (Tuesday, June, Maria, English)</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a basic description of a person, place, or thing</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a basic short sentence from dictation (2<sup>nd</sup> level – I have three cats. 3<sup>rd</sup> level – I just gave my daughter some money.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out simple forms/applications</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a model to copy/compose a basic friendly letter &amp; address an envelope</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a short narrative about simple everyday activities, etc. (introduce basic journal writing)</li> </ul>	

## Level 2 – Low Beginning

### B. Grammar Structures

**NOTES:**

• Use subject pronouns (I, you, he, she, it, we, they)	
• Use common verbs (present, past, & future) & modals (can, may, will, must)	
• Use adjectives (demonstrative, possessive, descriptive)	
• Use prepositions	
• Use definite & indefinite articles (the, a, an)	
• Use common & proper nouns (singular & plural)	
• Use informative questions	
• Use adverbs (yesterday, tomorrow)	
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### C. Pronunciation

• Produce sounds of the alphabet	
• Articulate the sounds associated with vowels & consonants & ending sounds in words, including silent letters	
• Produce beginning, middle, & ending sounds in words	
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## III. WORKPLACE DEVELOPMENT SKILLS

### A. Obtaining Employment

**NOTES:**

• Identify different jobs with help-wanted ads	
• Describe personal work experience & skills	
• Fill out job applications	
• Produce required forms of identification for employment	
• Identify W4 forms, Social Security, & income tax deductions	
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## Level 2 – Low Beginning

### B. Maintaining Employment

**NOTES:**

<ul style="list-style-type: none"> <li>• Understand job employment expectations, rules, regulations, &amp; safety</li> </ul>	
<ul style="list-style-type: none"> <li>• Respond to basic instructions &amp; ask for clarification</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize appropriate treatment of co-workers</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify parts of a pay stub &amp; deductions</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### C. Career Advancement and Accessing Technology

<ul style="list-style-type: none"> <li>• Identify job promotion requirements</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate interpersonal communication skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate patience, perseverance, &amp; a positive attitude</li> </ul>	
<ul style="list-style-type: none"> <li>• Set time frames for chosen goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore educational pathways for attaining desired goals</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## IV. National Reporting System Proficiency Levels Level 3 – High Beginning

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

• Identify simple written & spoken personal information	
• Write personal information on a form	
• Make & respond to formal & informal introductions, greetings, & polite expressions	
• Identify family members & tell basic characteristics	
• Use appropriate expressions to accept & decline offers	
• Physically & verbally express feelings, emotions, likes, & dislikes	
• Respond to & ask simple “wh” interrogatives (What is your name? Where are you from?)	
• Follow simple directions & instructions	
• Use simple colloquial expressions & idioms	
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#### B. Telephone Communication

• Leave an oral message	
• Understand basic parts of a phone bill	
• Locate listings in yellow & white pages	
• Demonstrate ability to request operator assistance & use 911	
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#### C. Health and Nutrition

• Identify body parts & the five senses	
• Define health care vocabulary (see above)	
• Request a doctor’s appointment; communicate symptoms & injuries	
• Follow doctor’s instructions during an exam	
• Read & follow simple directions on medicine labels	
• Identify & apply personal hygiene & grooming routines	
• Identify basic foods & food groups, including nutritional information on food labels	
•	

## Level 3 – High Beginning

### D. Time and Money

**NOTES:**

• Plan a schedule of activities on a calendar	
• Count & make change accurately	
• Complete a check or money order	
• Identify common banking terms & services, & demonstrate ability to use those services	
• Describe the process for obtaining secure number codes	
• Explain the use of ATM machines & number code security	
• Understand credit card use & basic monthly cost for card service	
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### E. Transportation and Travel

• Understand procedures for arranging travel plans (buying tickets, making reservations, etc.)	
• Read & understand traffic signs, street signs, street names, & street addresses	
• Demonstrate ability to follow directions orally, in writing, or using a map, using geological & directional terms (N,S,E,W, turn left, right, 2 blocks, across from, etc.)	
• Continue learning legal & safe driving practices (DWI consequences, moving & parking violations, passenger safety, etc.)	
• Identify required documents related to transportation (driver's license, passport, train & bus passes, proof of insurance, vehicle tags & registration, etc.)	
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### F. Safety and Security

• Demonstrate understanding of safety & warning signs & emergency procedures	
• Recognize & use vocabulary relating to alarm systems (smoke detectors, house & car alarms)	
• Describe emergency procedures at home, school, & work (fire, tornado, crime, medical)	
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## Level 3 – High Beginning

### G. Consumer Education

**NOTES:**

• Write a shopping list	
• Understand concept of comparative shopping	
• Ask for assistance from a store employee	
• Read & order from a restaurant menu	
• Understand U.S. shopping concepts (guarantees, warranties, return policies, layaway plans, rebates, etc.)	
• Identify home maintenance & repair problems	
• Understand requirements for housing assistance	
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### H. Government and Community Resources

• Locate businesses, government, & community agencies	
• Describe purchase of money orders & registered letters	
• Contrast U.S. holidays with native country holidays	
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### I. Environment and the World

• Describe various weather conditions & appropriate preparation for weather emergencies	
• Read various temperatures & compare Fahrenheit to Celsius	
• Give directions from one location to another on a state map	
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### J. Family and Parenting

• Describe extended family members (uncle, aunt, cousin, nephew, niece, grandparents, grandchildren, in-laws)	
• Communicate orally with child's school in response to a notice; attend a parent/teacher conference or parent meeting	
• Explain compulsory school attendance rules	
• Locate area schools, & follow enrollment procedures & other school regulations for children	
• Describe proper child care & acceptable & legal discipline	
•	

## Level 3 – High Beginning

### II. ACADEMIC SKILLS

#### A. Listening, Speaking, Reading, and Writing

**NOTES:**

<ul style="list-style-type: none"> <li>• Listen and follow simple instructions, directions, &amp; commands</li> </ul>	
<ul style="list-style-type: none"> <li>• Listen &amp; respond to basic conversations (familiar &amp; unfamiliar vocabulary)</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for help/repetition of question, explanation, meanings, or examples</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask simple questions (Who, what, wh's...)</li> </ul>	
<ul style="list-style-type: none"> <li>• Give simple explanations/instructions/commands/warnings to another person</li> </ul>	
<ul style="list-style-type: none"> <li>• Orally describe a person, place, thing, or event</li> </ul>	
<ul style="list-style-type: none"> <li>• Read /write/use/respond to basic statements &amp; questions</li> </ul>	
<ul style="list-style-type: none"> <li>• Correctly spell/alphabetize words (5<sup>th</sup> level – believing, enough, photograph, strength)</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a basic English dictionary</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify meanings of common prefixes &amp; suffixes</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify meanings of compound words</li> </ul>	
<ul style="list-style-type: none"> <li>• Preview &amp; make simple predictions before reading</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify simple main ideas &amp; supporting details</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize sequential order of events in a paragraph (first, then, finally)</li> </ul>	
<ul style="list-style-type: none"> <li>• Read &amp; interpret simple charts, graphs, maps, &amp; diagrams (find the hospital on the map)</li> </ul>	
<ul style="list-style-type: none"> <li>• Change basic grammar in a paragraph</li> </ul>	
<ul style="list-style-type: none"> <li>• Write legibly in manuscript and/or cursive</li> </ul>	
<ul style="list-style-type: none"> <li>• Rewrite a simple sentence in proper word order</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a brief description of a person, place, thing, or event</li> </ul>	
<ul style="list-style-type: none"> <li>• Compose a simple short paragraph with correct spacing (develop journal writing)</li> </ul>	
<ul style="list-style-type: none"> <li>• Write short note to child's teacher/boss, friendly letters; address envelopes</li> </ul>	
<ul style="list-style-type: none"> <li>• Write simple directions</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 3 – High Beginning

### B. Grammar Structures

### NOTES:

• Use object & possessive pronouns (me, my, him, his, etc.)	
• Use common verbs & contracted forms (present, present continuous, present perfect, past, & future) and modals (could, might, would, etc.)	
• Use information questions (who, what, where, when, why, how)	
• Use adjectives (demonstrative, possessive, descriptive)	
• Use adverbs of frequency, time, & location	
• Use prepositions	
• Use count & noncount nouns (dollar, money) & possessive nouns (the cat's tail)	
• Use sentence structures (subject, verb, object, affirmative, negative, interrogative)	
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### C. Pronunciation

• Recognize & produce consonant & vowel sounds, & recognize their dictionary symbols	
• Produce beginning, middle, & ending sounds in words, including silent letters	
• Produce sounds of "s" endings: s, z, iz (voiced/voiceless)	
• Produce sounds of past tense "ed" endings: t, d, id	
• Use appropriate rhythm & stress in phrases & simple sentences	
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## Level 3 – High Beginning

### III. WORKPLACE DEVELOPMENT SKILLS

#### A. Obtaining Employment

**NOTES:**

• Recognize job titles & descriptions	
• Understand & use basic job-related vocabulary	
• Identify educational & job experience required for work	
• Use a variety of sources to look for job opportunities	
• Complete a job application	
• Write a résumé	
• Demonstrate proper behavior & image for job interviews	
• Complete sample W4 form	

#### B. Maintaining Employment

• Define & use the vocabulary for employment (salaries, hours, benefits, sick days, vacation days)	
• Demonstrate understanding of work schedules, time clocks, time sheets, punctuality, & phoning in sick	
• Follow generic work rules & safety procedures	
• Ask for clarification & provide feedback to instructions	
• Demonstrate appropriate communication skills in the work environment (interactions with supervisor & co-workers)	
• Read & interpret pay stub information	
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#### C. Career Advancement and Accessing Technology

• Define vocabulary for transfers, promotions, & incentives	
• Identify skills & education necessary for promotion	
• Set short-term goals that align with long-term goals	
• Identify job evaluations for promotions & retention	
• Review necessary documentation to apply for educational admission or financial aid (with assistance)	
• Demonstrate attire, attitudes, & interpersonal interaction for promotion	
• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, & work	

## IV. National Reporting System Proficiency Levels Level 4 – Low Intermediate

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

• Engage in limited small talk in social & work situations	
• Describe family members & personal relationships	
• Verbally accept & decline offers	
• Orally respond to acceptance & rejection	
• Ask “wh” interrogatives	
• Use & interpret correct nonverbal skills when communicating	
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#### B. Telephone Communication

• Demonstrate ability to take a simple message	
• Demonstrate ability to communicate successfully by telephone in everyday situations	
• Interpret phone bill	
• Demonstrate ability to use different types of telephones & services	
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#### C. Health and Nutrition

• Describe aches, pains, illnesses, injuries, & dental problems, & follow doctor’s instructions	
• Change or cancel a doctor’s appointment	
• Complete a medical history form	
• Read & interpret medical instructions for prescriptions & over-the-counter drugs	
• Compare services provided by local health facilities (ER vs. health clinic vs. doctor’s office)	
• Recognize the importance of healthy eating & maintaining a balanced diet and exercise program	

## Level 4 – Low Intermediate

### D. Time and Money

**NOTES:**

• Identify amount of change; estimate cost, payments	
• Understand banking problems (overdrafts, insufficient funds)	
• Identify various banking opportunities	
• Identify budget-planning strategies	
• Evaluate cost of maintaining a monthly credit card balance	
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### E. Transportation and Travel

• Demonstrate ability to arrange travel plans (buying tickets, making reservations, etc.)	
• Continue learning to read & understand traffic signs, road signs, highway signs (do not pass, steep hill next 2 miles, exit signs, service signs, etc.)	
• Demonstrate ability to ask & give directions to various local destinations – orally, in writing, or using a map – using geographical and directional terms	
• Continue learning legal & safe driving practices (headlights, windshield wipers, passing zones, pedestrian zones, school zones, etc.)	
• Identify procedures to obtain required documents related to transportation (driver’s license, passport, train & bus passes, proof of insurance, vehicle tags & registration, etc.)	
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### F. Safety and Security

• Identify means of protection for self & family (alarms, sirens, shelters, etc.)	
• Identify & report types of crime as a witness (burglary, rape, domestic violence)	
• Describe emergency procedures at home, school, & work (fire, tornado, crime, medical)	
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## Level 4 – Low Intermediate

### G. Consumer Education

**NOTES:**

• Calculate savings when comparative shopping	
• Calculate savings when using coupons	
• Ask for & make a consumer complaint	
• Fill out a store layaway plan form	
• Report & explain the need for household repairs	
• Interpret various types of insurance policies	
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### H. Government and Community Resources

• Locate businesses, government, & community agencies to meet student's needs	
• Use a variety of postal services	
• Describe main U.S. holidays & social customs	
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### I. Environment and the World

• Prepare for weather emergencies	
• Interpret maps & map keys for evacuation procedures	
• Describe procedures for basic disposal of large items	
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•	
•	
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## Level 4 – Low Intermediate

### J. Family and Parenting

**NOTES:**

<ul style="list-style-type: none"> <li>• Demonstrate ability to communicate with school staff orally &amp; in writing (re: conferences, illnesses, bus problems, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify methods of actively participating in child’s schooling (volunteering in class or school, PTA organization, parent meetings)</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast U.S. laws regarding parenting practices to laws of other countries</li> </ul>	

## II. ACADEMIC SKILLS

### A. Listening, Speaking, Reading, and Writing

<ul style="list-style-type: none"> <li>• Listen &amp; follow instructions; ask for clarification if needed</li> </ul>	
<ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately to simple conversations (familiar and unfamiliar vocabulary)</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue conversation, using tag questions (He doesn’t feel well, does he?)</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand formal vs. informal vocabulary usage (recognize/use appropriate local slang words)</li> </ul>	
<ul style="list-style-type: none"> <li>• Give clear instructions/directions/warnings to another person</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for repetition/explanation/examples</li> </ul>	
<ul style="list-style-type: none"> <li>• Summarize information orally/in writing</li> </ul>	
<ul style="list-style-type: none"> <li>• Preview, make predictions prior to reading</li> </ul>	
<ul style="list-style-type: none"> <li>• Skim &amp; scan to locate designated information</li> </ul>	
<ul style="list-style-type: none"> <li>• Answer reading comprehension questions (who, what, where, etc)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify main idea in reading selection</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify order of events</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify cause &amp; effect</li> </ul>	
<ul style="list-style-type: none"> <li>• Write simple, compound, &amp; complex sentences</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a set of directions</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a short paragraph (continue basic journal writing)</li> </ul>	
<ul style="list-style-type: none"> <li>• Proofread &amp; edit errors in sentences/paragraphs</li> </ul>	
<ul style="list-style-type: none"> <li>• Compose a friendly letter</li> </ul>	
<ul style="list-style-type: none"> <li>• Use a model to copy/compose/write a basic business letter</li> </ul>	
<ul style="list-style-type: none"> <li>• Address envelope properly with return address</li> </ul>	
<ul style="list-style-type: none"> <li>• Use an English dictionary effectively</li> </ul>	
<ul style="list-style-type: none"> <li>• Use basic note-taking during class/study time</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 4 – Low Intermediate

### B. Grammar Structures

### NOTES:

• Use adjectives (including comparatives & superlatives), adverbs (including place & manner), & prepositions in complete sentences	
• Use verbs in the most common tenses (present, past, & future; also with modals & conditionals)	
• Use prepositional phrases	
• Recognize & write declarative, interrogative, imperative, & exclamatory sentences	
• Write & identify compound & complex sentences	
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•	
•	
•	

### C. Pronunciation

• Demonstrate auditory discrimination of vowels & selected suffixes (d, t, ed, s, z)	
• Produce consonant sounds (blends, digraphs, hard & soft pairs)	
• Use appropriate rhythm & stress in sentences	
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•	
•	
•	

## Level 4 – Low Intermediate

### III. WORKPLACE DEVELOPMENT SKILLS

#### A. Obtaining Employment

**NOTES:**

• Set short- and long-term occupational goals	
• Use a variety of sources to find job opportunities (Internet, newspaper, employment agencies)	
• Complete a job application	
• Create a professional résumé	
• Respond to interview questions	
• Demonstrate proper interview procedure (greeting, questions from employer, questions from student, closing, follow-up call or letter)	
• Understand W2 & W4 forms, & complete a W4 form	

#### B. Maintaining Employment

• Demonstrate understanding of job tasks, policies, & standards	
• Demonstrate understanding of pay, benefits, & payroll deductions	
• Request schedule changes & other personal adjustments	
• Demonstrate appropriate communication skills in the work environment (interactions with supervisors & co-workers).	
• Identify common safety procedures appropriate to the job	
•	

#### C. Career Advancement and Accessing Technology

• Explore career options through a variety of resources (GED, vocational training, community colleges, on-the-job-training)	
• Periodically evaluate goal progress	
• Maintain a file of important work documents & evaluations for future reference	
• Identify ways to supplement income (promotions, transfers, pay raises, job changes)	
• Recognize the relationship between initiative & advancement	
• Take tests of varying formats	
• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, & work	
•	

## IV. National Reporting System Proficiency Levels Level 5 – High Intermediate

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

<ul style="list-style-type: none"> <li>Engage in formal &amp; informal conversations based on everyday situations</li> </ul>	
<ul style="list-style-type: none"> <li>Reword &amp; paraphrase to communicate meaning</li> </ul>	
<ul style="list-style-type: none"> <li>Explain common problems &amp; solutions</li> </ul>	
<ul style="list-style-type: none"> <li>Ask &amp; provide directions &amp; instructions</li> </ul>	
<ul style="list-style-type: none"> <li>Ask &amp; respond to common questions in present, past, &amp; future tense</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize a limited amount of common idiomatic expressions</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

#### B. Telephone Communication

<ul style="list-style-type: none"> <li>Demonstrate ability to take an accurate phone message &amp; respond to voicemail prompts</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate ability to give &amp; request information clearly by telephone</li> </ul>	
<ul style="list-style-type: none"> <li>Locate a variety of resources in telephone directories (maps, government agencies, coupons)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

#### C. Health and Nutrition

<ul style="list-style-type: none"> <li>Communicate effectively, using vocabulary related to doctors, body parts, illnesses, injuries, treatments, &amp; medications</li> </ul>	
<ul style="list-style-type: none"> <li>Follow emergency procedures, &amp; complete medical forms &amp; accident reports</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize &amp; apply practices relating to personal hygiene</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize requirements for immunizations</li> </ul>	
<ul style="list-style-type: none"> <li>Fill out a simple insurance form (with assistance)</li> </ul>	
<ul style="list-style-type: none"> <li>Read &amp; interpret nutritional information on food labels &amp; plan a balanced diet</li> </ul>	

## Level 5 – High Intermediate

### D. Time and Money

### NOTES:

<ul style="list-style-type: none"> <li>• Understand banking systems &amp; terms (loans, interest rates, investments, mortgages)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify budget planning strategies</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of time zones</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand hidden cost associated with credit cards (yearly fees, minimum charges, late charges, cash advances, balance transfers, &amp; other associated costs)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### E. Transportation and Travel

<ul style="list-style-type: none"> <li>• Discuss transportation &amp; travel competencies from previous levels</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast options for transportation or travel (costs, time, comfort level, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Discuss responsibilities related to driving, transportation, &amp; travel (with emphasis on local laws &amp; customs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate response when stopped by law enforcement officers</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to describe a transportation/travel problem or request service (emergency roadside assistance, auto accident, vehicle theft, lost directions, lost or stolen documents, tickets, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### F. Safety and Security

<ul style="list-style-type: none"> <li>• Report health &amp; safety issues</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify &amp; report types of crimes as a witness or victim</li> </ul>	
<ul style="list-style-type: none"> <li>• Write a plan of action for emergency situations at home</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 5 – High Intermediate

### G. Consumer Education

**NOTES:**

• Use classified ads to locate various types of housing	
• Read & understand rental agreements & housing contracts (with assistance)	
• Compare & contrast ads, labels, & charts for specific goods	
• Compare & contrast various types of insurance policies (with assistance)	
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### H. Government and Community Resources

• Locate & access community services & organizations	
• Describe main U.S. holidays & social customs	
• Understand trial by jury & other elements of court	
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•	

### I. Environment and the World

• Describe the purpose of the Emergency Broadcast System	
• Describe maps & map keys for evacuation procedures	
• Describe recycling regulations & illegal dumping	
•	

### J. Family and Parenting

• Demonstrate ability to communicate with school staff orally & in writing (re: conferences, illnesses, bus problems, etc.)	
• Demonstrate knowledge of U.S. educational system (elementary, secondary, postsecondary, adult, continuing ed)	
• Identify means to access educational opportunities for children & self (special programs, scholarships, extracurricular activities)	
• Develop awareness of acceptable/unacceptable parenting & disciplinary practices	

## Level 5 – High Intermediate

### II. ACADEMIC SKILLS

#### A. Listening, Speaking, Reading, and Writing

#### NOTES:

• Listen & follow directions	
• Ask for clarification	
• Give commands/directions/instructions/warnings to another person	
• Paraphrase words or ideas in conversations	
• Use appropriate formal & informal vocabulary, idiomatic expressions	
• Respond to interviews & presentations	
• Review/make predictions prior to reading selections	
• Identify main idea in reading passages	
• Use new vocabulary by context	
• Identify sequence of events	
• Distinguish fact from opinion	
• Skim & scan to locate needed information	
• Interpret diagrams, tables, graphs, & schedules	
• Use textbooks effectively	
• Use a dictionary effectively	
• Use simple note-taking strategies	
• Write complex & compound sentences	
• Write paragraphs (expand journal writing)	
• Compose a simple business letter (file a complaint)	
• Self-correct/edit personal writings	
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•	

## Level 5 – High Intermediate

### B. Grammar Structures

**NOTES:**

• Use verbs (including continuous & perfect tenses, gerunds, participles, & infinitives)	
• Identify parts of speech, & use in sentences the different types of nouns, verbs, pronouns, adjectives, adverbs, & prepositions	
• Write compound sentences & some complex sentences in active & passive voice	
• Write sentences with clauses & phrases	
•	

### C. Pronunciation

• Produce stress & intonation in phrases & sentences	
• Produce consonant blends, diphthongs, & digraphs	
• Produce voiced & voiceless sounds	
•	
•	
•	
•	

## III. WORKPLACE DEVELOPMENT SKILLS

### A. Obtaining Employment

**NOTES:**

• Describe personal career goals & interests	
• Investigate training needed for a particular job	
• Complete job applications; write résumé & cover letter	
• Respond to interview questions, & demonstrate proper behavior & image for a job interview	
• Understand job specifications, policies, standards, & benefits	
•	
•	

## Level 5 – High Intermediate

### **B. Maintaining Employment**

**NOTES:**

<ul style="list-style-type: none"> <li>• Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, &amp; social interactions that affect job performance)</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate basic problem-solving skills in the workplace-</li> </ul>	
<ul style="list-style-type: none"> <li>• Compare &amp; contrast job tasks, responsibilities, &amp; levels of training</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of workers' rights (compensation, unionization, right to work)</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify OSHA safety procedures at work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

### **C. Career Advancement and Accessing Technology**

<ul style="list-style-type: none"> <li>• Identify additional ways to supplement income</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore on-the-job training &amp; continuing education</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize the relationship between attendance, loyalty, work evaluations, &amp; job promotion</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop a list of professional &amp; character references</li> </ul>	
<ul style="list-style-type: none"> <li>• Evaluate &amp; adjust goals if life events dictate delays</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## IV. National Reporting System Proficiency Levels Level 6 – Advanced

### I. LIFE SKILLS

#### A. Interpersonal Communication

**NOTES:**

<ul style="list-style-type: none"> <li>• Understand &amp; participate in face-to-face conversations on everyday subjects</li> </ul>	
<ul style="list-style-type: none"> <li>• Use appropriate language for social, academic, &amp; life situations</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify bias, prejudice, or propaganda in oral messages &amp; print material</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; use a limited amount of common idiomatic expressions</li> </ul>	
<ul style="list-style-type: none"> <li>• Appropriately defend point of view or opinion in a discussion</li> </ul>	
<ul style="list-style-type: none"> <li>• Summarize ideas to communicate meaning</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

#### B. Telephone Communication

<ul style="list-style-type: none"> <li>• Respond appropriately to automated phone systems</li> </ul>	
<ul style="list-style-type: none"> <li>• Take accurate written notes &amp; give verbal reports from recorded messages</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to ask the phone company a question about a phone bill</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

#### C. Health and Nutrition

<ul style="list-style-type: none"> <li>• Communicate effectively (orally &amp; in writing) problems related to nutrition &amp; substance abuse, &amp; identify where treatment can be obtained</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask for &amp; give advice related to nutrition &amp; good health habits</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognize &amp; apply practices relating to personal hygiene</li> </ul>	
<ul style="list-style-type: none"> <li>• Fill out a simple insurance form without assistance</li> </ul>	
<ul style="list-style-type: none"> <li>• List local resources available for improving health &amp; fitness</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

## Level 6 – Advanced

### D. Time and Money

**NOTES:**

• Reconcile a bank statement	
• Use banking terms & services	
• Develop a monthly budget	
• Read, understand, & reconcile credit card statements	
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### E. Transportation and Travel

• Demonstrate ability to plan a trip or arrange transportation (determining costs, schedules, what to pack, other considerations)	
• Discuss common scenarios & appropriate responses when stopped by law enforcement officers	
• Discuss common transportation/travel problems & possible measures to combat or prevent them	
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### F. Safety and Security

• Demonstrate an understanding of the responsibilities of owning a gun	
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### G. Consumer Education

**NOTES:**

• Identify ways to economize in the household	
• Write a letter to the landlord explaining the need for repairs	
• Write a letter to Better Business Bureau to file a consumer complaint	
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## Level 6 – Advanced

### H. Government and Community Resources

**NOTES:**

• Request & respond to business & government information	
• Describe main U.S. holidays & social customs	
• Understand U.S. system of government (3 branches, etc.)	
• Understand trial by jury & other elements of judicial system	
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•	

### I. Environment and the World

• Describe evacuation procedures & agencies available to help in weather emergencies	
• Compare & contrast environmental issues	
•	
•	
•	

### J. Family and Parenting

• Demonstrate ability to communicate with school staff in writing (conferences, illness, bus problems)	
• Demonstrate knowledge of U.S. educational system (elementary, secondary, postsecondary, adult, continuing ed)	
• Identify means to access educational opportunities for children & self (special programs, scholarships, extracurricular activities)	
• Develop awareness of acceptable/unacceptable parenting & disciplinary practices	
•	

## Level 6 – Advanced

### II. ACADEMIC SKILLS

#### A. Listening, Speaking, Reading, and Writing

#### NOTES:

• Use responsive listening, paraphrasing, & summarizing during conversations	
• Comprehend lectures & tests	
• Clarify meaning by asking relevant questions	
• Recognize & use idioms appropriately	
• Preview/make predictions prior to reading selections	
• Recognize/restate sequence of events	
• Distinguish fact from opinion; make inferences	
• Preview, skim, & scan text	
• Summarize a reading passage	
• Identify diagrams, tables, graphs, & schedules	
• Use dictionary & thesaurus effectively	
• Use textbooks effectively	
• Correctly spell words (8 <sup>th</sup> level – commercially, environmental, psychology)	
• Demonstrate note-taking strategies	
• Use pre-writing strategies (brainstorming, outlining, etc.)	
• Write two or more paragraphs that are focused & organized	
• Draft & revise a composition (introduction, body, conclusion)	
• Edit documents for spelling, punctuation, & grammar	
• Write for a purpose (business, memos, letters, reports)	
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## Level 6 – Advanced

### B. Grammar Structures

**NOTES:**

• Use verbs in a variety of tenses & forms	
• Identify all parts of speech & be able to use them in sentences	
• Write compound & complex sentences in active & passive voice	
• Write sentences with clauses, phrases, direct & indirect speech	
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•	

### C. Pronunciation

• Produce stress & intonation in phrases & sentences	
• Reproduce consonant blends, diphthongs, & digraphs	
• Produce voiced & voiceless sounds	
•	
•	

## III. WORKPLACE DEVELOPMENT SKILLS

### A. Obtaining Employment

**NOTES:**

• Set long-term goals * plan a career	
• Develop a portfolio that may include résumé, cover letter, professional recognitions, awards, certificates, etc.	
• Understand & respond to want ads, job announcements, employment agency ads	
• Present a positive image (dress, grooming, body language), ask & answer a variety of questions in a job interview simulation, & respond with a follow-up call or letter	
• Demonstrate understanding of job specifications, policies, standards, & benefits, & complete IRS forms	
•	

## Level 6 – Advanced

### III. WORKPLACE DEVELOPMENT SKILLS

#### B. Maintaining Employment

#### NOTES:

<ul style="list-style-type: none"> <li>Demonstrate understanding of U.S. work ethic (appropriate behavior, attire, attitudes, &amp; social interactions that affect job retention)</li> </ul>	
<ul style="list-style-type: none"> <li>Communicate with supervisor &amp; co-workers, orally &amp; in writing, regarding work-related tasks &amp; problems: write memos, report forms, etc.; give &amp; follow instructions; ask/respond to apologies/criticism; identify problems, solutions, consequences</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate an understanding of work performance evaluations</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate an understanding &amp; discuss workers' rights (compensation, unionization, right to work)</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate an understanding of safety procedures ("Right to Know", OSHA)</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

#### C. Career Advancement and Accessing Technology

<ul style="list-style-type: none"> <li>Understand job advancement, job postings, &amp; vacant listings</li> </ul>	
<ul style="list-style-type: none"> <li>Update resume &amp; locate career advancement services</li> </ul>	
<ul style="list-style-type: none"> <li>Write an action plan for achieving goals</li> </ul>	
<ul style="list-style-type: none"> <li>Request a promotion or raise &amp; identify personal strengths &amp; weaknesses</li> </ul>	
<ul style="list-style-type: none"> <li>Identify stress factors associated with new challenges</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate ability to apply a variety of test-taking strategies</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate English skills necessary to access applied technology by operating key technology equipment at home, school, &amp; work</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

## Appendix A. NRS Educational Functioning Levels for ESL – Effective July 1, 2006

<b>OUTCOME MEASURE DEFINITIONS</b>			
<b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS</b>			
<b>Literacy Level</b>	<b>Speaking and Listening</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
<p><b>Beginning ESL Literacy</b></p> <p>Test benchmark:</p> <p>Oral BEST: 0–15 (SPL 0–1)</p> <p>BEST Plus: 400 and below (SPL 0–1)</p> <p>Literacy BEST: 0–7 (SPL 0–1)</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading 180 and below</p> <p style="padding-left: 20px;">Listening 180 and below</p>	<p>Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p><b>Low Beginning ESL</b></p> <p>Test benchmark:</p> <p>Oral BEST 16–28 (SPL 2)</p> <p>BEST Plus: 401–417 (SPL 2)</p> <p>Literacy BEST: 8–35 (SPL 2)</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 181–190</p> <p style="padding-left: 20px;">Listening: 181–190</p> <p style="padding-left: 20px;">Writing: 136-145</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>High Beginning ESL</b></p> <p>Test benchmark:</p> <p>Oral BEST 29–41 (SPL 3)</p> <p>BEST Plus: 418-438 (SPL 3)</p> <p>Literacy BEST: 36-46 (SPL 3)</p> <p>CASAS scale scores</p> <p style="padding-left: 20px;">Reading: 191–200</p> <p style="padding-left: 20px;">Listening: 191–200</p> <p style="padding-left: 20px;">Writing: 146- 200</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. CASAS = Comprehensive Adult Student Assessment System; BEST = Basic English Skills Test; and SPL = student performance levels.

## Educational Functioning Level Table (ESL continued)

<b>OUTCOME MEASURES DEFINITIONS</b>			
<b>EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS— ENGLISH AS A SECOND LANGUAGE LEVELS</b>			
<b>Literacy Level</b>	<b>Speaking and Listening</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
<p><b>Low Intermediate ESL</b></p> <p>Test benchmark:</p> <p>Oral BEST: 42–50 (SPL 4)</p> <p>BEST Plus: 439–472 (SPL 4)</p> <p>Literacy BEST: 47-53 (SPL 4)</p> <p>CASAS scale scores</p> <p>    Reading: 201–210</p> <p>    Listening: 201–210</p> <p>    Writing: 201–225</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)</p>	<p>Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).</p>
<p><b>High Intermediate ESL</b></p> <p>Test benchmark:</p> <p>Oral BEST: 51–57 (SPL 5)</p> <p>BEST Plus: 473–506 (SPL 5)</p> <p>Literacy BEST: 53-65 (SPL 5-6)</p> <p>CASAS scale scores</p> <p>    Reading: 211–220</p> <p>    Listening: 211–220</p> <p>    Writing: 226–242</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual 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.</p>	<p>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and 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.</p>
<p><b>Advanced ESL</b></p> <p>Test benchmark:</p> <p>Oral BEST 58–64 (SPL 6)</p> <p>BEST Plus: 507–540 (SPL 6)</p> <p>Literacy BEST: 66–75 (SPL 7)</p> <p>    CASAS scale scores: Reading: 221–235; Listening: 221–235; Writing: 243–260</p> <p><b>Exit Criteria:</b></p> <p>Oral BEST: 65 and above (SPL 7)</p> <p>BEST Plus: 541 and above (SPL 7)</p> <p>Literacy BEST: 76 and above</p> <p>CASAS Reading and Listening: 236 and above CASAS Writing: 261 and above</p>	<p>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.</p>	<p>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 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. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>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 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.</p>

## Appendix A: NRS Educational Functioning Levels for ESL – Effective July 1, 2006

<u>Literacy Level</u>	<u>Speaking &amp; Listening</u>	<u>Basic Reading &amp; Writing</u>	<u>Functional &amp; Workplace Skills</u>
<p><b>Beginning ESL Literacy</b>            Test benchmark:                (SPL 0-1)            Oral BEST: 0-15            BEST Plus: 400 &amp; below            Literacy BEST: 0-7            CASAS scale scores                Reading: 180 &amp; below                Listening: 180 &amp; below</p>	<p>Individual cannot speak or understand English or understands only isolated words or very simple learned phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers, &amp; a few words (e.g., own name). May have little or no comprehension of how print corresponds to spoken language. May have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English &amp; can communicate only through gestures or a few isolated words. May recognize only common words, signs, or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p><b>Low Beginning ESL</b>            Test benchmark:                (SPL 2)            Oral BEST: 16-28            BEST Plus: 401-417            Literacy BEST: 8-35            CASAS scale scores                Reading: 181-190                Listening: 181-190                Writing: 136-145</p>	<p>Individual can understand basic greetings, simple phrases, &amp; commands. Can understand simple questions related to personal information, spoken slowly &amp; 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 &amp; with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters &amp; some common sight words. May be able to sound out simple words. Can read &amp; write some familiar words &amp; phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number), &amp; can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations &amp; in situations related to immediate needs. Can provide limited personal information on simple forms, &amp; can read very simple common forms of print found in the home &amp; environment, such as product names. Can handle routine entry-level jobs that require very simple written or oral English communication &amp; in which job tasks can be demonstrated. May have limited knowledge &amp; experience with computers.</p>

**Literacy Level**

**Speaking & Listening**

**Basic Reading & Writing**

**Functional & Workplace Skills**

**High Beginning ESL**

Test benchmark:

(SPL 3)

Oral BEST: 29-41

BEST Plus: 418-438

Literacy BEST: 36-46

CASAS scale scores:

Reading: 191-200

Listening: 191-200

Writing: 146-200

Individual can understand common words, simple phrases, & sentences containing familiar vocabulary, spoken slowly with some repetition. Can respond to simple questions about personal everyday activities, & can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.

Individual can read most sight words & many other common words. Can read familiar phrases & simple sentences, but has a limited understanding of connected prose & may need frequent re-reading. Can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, & punctuation, & has many spelling errors.

Individual can function in some situations related to immediate needs & in familiar social situations. Can provide basic personal information on simple forms & recognizes simple common forms of print found in the home, workplace, & community. Can handle routine entry-level jobs requiring basic written or oral English communication & in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

**Low Intermediate ESL**

Test benchmark:

(SPL 4)

Oral BEST: 42-50

BEST Plus: 439-472

Literacy BEST: 47-53

CASAS scale scores

Reading: 201-210

Listening: 201-210

Writing: 201-225

Individual expresses basic survival needs & participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily & some new phrases containing familiar vocabulary spoken slowly with repetition. Asks & responds to questions in familiar contexts. Has some control of basic grammar.

Individual can read simple material on familiar subjects & comprehend simple & compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes & messages on familiar situations, but may lack variety in sentence structure, clarity, & focus of writing. Shows some control of basic grammar (e.g., present & past tense) & spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)

Individual can interpret simple directions, schedules, signs, maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. May be able to use simple computer programs, & can perform a sequence of routine tasks given directions (e.g., fax machine, computer).

## Literacy Level

## Speaking & Listening

## Basic Reading & Writing

## Functional & Workplace Skills

### **High Intermediate ESL**

Test benchmark:

Oral BEST: 51-57  
(SPL 5)

BEST Plus: 473-506  
(SPL 5)

Literacy BEST: 53-65  
(SPL 5-6)

CASAS scale scores  
Reading: 211-220  
Listening: 211-220  
Writing: 226-242

Individual participates in conversation in familiar social situations. Communicates basic needs with some help & clarification. Understands learned phrases & new phrases containing familiar vocabulary. Attempts to use new language, but may be hesitant & rely on descriptions & concrete terms. May have inconsistent control of more complex grammar.

Individual can read text on familiar subjects that have a simple & clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills & context clues to determine meaning with texts on familiar subjects. Can write simple paragraphs with main idea & supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary & structures. Can self- & peer-edit for spelling, grammar, & punctuation errors.

Individual can meet basic survival & social demands & can follow some simple oral & written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages & notes related to basic needs, & complete basic medical forms & job applications. Can handle jobs that involve basic oral instructions & written communication in tasks that can be clarified orally. Can work with or learn basic computer software, such as word processing, & can follow simple instructions for using technology.

### **Advanced ESL**

Test benchmark:

Oral BEST: 58-64 (SPL 6)

BEST Plus: 507-540  
(SPL 6)

Literacy BEST: 66-75  
(SPL 7)

CASAS scale scores  
Reading: 221-235  
Listening: 221-235  
Writing: 243-260

Individual can understand & communicate in a variety of contexts related to daily life & work. Can understand & 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 & informational communication in familiar contexts. Shows some ability to go beyond learned patterns & 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 & descriptions & narratives from authentic materials on familiar subjects. Uses context & word analysis skills to understand vocabulary, & uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, & compare & contrast information in familiar texts. Can write multi-paragraph text (e.g., organizes & develops ideas with clear introduction, body, & conclusion), using some complex grammar & a variety of sentence structures. Makes some grammar & spelling errors. Uses a range of vocabulary.

Individual can function independently to meet most survival needs & to use English in routine social & work situations. Can communicate on the telephone on familiar subjects. Understands radio & television on familiar topics. Can interpret routine charts, tables, & graphs, & can complete forms & handle work demands that require non-technical oral & written instructions & routine interaction with the public. Can use common software, learn new basic applications, & select the correct basic technology in familiar situations.

**Exit Criteria for ESL:**

Oral BEST: 65 & above  
(SPL 7)

BEST Plus: 541 & above  
(SPL 7)

Literacy BEST: 76 &  
above

CASAS scale scores

Reading: 236 & above

Listening: 236 & above

Writing: 261 & above

## Appendix B: Metacognitive & Cognitive Learning Strategies

Metacognitive strategies involve planning, self-monitoring, and self-evaluating learning.

Metacognitive strategies generally occur before or after cognitive strategies are implemented.

### **Beginning Levels:**

- Learners should realize the connection between ***metacognitive & cognitive strategies*** and the difference between the two concepts.
  - Learners will plan for successful language learning by incorporating cognitive strategies, such as allowing more time for attending class or for reviewing class content and materials; by incorporating note-taking as a strategy for learning; and by creating a word bank in a readily available study resource.
  - Learners will monitor their learning by checking their understanding of what they read or hear.
  - Learners will evaluate their learning by creating measures for success, such as using new language in sentences or in fundamental oral communication and identifying primary ideas in oral or written language activities.

### **Intermediate Levels:**

- Learners will focus on including more ***metacognitive & cognitive strategies*** in language learning.
  - When planning, learners will expand their connection to language learning to include media of various sorts, such as listening/watching target language programs on radio or television with close-captioning; listening to audio books; reading magazines, books, and newspapers.
  - Learners will increase monitoring of their learning by expanding the forums in which they use language for authentic purposes.
  - Learners will evaluate their learning by gauging comprehension when using language in authentic situations.

### **Advanced Levels:**

- Learners will habitually embrace ***metacognitive & cognitive strategies*** in language learning and will ask themselves questions, such as
  - How much time and what resources do I need to learn?
  - Do I understand the language with which I am associated and why or why not?
  - How can I measure my success at language acquisition?