Massachusetts Adult Basic Education
Curriculum Framework

for

English for Speakers of
Other Languages
(ESOL)

Massachusetts Department of Education
Adult and Community Learning Services

December 2005

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The original team that developed the 1999 draft framework included:

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Members of the Performance Accountability Working Group (PAWG) who developed revised ESOL strands and standards in 2002 included:

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Members of the 2004-2005 ESOL Framework Revising Team included:

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- Janet Fischer and Lynne Weintraub were primarily responsible for developing the Listening benchmarks
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- Andrea O'Brien and Lee Haller were primarily responsible for developing the Reading benchmarks
- Dori McCormack and Lynne Weintraub were primarily responsible for developing the Writing benchmarks, with Jeanne Burke and Mitchell Krouner

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Introduction: Who Are Our Students?

The following quotes were collected from Adult ESOL learners in response to the question, "what do you need to learn?" Learners from a variety of levels responded, and some responses were translated from their native language. Some were corrected or edited as part of class activities, and others were left unaltered.

"Six months ago my mother had chest pain after midnight. I was alone. We going to the hospital and I try speaking with them about her problem. She was very bad and I get nerves because we doesn't have translation to help us. The doctor come to me and ask lot of questions, but I couldn't understand everything. I am feel bad. I try to help them the best I can, but sometimes I afraid about everything. I hope I learn English fast. I don't want another experience like that."

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"Before I had never learned English. I had difficult time. I couldn't talk myself, only my family translated to me. My feeling was deaf mute.... One time maybe two or three years ago I pick up phone in home. Women talked very fast. I didn't understand anything. I only say polite "yes, yes". After few days we had protection plan in credit card and very high next bill."

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"I was looking for a job. I was talking with the manager about to get a job in my profession. In my country I was work the social worker, I know many problems, I can try the problems and help to people when they will need it. If people talk to me slowly, I understand them well. The manager said to me, 'You had a good resume, but in this job you will need speak well'. I felt very sad, because in my country, I worked all the time."

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"When I talk my son's teacher about his progress, I need understand more."

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From a group of students (translated from Spanish):
"Most of the teachers teach grammar rules but what they don't teach is enough speaking...When you're on the street you need to talk with people. Know how to express yourself--use sentences to make yourself understood... People on the street don't talk the same as people in the classroom. You get accustomed to the teacher but when you get outside the class it's different...Students should get outside the class and interact with others."

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Understanding This Document

Frame (fram) n. A skeletal structure designed to give shape or support.

The American Heritage Dictionary, Second College Edition

Frame is a term that can be used in numerous contexts to refer to a variety of things, from buildings to bodies to bowling. The definition quoted above is most appropriate for our purposes, although any of the others citing a rim, border, or outline would suffice.

A curriculum framework offers a basic structure for how and what we teach in adult basic education programs. It does *not* contain lesson plans or scope and sequence charts, but it does describe the content areas and skills with which each program and teacher can design a curriculum that is relevant to the needs of his/her particular group of learners. Curriculum frameworks are meant to provide a guide to instruction at the local level.[1]

Some of the terms that are used throughout this document and the other frameworks may be unfamiliar to you, or you may associate them with meanings other than those intended here. It is important that you learn and practice using the terminology. Seek clarity from others if you are unsure about a word's meaning or use. By speaking the same curriculum language, teachers across the state can discuss and share their ideas and experiences more easily. Below is a list of essential vocabulary.[2]

Core Concept: an articulation of the importance of the subject of a given framework to the lives of adult learners.

Guiding Principle: an underlying tenet or assumption that describes effective learning, teaching, and assessment in a subject area.

Habit of Mind: a disposition, tendency or practice that strengthens and supports life-long learning.

Strand: a category of knowledge within the study of a given discipline. A strand is also a cluster of learning standards in the content area organized around a central idea, concept, or theme.

Standard: what learners should know and be able to do within a specific content area, such as a strand. Standards reflect the knowledge and skills of an academic discipline, and reflect what the stakeholders of educational systems recognize as essential to be taught and learned. The standards provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments. Standards should not dictate pedagogy or teaching styles, nor prescribe class lessons or assignments.

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[1] The definitions for curriculum frameworks, standards and benchmarks are based on ones presented by Regie Stites at the State Adult Education Content Standards Consortia Meeting, October 2004.

[2] For a an extensive list of words related to ESOL instruction, please see the Glossary in Appendix A.

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Proficiency Level: portrays what students at a particular level know and can do in relation to what is being measured (e.g. a learner can do "x, y and z" in the Massachusetts ABE ESOL Framework, Reading strand, *Proficiency Level* 5). Proficiency levels are not to be confused with a program's class design levels. Programs should, however, use proficiency levels to closely crosswalk with their program class design levels.

Benchmark: the specific set of skills learners need to develop and achieve in order to meet a more broadly stated standard. Benchmarks provide more detailed information on the specific skills and contexts for learners to meet the standard. They reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor learner's progress toward meeting a standard.

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While using the ESOL framework**,** don't forget that Massachusetts has Curriculum Frameworks for Adult Basic Education in the following additional areas:

- English Language Arts
- Mathematics and Numeracy
- History and the Social Sciences
- Science and Technology/Engineering
- Health

Like the ESOL Framework, these Frameworks include Core Concepts, Guiding Principles, Habits of Mind, Strands, and Standards. In the case of the ESOL, English Language Arts, and Mathematics and Numeracy frameworks, they also contain benchmarks and proficiency levels to inform teaching and learning within the subject areas. You may also wish to read the Common Chapters for the Massachusetts Adult Basic Education Curriculum Frameworks, which are designed to provide an overview of and guide to working with the entire set of ABE Curriculum Frameworks. You can find a table listing the strands of each of these Frameworks in Appendix G. You may also download copies of the other ABE Frameworks or the Common Chapters from the Massachusetts Department of Education's website, http://www.doe.mass.edu/acls/frameworks/.

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Core Concept
The importance of English Language Learning for the adult learner

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This framework articulates the knowledge and skills adult ESOL learners need in order to communicate effectively and confidently in English so that they can meet their needs, advocate for themselves, their families and their communities, and participate more fully in U.S. society.

The content outlined in this document is meant for all levels and all learners, from beginning to advanced. It applies to various program contexts including general ESOL, ESOL literacy, workplace education, family literacy, corrections, or those that transition students to higher education, vocational training and/or employment.

The core concept of the ESOL Framework recognizes two critical dimensions of adult education. First, it focuses on skills, not content; secondly, it acknowledges that adults are developing their skills in order to use them in specific contexts.

The contexts that we consider here are the same ones addressed by the National Institute for Literacy's *Equipped for the Future* (EFF) framework. The EFF includes role maps for adults that consider their responsibilities as parents/family members, citizens/community members, and workers. (See Appendix F for the EFF role maps.)

The skills necessary for mastery of English language learning are contained within the seven strands of this framework—Listening, Speaking, Reading, Writing, Navigating Systems, Intercultural Knowledge and Skills, and Developing Strategies and Resources for Learning. All of these skills, in turn, are necessary for mastery of what the EFF calls generative skills: communication, decision-making, interpersonal, and lifelong learning skills. You can find the web address for EFF in Appendix E: Internet Resources.

Considering language skills of listening, speaking, reading, and writing in these contexts and seeing their inter-relatedness allow teachers to develop and implement curriculum that will help students to meet high academic standards and help them to meet the challenges and responsibilities of their many roles.

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Guiding Principles

Underlying assumptions about effective learning, teaching, and assessment in the subject of English Language Learning for adults

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1. Adults come to ESOL classes with a diversity of native language skills, formal education, learning styles, cultural backgrounds, and life experiences, which impact their learning. It is important that teachers use their understanding of these differences to guide their selection and assessment of program models, curriculum materials, and teaching strategies.

It is crucial for teachers to be aware of the characteristics of their learners and that they develop lessons that address both the strengths and the needs of their individual students. Whereas some learners may have little formal education but a great command of basic spoken English, others may have an excellent grasp of formal grammar but be unable to understand native English speakers in real life situations. If teachers are aware of the differences within their classes, they can develop lessons that build on individual strengths and address individual needs.

In order for teachers to plan classes that best address the needs of particular learners, careful assessment needs to be done, both when students enter the program and as they progress. In particular, teachers need to obtain information about students' native language literacy skills. Whether it will be possible to set up native language literacy classes or not will be based on a variety of factors. What is crucial is that each program decides how it will address the particular needs of ESOL students with little or no first language education.

Once students are placed in classes, methods and materials should be chosen based on the students' learning styles and needs with attention to differences in formal education, age, cultural background, interest, and life experiences. Teachers also need to be aware of how learning disabilities may impact the progress of some ESOL learners and seek assistance in assessing and responding to the particular needs of learning disabled (LD) students. It is important for teachers to use a wide variety of teaching strategies in order to help all students progress.

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2. Adult learners come to ESOL programs with a variety of motivations for learning English, a range of personal, educational and career goals, and differing expectations about the learning process. It is important that teachers, program staff, and students work together to identify learners' goals and expectations to ensure that each program's curriculum, instruction, and assessment address learners' immediate and long-term goals.

Teachers and counselors need to meet with learners early on in the program in order to identify students' most urgent needs for using English. These will vary greatly based on learners' life circumstances. For example, newcomers to the community may have a need to learn how to navigate the public transportation system. Students from smaller immigrant groups may have a

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pressing need to learn how to communicate with doctors or shop owners in English; students who live in large mono-ethnic communities (such as Chinatown) may not share this sense of urgency.

Some learners may be elderly immigrants or stay-at-home parents. These learners may need English to answer the phone, deal with medical problems, sort out their mail, and handle emergencies. Many of them have family health issues as well as child care responsibilities to attend to. Sometimes whole families rely on them to keep young children safe so that everybody else can work several jobs.

Other learners also have long-term educational and career goals and hope that learning English will allow them to gain entry to better jobs, vocational training, and/or higher education. Teachers need to develop curriculum that will make it possible for learners to take their next steps. As students develop confidence and fluency in English, teachers may also need to place an increased emphasis on helping students develop accuracy in using standard English, in order to make it possible for them to move on to good jobs and higher education. For many students, particularly those with limited first language education, ESOL instruction must help them develop effective study skills and learning strategies so that they are able to continue their education in programs such as high school diploma programs or colleges.

Many adult learners also experience great joy in learning English and find that their lives are enriched as they learn to understand and appreciate a new language and culture. Beyond meeting their practical goals, they also want to be challenged and exposed to new worlds through their educational experience.

As all learners have expectations about how learning happens and what is meaningful to them, they will best be served if their input is solicited when making decisions that affect the process and content of their learning.

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3. Adult ESOL learners need to develop English language skills that will allow them to understand and be understood in both oral and written English. The emphasis of instruction, therefore, should be on those activities that increase students' ability to communicate their own thoughts and to understand the ideas of others in a variety of settings.

For the language classroom this implies that students will benefit from practice in listening, speaking, reading, and writing that takes into account the kinds of communication that happen in different contexts outside the classroom. Materials, content, and methods should help students improve their ability to communicate and to understand authentic English.

Reading and listening clearly go beyond word-by-word translation. Classroom activities can equip learners to better understand written and spoken English when instruction includes

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strategies for deriving meaning: pre-reading, skimming, asking clarifying questions, and recognizing the reductions that are characteristic of American English, among others.

Speaking and writing instruction need to prepare students to express original thoughts as well as to engage in formulaic social exchanges. Teachers should plan classes in a way that maximizes the amount of time that all students spend expressing thoughts and feelings in English, using plenty of small group and pair work. Classroom instruction should include strategies and practice in finding a variety of ways to get ideas across in spite of limited vocabulary. Language learners also need to learn to adjust their speech, depending on who they talk with (the boss or their children), what they want to accomplish (make a request or give an order), or what the level of urgency might be ("I need help NOW!" or "Would you be so kind as to...").

Similarly, writing lessons should give practice with real writing tasks found outside the classroom, and help students express original ideas. Letter writing and journals are examples of classroom activities in which the learners practice finding their own voices in written English. Students need to learn how to adapt their writing style based on audience and purpose.

> 4. Language learners move through a series of predictable stages; however, teachers and learners need to understand that progress may be inconsistent from day to day and across the four skill areas. Teachers need to plan lessons that introduce new skills as students are ready for them and reinforce old skills from previous stages.

Language structures are developed sequentially; for example, new language users are able to speak in simple sentences using the present tense before speaking in more complex sentences using the present perfect tense. However, language skills do not develop at an even pace. Individual students have differences across language skill areas; for example, a good writer may have difficulty with speaking or some students may always write the "s" on third person singular present tense verbs, but may take years before they pronounce it regularly.

Learners often leap forward in their understanding and use of a particular language concept and have great difficulty grasping another. A learner may have minimal problems learning to use irregular past tense forms correctly, but take a very long time to use pronouns correctly. Learners benefit from a cyclical review and reinforcement of learned skills so that these skills become internalized. Not all students will master a skill before the class moves on, but they may master it later, as the teacher focuses on a different context or topic. This is an especially important concept as teachers try to address individual learner needs in programs that are multilevel and/or open entry.

Teachers should be aware that students try to make sense of a new language and construct rules of how English works, often based on how their home language works; this concept is referred to as "interlanguage". Interlanguage is evident as adult students try to express complex

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thoughts although they may have only a beginning command of English language structure. Over-correction of mistakes at this point will retard fluency and prevent expression of those complex thoughts. It is often better to "accept" the learner's thoughts as expressed in "interlanguage" and then respond back using more standard forms to focus the learner's awareness on structures or lexical problems that need attention without overtly correcting mistakes.

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5. Language learning requires risk-taking. Adult learners will benefit from a classroom community that supports them in taking risks in authentic communication practice.

Learning and using a new language is an inherently risky process. Both in the classroom and in the community, limited English speakers will make mistakes as they try to communicate in their new language. Outside the classroom, learners may face impatience or prejudice from native speakers and this may increase their reluctance to use English.

Because of this, it is crucial that the teacher provide a safe and supportive environment that will allow--and encourage--students to take risks, first in the classroom and then out in the community. Students need to understand that mistakes are a natural part of language development. Teachers should avoid over-correction, which can hinder the development of fluency and will discourage students from taking chances. Learners should be given ample opportunities in the secure environment of the classroom to use language creatively and experimentally.

Many teachers work with their learners to set ground-rules for the class (e.g. no laughing at classmates' mistakes) and use a variety of approaches (such as cooperative learning) to build a supportive classroom community. Teachers should also provide students with tools they can use to get meaning across when they feel frustrated by limited vocabulary or difficulties with pronunciation. As students learn how to ask for clarification or how to find more than one way to express a particular idea, they will become more confident about using English and will thus be more willing to experiment.

Teachers not only need to create safety and develop students' confidence but they must also actively promote risk-taking and plan activities in a way that gradually diminishes students' cautiousness. The teacher can build a series of activities that move from the relatively safe to the more threatening in order to help students develop skills and confidence. Teachers should plan time to have students share their experiences as they venture into the English-speaking community: How did the person react when you asked your question? What did you do when they told you they didn't understand?

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Students' boldness in trying out their new language skills may be affected by individual personality, cultural background, their personal support system (i.e. whether they have spouses, children, or friends who serve as translators), and their immediate need for using English. Teachers need to assess their students' willingness to take risks in using English and build curriculum and lessons that will help students move forward in this area.

6. Learning about cultural norms and institutions in the United States is an integral aspect of learning English. While individual learners must make decisions about the extent of their own acculturation into US culture, they will benefit from knowing how these systems work and how to engage and advocate for themselves within these systems.

Teachers and learners need to appreciate the complexity of US culture and society. It is often difficult to define the norms of American culture. Americans include people with a wide variety of values, political perspectives, racial and ethnic backgrounds, customs, and traditions. As much as possible, classroom materials should reflect the diversity of our students and those of the range of groups who live in the US without oversimplifying and stereotyping.

As students learn about American culture, their own culture needs to be validated. They should understand that they don't have to lose the personal identity and values they came here with and change themselves into a new "American" person. Students need to gain enough knowledge to compare and contrast cultures and decide how much they want to integrate themselves into their new culture. Teachers should be sure that the materials they use are non-judgmental and that they don't present one set of "American" ways as better or more advanced in our pluralistic society.

Knowledge about a culture includes understanding its attitudes and values, but it also includes conveying meaning through body language (gestures, facial expressions, and proximity). Students need to learn the cultural significance of body language to prevent misunderstandings or miscommunications. For example, the symbol for "okay" used commonly in the U.S. is an obscene gesture in some countries, and direct eye contact is important here but is a sign of disrespect in other cultures.

Students need to learn how American systems work and practice interacting with these systems. They need to learn how to access services such as medical care, community services, and the legal system. In addition, they need to be able to advocate for themselves and/or family members within the system. This might range from being able to represent and advocate for their children's school needs when talking with their teachers, or in responding to discrimination in their work and daily lives. Teachers need to provide opportunities for students to share resources and help each other learn to interface with various institutions.

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7. Second language acquisition for adults is a process that typically takes more time than most learners can spend in an ESOL classroom. Therefore, an important priority of ESOL instruction is to help students become autonomous language learners so they can continue the learning process on their own.

Adult ESOL learners' long-term goals often hinge on their ability to communicate in English. Learners may feel dependent on their teachers to supply the necessary language proficiency. Language learning is a skill in its own right, and one that the curriculum implicitly addresses. What is perhaps less obvious is the necessity of making techniques of language learning an explicit part of the curriculum.

In order to develop greater autonomy as language learners, students need help understanding that the enormous task of learning English consists of a variety of activities, each targeting one or more specific language skills. Teachers can develop this awareness by introducing each classroom activity with a statement about its language acquisition objective and by periodically reviewing with the class the catalog of learning activities and the skills they target.

A second aspect of cultivating learner autonomy involves teaching the students to monitor and evaluate their personal study habits. How much time do they spend studying outside of class? How are they studying? What is working for them and what is a frustrating waste of time? At which language skill is a particular study habit aimed? Can classmates or the teacher suggest other techniques for learning that skill? Class sessions that focus on self-evaluation and goal-setting help learners make the most of their current language learning efforts; they also teach the students techniques for managing future learning. Along with English, the Habits of Mind such as persistence and reflection are important to teach learners.

Teachers should also encourage learners to take advantage of learning opportunities outside the classroom. Where possible, instructors should plan class activities or assign homework that give students practice in learning on their own. These could include "eavesdropping" on the conversations of native speakers, by talking to people at work or their children's school, by watching TV or listening to the radio, or by reading magazines and newspapers. Teachers should make time in class for students to share their experiences and reflect on what they are learning from these different sources. In this way, learners will become more independent and effective language learners while they are in class, and will gain the skills and confidence that will allow them to continue to build their English skills once they have left the program.

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Habits of Mind

Dispositions, tendencies or practices that strengthen and support life-long learning for English Language Learners

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Perseverance

Perseverance is the foundation for all learning. Anyone can pick up a skill quickly and rapidly develop a certain level of proficiency, but no one learns a subject in depth without struggle. Perseverance is the ability to work through that struggle and recognize that the frustration of the moment will yield rewards.

For adult learners whose earlier educational experiences were difficult, perseverance is a hard habit to develop. Anyone who has repeatedly struggled and failed, often without understanding why, will feel some reluctance to take up the struggle again. If the rewards seem very distant, it is hard for any of us to push forward. It is important to recall that a reluctance to persevere in the classroom does not necessarily indicate that a learner is unable to persevere. Many adult students work long hours, often at two jobs, raise families, and take part in the activities of their communities. We must acknowledge the skills and habits that learners demonstrate in other areas of their lives and respect their choices if we hope to convince them that the same kind of effort is worthwhile in our classrooms.

Reflection

While the ability to persevere serves as the foundation for learning and progress, it is important that it be teamed with *reflection*. We want students to maintain their efforts, but we need to explain why, and to what end. Perseverance is not mere repetition and dogged effort. Balanced with opportunities for reflection, the student who learns to continue through challenges also learns to discern when more effort is needed, when a different kind of effort may be needed, when to get help, and when it is time to move on. Reflection also helps students to connect their efforts in the classroom to their larger life goals and ambitions. Teachers who always have a thoughtful answer to the question, "Why are we doing this?" are modeling the thoughtfulness and reflection that will help students make deliberate, thoughtful judgments about how to direct their efforts in order to achieve their selected ends.

Patience

Patience supports and extends the ability to persevere and to reflect. For many learners the first hurdle will be to have patience toward the subject being studied, and with themselves, particularly when they first return to school when everything is new and to some degree unfamiliar.

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Many students are quick to berate themselves when they don't grasp a concept quickly, or have difficulty remembering rules of grammar, or can't figure out the logic behind long division. It is important that these students learn to treat themselves with patience and consideration. It can be helpful to ask adult students who are feeling angry with themselves how they would treat a friend or family member who had difficulty with the same task. Realizing how much harder they are on themselves than they would be on someone else can give them distance, perspective, and see the value of patience. Sometimes, even students who are making rapid progress and want to move on to one new thing after another will resist suggestions that some repetition and rehearsal will help to build a skill.

The habit of patience can be connected with students' levels of self-esteem. If students do not hold themselves in high regard, it is difficult to treat themselves and their learning with respect, and allow the time and practice necessary for the development of their skills and content knowledge. Teachers support the quest for patience when they demonstrate patience in the classroom, refuse to hurry a student along, and continually find new ways to explain and demonstrate material so that everyone will reach a deep understanding.

Openness

Openness helps us to recognize that there may be more than one right answer, more than one way to view a topic, and more than one way to assign value to skills and knowledge. Being open relies on and extends the range of our perseverance and reflection. When we are willing to entertain new and challenging ideas, to stay with them until we understand, and then to decide whether to absorb them into our view of the world, we have both used and increased our ability to be open. Being open to new ideas and ways of thinking is often the foundation for critical thinking skills such as analysis, as well as enriching one's imagination, communication, and perspective—all critical to building one's capacity for lifelong learning. Openness allows adult learners to gain some distance on a difficult or charged issue.

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Strands and Standards[3]

The ESOL learning standards represent the essential skills that English language learners need to know and be able to do in each strand. Guidance for working with learners in different contexts and at different language skill levels comes through the examples under each standard and in the benchmarks, from the teacher vignettes in Appendix C, and from learner, teacher and program assessments of needs and progress.

Each strand and standard in the document is divided into six proficiency levels that describe the specific skills that are appropriate for learners working at each level. The benchmarks describe what the standards look like in more detail at the six proficiency levels. The goal for these proficiency levels and benchmarks is to provide programs, teachers, and learners a common language and understanding of the skills necessary for learning English.

> *At first I couldn't speak English so well because I only knew a few words. I worked at a hotel where customers there asked me questions such as where is the laundry room. I showed them where it was because I was too scared that my answer would not be correct. Sometimes the customers wrote what they needed on a piece of paper because it was hard for them to communicate with me…*

The Listening Strand and the Speaking Strand:

These two strands include the skills that focus on developing fluency and making and gaining meaning in oral communication. The skills also focus on developing accuracy in the use of vocabulary, structures, grammar, and conventions of spoken language. The Listening Strand challenges the notion that listening is a passive activity and, through the clusters of skills at each level, indicates the ways that perceptive listening will help learners to participate as thoughtful contributors in a variety of formal and informal discussion formats.

The Reading Strand:

This strand includes the skills necessary to interpret printed material, including charts, graphs, schedules, and environmental print. Those skills include symbol mastery, phonological awareness, decoding, word recognition, word analysis, and comprehension.

The Writing Strand:

This strand includes the skills necessary for both physical and intellectual mastery of written communication. Arenas of competence include language structure and mechanics, organization, and fluency. Development of every writer's unique and personal "voice" is also valued.

Listening, Speaking, Reading and Writing have intentionally been broken out into the four strands in order to highlight the skills specific to each area. The purpose is *not* to teach listening skills separately from speaking skills. Oral communication is a two-way process of listening and speaking. Rather, the oral and written skill areas are separated out so both teacher and learner can more easily identify what skills are specific to each skill area. The ability to discern what a listening

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[3] ***Strand****:* a category of knowledge within the study of a given discipline. A strand is also a cluster of learning standards in the content area organized around a central idea, concept, or theme. ***Standard***: what learners should know and be able to do within a specific content area, such as a strand. (See pages 6-7 for more detailed definitions.)

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skill is as opposed to what a speaking skill is (or a reading skill as opposed to a writing skill), will help teachers be purposeful about what they are teaching. This breakdown of skills will also help learners identify where they are gaining mastery, and where they need more work.

For this reason, all four strands of Listening, Speaking, Reading and Writing have the same three standards. The first standard in each focuses on fluency, and describes the purposes for which English language learners listen and speak, read and write. The second standard focuses on vocabulary, language structure, and mechanics used in oral and written communication, while the third standard offers strategies specific to developing Listening, Speaking, Reading, or Writing skills. These four strands also have proficiency Levels One through Six, and each level contains benchmarks that describe what oral and literacy skills look like at each level.

The Intercultural Knowledge and Skills Strand:

> *I made a decision to come to the U.S. from China three years before. After this decision I left my homeland that I lived in 43 years. I lost my good job. I left my parents and relatives. I came to a new country. This is a beautiful, free, and developed country. But I turned my face to new people, new language and new culture. This decision changed my life. It gave me a big chance but it also gave me a lot of trouble.*

This strand focuses on becoming familiar with the concept of culture, with the understanding that people exhibit culturally defined behaviors. These behaviors are further influenced by variables such as race, ethnicity, age, gender, social class, and religion. The focus in this strand is on developing an awareness of cultural differences and attitudes and in developing the skills and knowledge needed to function in a culturally diverse society. Learning in this strand includes learning the ability to recognize over-generalized statements and stereotypes and to develop a more complex understanding of cultural differences in both familiar and unfamiliar situations. This strand contains seven standards, but no proficiency levels or benchmarks.

Standard 1. English language learners will… ***Identify and describe the significance of cultural images and symbols—U.S. cultures and their own.***

Examples of symbols and images might include historical symbols; popular culture images from songs, media, advertisements; holiday images and rituals; icons, and citizenship.

In exploring this standard, teachers might identify and ask about where a symbol comes from, why it is important, how it represents a dimension of a culture, how the symbol compares to symbols in other cultures, and how those comparisons represent larger similarities or differences between cultures.

Lower level learners might, if studying the Statue of Liberty, describe physical features of the Statue and develop a spoken and written vocabulary of emotion words to describe feelings that the Statue evokes in them. They might develop structures to describe what the symbol represents to them or others (freedom, for some, many, all, none) and they might compare it with national pictures and symbols from their own culture.

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Students at a higher level might discuss, read and write about the issues in more complex language using citizenship books and immigration laws. They might discuss "give me your tired, your poor, your huddled masses..." in relationship to their experiences living in the U.S.

Standard 2. English language learners will…*Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own.*

Examples of behavior might include daily routines, dress, food, food preparation, table manners, or personal hygiene.

Lower level learners might draw charts and use Language Experience Approach (LEA) stories to develop vocabulary and structures to write and talk about daily routines that they observe in their neighborhoods (e.g. men, women, children, and parents). Using charts and stories of routines in their culture, they could make comparisons between what they experience in their own culture and what they have observed in their neighborhood here.

Higher-level learners might interview people in their neighborhood about their daily routines. They might transcribe those interviews and compare their findings by exploring general themes and possible reasons for differences within and across cultures.

Standard 3. English language learners will…*Identify culturally-determined behavior patterns.*

Examples include small talk, nonverbal communication, taboo topics, telephone protocol, degrees of familiarity, eye contact, and use of time and space.

Lower level learners might observe conversations on the street and compare how close or far away people stand from each other and how they use their hands and non-verbal communication to convey meaning. During role-plays, they might practice non-verbal communication (e.g. hand gestures and ways to show anger, boredom, curiosity, etc.) and act out different situations related to spatial proximity.

Higher-level learners (in a family literacy program, for example) might compare subtle differences in non-verbal communication in a PTA meeting and examine how people get the floor, take turns and make decisions. They could compare different variables such as formality, informality, relative age, gender and personal style.

Standard 4. English language learners will…*Analyze and describe diversity in U.S. cultures.*

Examples include diversity in terms of ethnicity, race, class, gender, and age.

Lower level learners might be able to sort through authentic materials (e.g. songs, video clips, books, newspapers) from different subcultures in the U.S. They then might use the realia to map out who lives in their neighborhood or in different parts of the city.
Higher-level learners might read authentic materials from different subcultures in their area and compare slang, regional language, accents, cultural practices, or communication styles.

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Standard 5. English language learners will…*Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures*.

Examples include attitudes about male/female roles, work ethic, aging, independence, competition, individualism, materialism, time, and money.

Lower level learners might sort pictures of daily activities by age and gender, showing who does these activities. They might compare who performs these activities in their own culture and in the U.S., and choose reasons for those differences using and developing a range of vocabulary words.

Higher-level learners might analyze television shows, ads, and stories in terms of messages about roles, work, aging, individualism, materialism, time or money, and hypothesize about underlying beliefs. They might interview people from different cultures about those topics and compare or analyze results.

Standard 6. English language learners will…*Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others' behavior.*

Examples include stereotypes about race, gender, ethnicity, religion, class, nationality and sexual orientation.

Lower level learners might examine stereotypic or biased pictures from magazines and sort the pictures in response to questions such as, "Who do you like?" or "Who would you trust?" Next, they would be asked why they would or wouldn't like/trust the people in the pictures. This might lead to a discussion of situations where they've noticed or experienced discrimination or stereotyping outside of class.

Higher-level learners might also examine newspapers and media for bias or stereotypes and examine their own attitudes toward different groups. They might read, discuss, and write about articles on discrimination.

Standard 7. English language learners will…*Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.*

Examples include parental rights and limitations, bilingual homes, home remedies, religious and social practices, values and attitudes about male and female roles.

Lower level learners interested in home remedies might sort through remedies they have brought from home to treat different illnesses. They might separate them by what they use or don't use, what their children use or don't use, what their parents and doctors use or don't use in the U.S. They might develop the vocabulary and structures to create LEA stories from the sorted materials about the adjustments they've made and how they feel about them.

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Higher-level learners might use the home remedies as a springboard to talk, read, and write about the experiences of straddling two cultures—what is most difficult or easy for them, and how they handle cross-generational differences and cultural practices in the U.S. that run counter to those in their own culture. They might discuss strategies they use when meeting with their doctor on how to communicate their own cultural beliefs about healing, doctor/patient relationships, or medicine.

The Navigating Systems Strand:

> *I was driving on the street. The traffic was so bad someone crashed into my car. He said was my fault so that moment I don't understood English…I called the police…I tried to explain he don't understood me. He gave me some paper for fill it out, the police [who] made the report gave me other paper too. I called my friend to help me…my friend explain what is going on. My insurance company fought his insurance, my insurance won.*

This strand focuses on helping learners develop the ability to navigate through systems that influence their lives. This includes knowing what opportunities exist and acting in accordance with both their rights and responsibilities within a particular system. It includes knowing about both mainstream systems (e.g. housing) and resources that are available to them in advocating within those systems (e.g. tenants' rights groups). Some systems impose problems or barriers on students, some systems (e.g. libraries) are opportunities, and many systems are a combination of barrier and opportunity.

While some classes might need an overview of different systems, often the particular systems that are addressed in classes are ones that develop in response to learner needs and experiences. Often learners have much more experience and knowledge of navigating a system than the teacher does, and working through these standards may be an opportunity for class members to act as resources to each other. The four learning standards in this strand address the general skills of being able to recognize a problem or need in relationship to a system; developing the ability to navigate and advocate for themselves within a system; assessing their progress, and determining next steps. This strand contains four standards, but no proficiency levels or benchmarks.

Standard 1. English language learners will…***Describe their needs.***

Describing needs entails learning vocabulary and structures to describe a need and communicating about the need with others.

Lower level learners might make a list of housing needs they are aware of, using pictures, gestures, and translation as necessary. This might include both needs within a dwelling (e.g. peeling paint or faulty appliances) and needs outside a dwelling (e.g. how to find an apartment, being the target of discrimination).

Higher-level learners might generate a list of housing needs, and then role-play a conversation with a friend describing a housing need, or write a letter describing a need in detail.

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Examples of Systems

1) Civic Services: libraries, emergency services, parks/recreation, museums, transportation, communication (phone, mail, Internet)

2) Government Bureaucracies: U.S. Citizenship and Immigration Services, welfare, WIC, drivers' license, voter registration, social security

3) Health Care: hospitals, clinics, and insurance

4) Economic Systems: banking, credit and other financial services, life insurance, consumer literacy, consumer privacy, economic literacy, taxes, stores

5) Housing: tenant and landlord relationships, subsidies, home ownership

6) Family: child care, family rights and responsibilities, Department of Social Services, Grades K-12 schools, family health

7) Judicial and legal systems: courts, police, legal services

Standard 2. English language learners will…*Identify and locate particular systems connected to the specific needs they have identified.*

This might include learning how the system works, their rights and responsibilities within it, and learning about related agencies that might provide resources. Often our learners already know basic facts about some systems, especially if they have lived in the U.S. for some time. For example, they may already be using free care at hospitals. They may be less familiar with their rights within a system. The learners themselves are resources for each other in learning about systems.

Lower level learners might make a chart using labeled pictures of housing needs or issues, indicating which are the landlord's responsibility and which the tenant's.

Higher-level learners might discuss how housing needs are handled in their native country and in the U.S., and generate a list of questions to get more information. They might practice making phone calls to get answers to their questions.

Standard 3. English language learners will…*Develop the skills needed to act in these systems to meet their needs*.

Many skills can be practiced in the classroom through role-plays, sample forms, and guided discussions. Skills to practice include negotiating, repeated questioning and clarification, and ways they might confront prejudice that they may encounter.

Lower level learners might practice repeated questioning, both asking for a questions to be repeated and following up on a question (e.g. if a person tells them to come see an apartment at 3:00 p.m., asking if a different time is possible).

Higher-level learners might go to various housing-related agencies, get printed information and ask questions, and bring back the information to share with the class.

Standard 4. English language learners will…*Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose.*

Learners may not all immediately act in the systems studied in class, but they should learn skills that enable them to act independently in the future. Various results of actions can be modeled and discussed in class. It is up to each individual to choose when to challenge a system (since there might be repercussions), but students need to develop skills so that they can challenge if and when they choose to.

Both lower level and higher-level learners might write letters to the newspaper or a legislator about an issue or need they feel strongly about. Learners might also discuss either hypothetical or real housing-related needs or issues that some of them are facing (e.g. if someone calls about three different apartments and is told in each case that they don't rent to families with children) and consider different courses of action that might be taken to challenge the landlords or rental agencies.

Learning About Department of Social Services and Child Abuse: An Example Connecting to the Navigating Systems Standards

In several of the focus groups, teachers and community members talked about the trouble students have dealing with the Department of Social Services around suspected child abuse. In addressing this issue students might begin (Standard 1) by discussing their experiences and/or experiences of people they know dealing with DSS. They could examine DSS abuse-prevention pamphlets and discuss topics such as for whom the pamphlet is written and what in the pamphlet is useful, relevant, irrelevant, or culturally biased.

Students can learn about the child-welfare system in the U.S. (Standard 2), about foster parenting and adoption. They may know someone who is a foster parent. They can read one of the descriptions of a child up for adoption in the Sunday newspaper, and discuss the steps leading to that article and what will happen next. They could read a description of the DSS investigative process, and compare or relate it to a summary of a newspaper article about an investigation. They can discuss various methods of disciplining children cross-culturally. They can study generally where to find low-cost legal help and how to appeal the actions.

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Sudents could role-play (Standard 3) various stages: getting information about an investigation, negotiating hearing times, negotiating with children about reporting (e.g. if you make me go to bed, I'm going to call DSS and tell them you're hurting me). If a speaker can be found, the students can write anonymous questions for the speaker and/or ask questions in a presentation about family rights and government intervention in families. Students can find information about family rights and DSS on the Internet and write or report to the class.

If nobody in the class is in an immediate family crisis, Standard 4 is likely to be interwoven with Standard three. For example, after a role-play, the class can discuss what happened, various ways it could have ended, what personal and political factors influence outcomes.

Using Library Services: An Example Connecting to the Navigating Systems Standards

"George" is a 30-something Chinese restaurant worker. About two years ago I began to notice him browsing through the ESOL section of the library where I run an adult literacy program. He always came in during the short lull at 3:00 p.m. when the restaurant was between lunch and dinner. He was very timid, never looked me in the eye, and at first it seemed to me that he wasn't sure whether he had the right to BE in the library. However, after several months, he finally got up the courage to ask me, in the most rudimentary of terms, if I could help him learn English. His six-day-a-week, twelve-hour-a-day work schedule made it impossible to get a classroom slot for him, but eventually I was able to locate a volunteer tutor who could work around George's schedule.

The two have worked off-site, slowly but steadily for over a year now, and I had not seen George for quite a while until he came to my office today accompanying a newly arrived co-worker. George explained to me, in fairly clear English, that she wanted to learn English and asked if I could get her a tutor. Since she spoke no English at all, he translated my intake questions and her answers.

For someone that has minimal contact with the English-speaking world, George has come a long way. Though he's far from fluent, it occurs to me that he has become a guide of sorts--the person at his workplace who can explain (among other things) where the library is, who can use it, what's available there, and how to get what you need. I think that getting a better job, admission to community college, or a high school diploma are all great achievements for our students, but this one is important, too: First you learn how the system works, then one day you're showing the ropes to the new arrivals. It's the time-honored tradition of immigration--and it's our job to help make it possible.

Citizenship: An Example Connecting to the Navigating Systems Standards

Some learners may want to explore the benefits of becoming a U.S. citizen and determine their own eligibility (Standard 1). Learners would examine and eventually be able to explain the steps in the naturalization process (Standard 2). Citizenship learners might practice test-taking skills and civics facts and become familiar with questions they might encounter in a naturalization interview (Standard 3). Learners might take a practice test and role-play a naturalization interview in class. Those who feel ready and want to go through the actual naturalization process might discuss their successes and the problems they encounter, along with strategies they used (or might use) to overcome these problems (Standard 4).

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Developing Strategies and Resources for Learning:

> *(Translated from Vietnamese) It's so frustrating. Yesterday I went to the senior center to ask if somebody could help me with my taxes. They told me where to go for help but I didn't understand what they were telling me....For young adults it's easy, but for older people it's really hard. I don't have anybody to practice with and I can't remember what I've just learned.*

This strand focuses on developing students' abilities to continue learning beyond their often-brief time in ESOL classrooms. Starting with teacher-directed activities that explicitly teach study skills and a variety of learning strategies, students become more aware of which techniques are effective for them so that their learning can become more self-directed. This strand contains standards, but no proficiency levels or benchmarks.

Standard 1. English language learners will…*Develop and use strategies to set and achieve personal goals.*

This includes defining long-term and short-term goals, assessing their own strengths and weaknesses, identifying resources and strategies for achieving a goal, and evaluating their progress. A short-term goal might be "I want to learn to make an appointment with the doctor using the telephone." A long-term goal might be, "I want to get into college."

Students might identify a short-term goal that is shared by the group (such as making a phone call), brainstorm steps toward achieving that goal, and then analyze how their steps worked. Students might then use a similar procedure to guide them toward reaching a personal goal, discuss it, and then reflect on its effectiveness.

While the goals might be the same for lower and higher level language learners, lower level English learners might require more steps and strategies to get there, as well as more focused practice on the language needed to complete a goal.

Standard 2. English language learners will…*Develop and use memory strategies.*
This includes strategies for learning and retaining specific information and for enhancing more general language acquisition, such as linking to prior knowledge, linking to context, reviewing material in a cyclical fashion and recycling new words. This also includes strategies for strengthening auditory and visual memory, such as using mnemonic devices to remember the correct spelling of sight words.

For both lower and higher levels, students might highlight words while reading, work to use vocabulary from another lesson, use new vocabulary in a written piece, or draw a picture to illustrate a word. Students might also consciously work to transfer information (e.g. vocabulary or concepts) to different media and contexts. For example, in order to immerse themselves in a single topic so that the vocabulary is reinforced, students might view a movie, read a biography, watch a television documentary, use the Internet, read newspaper articles, sing a song, write about a personal experience, or participate in discussions, all around a targeted topic.

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Standard 3. English language learners will…*Develop and use study skills for formal education.*

Examples include using the dictionary, organizing information (e.g. notebooks and materials), creating mind maps, studying for different kinds of tests (multiple choice tests such as the driver's license examination, or essays, such as the GED writing sample).

Lower level learners might use guidewords to look up words in the dictionary. Higher-level students might generate a mind map as a prewriting activity to organize their thoughts before writing a first draft.

Standard 4. English language learners will…*Identify and use independent language learning opportunities inside and outside of the classroom.*

Examples include keeping a personal notebook of language learning; using close-captioned decoder; watching television with a focus on language learning; asking for correction; learning to use a pronunciation key; making vocabulary flash cards; or making personal dictionaries.

Lower level students might keep a log of when and where they use English. They might also note new words that they used successfully and words they didn't know so they can learn them later.

Higher-level students might record news broadcasts so they can replay the parts they didn't understand.

Standard 5. English language learners will…*Identify their learning strengths and weaknesses and develop effective personal language learning strategies.*

Examples include becoming aware that different learning styles exist, expanding on the strategies that might enhance their own learning and discarding those that get in the way of their learning.

Both lower and higher level students might experiment with different activities for learning vocabulary words (e.g. drawings, flash cards, role play, creating sentences, dictionary work) and then reflect on which ones helped them the most.

Higher-level students might then compile a class list of all of the techniques that they employ in and out of class.

Standard 6. English language learners will…*Develop and use affective strategies to manage feelings about language learning.*

Examples include 'positive self-talk' to encourage oneself, finding ways to cope with the stress that arises from the immigrant experience, and talking with others about frustrations and successes of learning to communicate in English. For example, after giving an oral presentation (or other class activity), students might reflect on how they felt before, during, and after the presentation.

At both lower and higher levels, students might use pictures to express their feelings or write in their journals.

At a higher level, students might discuss stressful situations they frequently encounter and examine the role their other. Language limitations play in heightening their anxiety. They might then decide which stress reduction techniques they could use.

Affective strategies link learning with feelings, which can be a powerful influence on a learner's ability to store and retrieve information. These strategies deal with motivation, sense of self-efficacy (belief one can cope and succeed) and anxiety (facilitating and debilitating). They can include identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using positive self-talk.

Teachers create opportunities for learners to use affective strategies in order to maintain their motivation and develop self-efficacy. They can help students realize that a little anxiety (but not a lot) can facilitate learning. They can help students develop these strategies by ensuring that class activities are neither too easy nor too difficult.

This strand draws on Rebecca Oxford's work, including "Language Learning Styles and Strategies: An Overview," and *Understanding Second Language Learning Difficulties* by Madeline Ehrman (1996, Sage Publications). Oxford identifies six categories of learning strategies: memory, cognitive, compensatory, metacognitive, affective, and social.

Standard 7. English language learners will…*Develop and use social strategies for language learning.*

Examples include recognizing that cultivating oral communication skills requires learning to work with at least one other person, and, therefore, learning to work effectively in groups or in pairs; gaining a sense of whom and when to ask for help, and learning to be a resource for other learners.

At any language level, a student's choice of partners might vary according to the task at hand. For example, a student who can't type might be wise to look for a typist as a partner for a computer lab activity, and a weak speller should be able to recognize that a strong speller is the best choice to help with a written exercise. Teacher-directed activities in which students have to mix (such as information gap activities, jigsaw activities and cooperative learning activities) offer opportunities to become familiar with each other's strengths and weaknesses and be resources for each

How Do the Seven ESOL Strands Work Together?

The Listening, Speaking, Reading and Writing strands have benchmarks, while Intercultural Knowledge and Skills, Navigating Systems, and Developing Strategies and Resources for Learning do not. These latter three strands cannot be measured by benchmarks and proficiency levels in the same way that oral and literacy skills can be, nor can they be assessed using BEST Plus or REEP, which measure English oral or writing proficiency.

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The skills described in Intercultural Knowledge and Skills, Navigating Systems, and Developing Strategies and Resources for Learning, however, are vitally important to teach and measure informally in the classroom. On the following page is a graphic of how the skills shown in the center can provide the context for teaching oral and literacy skills at all levels.

LISTENING

SPEAKING

Intercultural Knowledge and Skills

Navigating Systems

Dev. Strategies and Resources for Learning

READING

WRITING

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ESOL Strands and Standards Chart

Strands	Standards *English Language Learners Will…*
Listening	1. Comprehend spoken English from a variety of sources for various purposes 2. Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English 3. Use a variety of strategies to acquire and comprehend spoken English
Speaking	1. Express themselves orally in English for a variety of purposes 2. Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English 3. Use a variety of strategies to acquire and convey meaning through spoken English
Reading	1. Read and comprehend a variety of English texts for various purposes 2. Acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text 3. Use a variety of strategies to comprehend written English
Writing	1. Express themselves in written English for a variety of purposes 2. Acquire vocabulary and apply knowledge of English language structure and mechanics in writing 3. Use a variety of strategies to acquire language and convey meaning through written English

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Strands	Standards *English Language Learners Will…*
Intercultural Knowledge and Skills	1. Identify and describe the significance of cultural images and symbols—U.S. cultures and their own 2. Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own 3. Identify culturally-determined behavior patterns 4. Analyze and describe diversity in U.S. cultures 5. Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures 6. Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others' behavior 7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture
Navigating Systems	1. Describe their needs 2. Identify and locate particular systems connected to the specific needs they have identified 3. Develop the skills needed to act within these systems to meet their needs 4. Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose
Developing Strategies and Resources for Learning	1. Develop and use strategies to set and achieve personal goals 2. Develop and use memory strategies 3. Develop and use study skills for formal education 4. Identify and use independent language learning opportunities inside and outside of the classroom 5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies 6. Develop and use affective strategies to manage feelings about language learning 7. Develop and use social strategies for language learning

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An Important Note about Benchmarks

Benchmarks are the specific set of skills learners need to develop and achieve in order to meet a more broadly stated standard. Benchmarks provide more detailed information and contexts on the specific skills for learners to meet within a specific standard. They reference specific proficiency levels in terms that are concrete and observable, and serve as checkpoints to monitor learners' progress toward meeting a standard.

The learner may be primarily working on skills at one framework proficiency level **without** having necessarily mastered all the skills in the benchmarks before that level. The benchmarks encompass experienced teachers' knowledge of what is important for learners to know and be able to do at a specific level, and so most learners will likely need many of the benchmarks. What is important for each learner to master, however, will vary. Depending on a learner's goal(s) and his/her strengths and weaknesses, some benchmarks will be more important than others to master. It is up to the teacher and learner to determine which benchmarks are important for the learner to master in a particular proficiency level. Proficiency levels are not to be confused with a program's class design levels. Programs should use proficiency levels, though, to closely crosswalk with their program class design levels.

On the following pages are the charts of the four strands--Listening, Speaking, Reading, and Writing. Each of the four strands has three standards and numerous benchmarks. The benchmarks range from proficiency levels one through six. The format of these charts is useful in understanding the progression of skills within each standard, from a beginning learner to an advanced learner. The charts are also helpful in seeing the "threads" of the skills within the benchmarks as they build in difficulty (or complexity) across the proficiency levels of the strand.

In Appendix B, you will find a different format of charts: *The Listening, Speaking, Reading and Writing Strands and Standards, by Levels*. In these charts, the four strands are compared at each standard with their benchmarks for each level, one through six. In this alternate format, teachers and learners can see how oral and literacy skills compare to one another at the same proficiency level. Some of the skills within the standards coincide at the same level. Other skills in the benchmarks may be introduced on one level (such as one in the Listening strand for example), while its counterpart in the Speaking strand is mastered at a higher level.

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Understanding the Strand, Standard, and Benchmark Numbering System

This system for organizing strands, standards and benchmarks allows teachers and others to refer to specific ones when they are connecting them to their curriculum, or instruction, or to assessments. For example:

R2.3b: Follow punctuation cues when reading aloud

- **"R"** — The uppercase letter "R" stands for the Strand, in this case *Reading* (L = Listening, S = Speaking, Writing = Writing, IKS = Intercultural Knowledge and Skills; NS = Navigating Systems, DSRL= Developing Strategies and Resources for Learning)

- **"2"** — The numeral before the dot "2" stands for the number of the Standard, in this case *Standard 2: English language learners will acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text*

- **"3"** — The numeral after the dot "3" stands for the Level, in this case Level 3, or High Beginning (SPL 3)

- **"b"** — The lower case "b" stands for the Benchmark, in this case: *Follow punctuation cues when reading aloud*

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Listening Strand, Standard 1: *English language learners will* **Comprehend spoken English from a variety of sources for various purposes**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level,	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*
L1.1a Follow non-verbal cues (e.g. pause, quizzical expression) and rising intonation to determine when a response is expected	L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact)	L1.3a Identify gist and/or purpose of brief spoken messages on everyday topics (e.g. an apology)	L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)	L1.5a Identify the speaker's intention in brief spoken messages (e.g. to inform, to suggest)	L1.6a Identify the speaker's intention in spoken messages on less familiar topics (e.g. to persuade; to joke)
L1.1b Listen and understand basic personal information questions and statements, (e.g. *Where are you from?*)	L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids)	L1.3b Listen and understand phrases, statements, and questions when spoken slowly and clearly	L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate	L1.5b Listen and understand extended discourse with a clear organization and a familiar topic	L1.6b Listen and understand basic information on new or unfamiliar topics
L1.1c Listen and follow simple classroom instructions (e.g. *No pencils; Repeat; Stand up*)	L1.2c Listen and follow simple warnings or one-step instructions (e.g. *Stop*; *Open the door.*)	L1.3c Listen and follow 2- or 3-step instructions (e.g. *Open your book and turn to page 10.*)	L1.4c Listen and follow instructions with some details (e.g. *Get the paper from the top shelf of the closet.*)	L1.5c Listen and follow multi-step directions or instructions, with repetition (e.g. *Take the #52 bus to Jackson St. The police station is on the corner.*)	L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register)
	1.2 d Extract a particular detail from a simple statement with	L.1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/ scaffolding	L1.4d Identify specific information in everyday contexts (e.g. phone message, brief	L1.5d Listen and understand details and essential information in familiar contexts (e.g. in video, announcements)	

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
L1.1d Listen and understand basic formulaic speech (e.g. greetings, *I'm sorry*; *thank you*)	support (e.g. the price from the statement, *Cookies are $3.00 a box*.)		conversations) with some support/ scaffolding	with some support/ scaffolding	L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions)

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Listening Strand, Standard 2: *English language learners will* **Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level,	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*
L2.1a Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification)

L2.1b Understand differences in meaning among subject pronouns

L2.1c Listen to *Do you. . .?* and *Wh–do you. . .?* to understand that a question is being asked

L2.1d Identify plural inflection (e.g. student/ students) | L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)

L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)

L2.2c Distinguish between positive and negative statements and between statements and questions

L2.2d Identify beginning base words and inflections (e.g. | L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)

L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: *Roberto likes rice, He eats it every night*)

L2.3c Distinguish between yes/no and information questions

L2.3d Identify more beginning base words and common inflections (e.g. *live/living*; *-er* for professions) | L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)

L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)

L2.4c Understand transition words (e.g. then/next, finally, before/after)

L2.4d Identify intermediate base words | L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children's school)

L2.5b Understand high-intermediate grammatical structures (e.g. modals, conjunctions, adverbial clauses of time, real conditionals, embedded statements/questions, and indirect pronoun references (e.g. *Ahmed left his country last year. This was hard for him.*)

L2.5c Recognize and understand simple conversation markers (e.g. so after that, well) and more complex | L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor)

L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition: *He would go if he had money; He went to* |

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
L2.1e Recognize individual letters in isolation and numbers up to 20	nationalities in the class: China/Chinese) L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) *Note*: some numbers are difficult to distinguish (e.g. four<u>teen</u> and for<u>ty</u>), and may need more work in higher levels L2.2f Recognize and understand contractions of BE and use of doesn't/don't	L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can't) L2.3f Understand basic antonyms (e.g. happy/sad)	and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix *un-* L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not → didn't; going to → gonna; want to → wanna; got to → gotta) L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs	transition words (e.g. however, that is, in particular) L2.5d Identify high-intermediate base words and common inflections (e.g. take/taken, employ/employment) and meanings of words with common prefixes and suffixes (e.g. *re-*; *-less*) L2.5e Understand common idioms and phrasal verbs	*work even though he was sick.*) L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts (e.g., as well, such as, similar) L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context L.2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. *Itz a girl*; did you (*didja*), don't you (*doncha*), *gimme*

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
					that) L2.6f Understand idioms and phrasal verbs

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Listening Strand, Standard 3: *English language learners will* **Use a variety of strategies to acquire and comprehend spoken English**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level,	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
L3.1a Seek repetition with non-verbal cues (e.g. quizzical look) L3.1b Negotiate meaning with speaker (e.g. *I don't understand.*) L3.1c Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration) L3.1d Recognize when part of a message is understood L3.1e Take risks in predictable situations (e.g. listen	L3.2a Use learned phrases to seek repetition (e.g. *What?; Excuse me?; Again, please.*) L3.2b Check understanding by repeating part of message that is understood (e.g. *No class tomorrow?*) L3.2c Listen for emphasized or stressed words in a phrase or sentence L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning L3.2e Guess meaning	L3.3a Use phrases such as: *What does ___ mean?* or *I don't understand ___* to clarify meaning of an oral message L3.3b Check understanding by clarifying part of message that is not understood (e.g. *Eighteen* or *eighty*?) L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as *experience, references, tasks*) L3.3d Take risks despite anxiety (e.g. encouraging oneself through positive	L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*) L3.4b Negotiate meaning with speaker (e.g. *Please say that another way*; *Please use a different word.*) L3.4c Indicate to the speaker what was (or was not) understood from a spoken message L3.4d Focus on units or chunks of meaning rather than on individual words	L3.5a Make predictions before and during listening, and check against them after listening (e.g. for news broadcasts, short speeches, or announcements) L3.5b Clarify and confirm accuracy of information by summarizing, rephrasing, or repeating back what is understood L3.5c Work cooperatively with others to gain understanding L3.5d Self-monitor understanding (e.g. checklists) and self-	L3.6a Infer meaning by using available information and/or context clues in face-to-face and/or recorded speech L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message (e.g. *They are complete opposites! He likes summer but she likes winter!*) L3.6c Focus on speaker's pauses or chunking of words to develop fluency L3.6d Vary listening strategies for different

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
carefully in an attempt to understand, stay focused, control any panic)	of unknown words in familiar contexts	statements, accepting that errors are part of language learning)		evaluate for listening improvement (e.g. percentage of message understood)	tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)

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Speaking Strand, Standard 1: *English language learners will* **Express themselves orally in English for a variety of purposes**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level,	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
S1.1a Give basic personal identification information (e.g. name, address, phone number) S1.1b Use and respond to basic greetings and questions (e.g. *Hello*; *What's your name? Where are you from?*) S1.1c Produce simple statements about familiar topics (e.g. survival needs, family, work, or goals)	S1.2a Say and spell simple words and numbers (e.g. children's school, number of years in the US) S1.2b Participate in routine social conversations on familiar topics with support (e.g. *How old are your children? They are six and two.*) S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)	S1.3a Produce simple statements, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences, and opinions) S1.3b Participate in short social conversations (e.g. make introductions, request, accept or decline an offer: *I need a ride; my car is broken*.) S1.3c State a position and support it (e.g. *It's a good job because it has benefits*)	S1.4a Request and provide information with elaboration beyond the minimum (e.g. *I want to learn English so I can...*; *I'm sneezing because I'm allergic to...*) S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. *How are you today?* vs. *How are you doing?*) S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process) S1.4d Summarize	S1.5a Request and provide detailed information (e.g. work requirements, giving multi-step directions) S1.5b Converse at some length on topics of interest (e.g. cross cultural comparisons, family, work or community goals) S1.5c Express consequences, inferences, and cause and effect (e.g. *She's not here; I think her baby Nami is sick today*.)	S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g. giving information at the scene of an accident, talking to your child's teacher) S1.6b Elaborate on complex ideas, both their own and others' (e.g. use examples, explanations and descriptions) S1.6c Express ideas and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion)

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
			information from a variety of sources (e.g. from current events, talking with others, or from a reading)		

Note: The examples given in the "e.g.'s" are meant to be ideas that the learner can communicate at this level, but learners may not be able to produce the grammar accurately.

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Speaking Strand, Standard 2: *English language learners will* **Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level:	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
S2.1a Recite the letters of the alphabet and count up to 100	S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order	S2.3a Construct information questions (e.g. *Where is the pharmacy? How much are the oranges?*)	S2.4a Construct compound sentences	S2.5a Ask and respond to questions using a variety of sentence structures	S2.6a Speak in complex sentences using adjective and noun clauses (e.g. *I liked the story we read yesterday*; *I don't know what you mean by that*)
S2.1b Develop basic vocabulary related to personal information (e.g. family, home, and daily activities)	S2.2b Develop basic vocabulary related to descriptions and everyday needs	S2.3b Develop vocabulary for targeted topics (e.g. related to community, work, home, current events)	S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)	S2.5b Develop vocabulary for a variety of topics, (e.g. explain work procedures to a colleague with sufficient technical language)	S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, *I should go* vs. *I have to go*)
S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs (e.g. *I have two children*; *Where do you live? I live in Pittsfield*.)	S2.2c Use basic grammatical structures (e.g., present tense expression of action, habit, and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency and time, predicate and descriptive	S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. <u>some</u> irregular past verb forms and future tenses, prepositional phrases, some conjunctions and contractions)	S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)	S2.5c Use intermediate grammatical structures (e.g. simple, continuous, and present perfect verb tenses, noun, adjective and adverbial clauses, participial adjectives, modals)	S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses
S2.1d Use syllable stress in familiar	S2.2d ... and descriptive	S2.3d Use syllable stress in newly learned			S2.6d Adapt tone, register, and

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| words | adjectives)

S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions) | vocabulary

S2.3e Speak with appropriate pauses and rejoinders (e.g. *Um*; *Uh-huh*; *Let's see*)

S2.3f Link words that often go together with some support (e.g. *It's a ___ = Itza ___*) | S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seven<u>ty</u> vs. seven<u>teen</u>, to<u>mor</u>row, <u>fam</u>ily) | S2.5d Emphasize information by shifting word stress in a sentence to indicate meaning (e.g. *I <u>won't</u> do that!* vs. *I won't do <u>that</u>!*)

S2.5e Phrase words into meaningful "chunks," and pause between phrases | expression of vocabulary for audience and context, with awareness of how they affect meaning

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Please Note: Pronunciation skills have not been benchmarked because they can vary so much from student to student, and student needs regarding pronunciation can vary so widely. Learners acquire pronunciation skills over time, but for some learners, accent persists as an obstacle to communication. The goal for teachers and learners is not to eradicate accent, but to create opportunities for learners to work on their pronunciation as a part of naturalistic speech. Teachers can help facilitate learners' practicing both pronunciation (where needed) and their "getting the message across."[4] One way to help learners is for teachers to set up opportunities for learners to practice pronunciation in situations slightly more controlled than those outside of class. Since learners' pronunciation skills are so highly individualized, some teachers track each learner's needs and progress separately.
In pronunciation, the most pressing goal is for English language learners to produce the vowel and consonant sounds of the basic English sound set, especially when it differs from the student's native language. Sometimes learners can't hear certain English sounds that their native language doesn't contain, and students can't produce a sound they can't hear. Where this is an area of need for a learner, it is important for him/her know the different sound and mouth positions in order to hear subtle sound differences.

Pronunciation is also made up of many other aspects, such as stress, rhythm, pitch, intonation, and word linking. As a language task increases in difficulty or magnitude (e.g. if a learner is working to master a number of these related aspects of pronunciation), pronunciation accuracy can decrease temporarily. When teachers facilitate practice in a controlled setting like the classroom, learners can prepare for more spontaneous situations.[5]

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[4] MaryAnn Cunningham Florez, "Improving Adult ESL Learners' Pronunciation Skills, *NCLE Digest* (Dec. 1998)
[5] Linda Grant, from Form to Meaning: Bridges in Pronunciation (TESOL Matters, vol. 9, #6, Dec 1999/Jan. 2000

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Depending on their needs, learners are encouraged to work on the following pronunciation skills in class:

- Produce vowel sounds (e.g. long and short vowel sounds, schwa, diphthongs) and consonant sounds in learning the basic English sound set
- Produce most of the initial blends and digraphs in learning the basic English sound set
- Pronounce sounds in some terminal blends and digraphs in a controlled context (e.g. de*sk*, pou*nd*, S-ending sounds)
- Apply letter and sound associations to pronounce word families (e.g. fat, cat)
- Practice minimal pairs (bit/bat) to focus on differences in sound, and be able to produce phonemes accurately
- Recognize syllables, be able to separate words into syllables, practice noting stressed and unstressed syllables and pauses in a variety of ways (e.g. voice emphasis, finger counting, tapping, marking a script, etc.)
- Control rate of speech for listener comprehension
- Use phrasing to group words into thought patterns (e.g. /*She's not here*; / *I think her baby Nami is sick today*./)
- Practice linking and reductions to be able to produce phrases accurately (e.g. Try it. = /tra - yIt/; I don't know = I dunno)
- Use appropriate English stress patterns for intended meaning (e.g. length, loudness and pitch) applied to syllables in a word (*Base*ball, *Week*end) and sentence stress ("I won't do THAT" vs. "I WON'T do that")
- Become increasingly intelligible with focused/controlled pronunciation practice
- Monitor production and self-correct within a conversation

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Speaking Strand, Standard 3: *English language learners will* Use a variety of strategies to acquire and convey meaning through spoken English

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level: S3.1a Indicate comprehension by using non-verbal cues (e.g. eye contact, smiling, nodding), and short phrases (e.g. *uh-huh*, *please speak slowly*) S3.1b Make attempts to express oneself in predictable situations (e.g. teacher-led question and answer) S3.1c Monitor listener comprehension and repeat words to listener if necessary	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.2a Ask for clarification or one-word translation (e.g. *How do you say muchacha in English?*) S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of learned words or phrases S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages) S3.2d Take risks using language in predictable	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating S3.3b Repair communication problems (e.g. *No, take a left, not a right*; *I said 'a' not 'h'*) S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attracting attention) S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less controlled situations)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase) S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic) S3.4c Seek independent opportunities to practice speaking	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.5a Use appropriate placeholders (e.g. *I mean*) and hesitation techniques (e.g. *Um*) while searching for appropriate vocabulary and grammar S3.5b If applicable, use knowledge of cognates or word structure between English and other languages S3.5c Think ahead to sequence and organize thoughts in order to express themselves more clearly (e.g. use transition or sequence words such as also, first, next, after that)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as, *here's another example*; *my point is*; *in that case*) S3.6c Pay attention to the success of the interaction and adjust components of speech such as

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
	situations (e.g. small groups in class, role plays, or with a prepped guest speaker)		S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)		vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement[6]

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[6] Brown, 1994, in Florez, *NCLE Digest* June 1999

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Reading Strand, Standard 1: *English language learners will* **Read and comprehend a variety of English texts for various purposes**

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels. *By the end of the level,* R1.1a Read and understand simple sentences on a familiar topic (e.g. *Ana has a big family*) R1.1b Use visuals to gain meaning. (e.g. pictures, photographs) R1.1c Use prior personal experience and knowledge of context to make meaning	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers) R1.2c Read and follow simple, familiar one-step written directions (e.g. *Turn the page*; *Copy the word*.)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.3a Read and understand simplified or adapted text that includes longer sentences (e.g. compound and some complex sentences) R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic R1.3c Compare/contrast information in simplified or adapted short texts on a familiar topic (e.g. *Linda gets up at 8:00 a.m. Jose gets up at 9:00 a.m.*)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic R1.4c Compare/ contrast information from a simplified or adapted multi-paragraph text on familiar subjects R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.5a Read and understand a multi-paragraph, authentic text on a familiar topic with support R1.5b Identify and analyze cause/effect information R1.5c Distinguish between fact and opinion R1.5d Distinguish between relevant and irrelevant information R1.5e Identify writer's purpose and point of view	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story) R1.6b Skim (to determine purpose of text) authentic prose or informational text R1.6c Scan (for specific details) for information in authentic prose or informational text R1.6d Make inferences and draw conclusions R1.6e

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Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
R1.1d Locate words in alphabetical lists		R1.3d Read and follow multi-step written directions (e.g. *Write the correct word below each picture, and put the pictures in order*.)	R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)		Compare/contrast information with other texts/sources

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Reading Strand, Standard 2: *English language learners will* **Acquire vocabulary and apply knowledge of English language structure and mechanics to read and comprehend written text**

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels. *By the end of the level,* R2.1a Recognize conventions of print (e.g. reading left to right, word and sentence boundaries) R2.1b Identify upper and lower case letters, and cardinal numerals R2.1c Identify the sound of letters, digraphs, and diphthongs (e.g. *C* sounds like cat /k/, *SH*	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.2a Decode familiar words with several syllables (e.g. family; teacher) R2.2b Read aloud short, simple sentences with minimal hesitation R2.2c Read an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have) R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers) R2.1e Identify	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.3a Use knowledge of common letter patterns to decode words (*-ight, -tion*) R2.3b Follow punctuation cues when reading aloud R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date) R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning R2.3e Identify base words and common inflections (e.g. dish,	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.4a Use letter-sound knowledge to decode unfamiliar words R2.4b Recognize most irregular high frequency words (e.g. would, again) R2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room/) R2.4d Develop vocabulary including common roots and prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.5a Read with minimal hesitation (orally and silently) R2.5b Develop vocabulary including word families (e.g. invest, investor, investment), common idioms, and some phrasal verbs R2.5c Locate indirect pronoun referents (e.g. *Juan is late. It's not his fault. The bus was not on time.*) R2.5d Understand the difference in meaning for the simple, continuous, and present perfect verb tenses and modals	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.6a Read orally with expression (with appropriate pausing, stress, and intonation) R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms, and phrasal verbs R2.6c Distinguish between literal and figurative language (e.g. *My job stinks.*) R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. which, in spite of,

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Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
sounds like shut, *Z* sounds like zip /z/, *OY* sounds like /oi/) R2.1d Apply sound/symbol relationship to decode one syllable, phonetically regular words even if meaning is unfamiliar (e.g. *shed* can be decoded but student may not know the meaning) R2.1e Blend sounds together to create words orally (e.g. /b/ /a/ /t/ together say /bat/) R2.1f Recognize the most common high frequency words (e.g. and, me, it, about, they) R2.1g Read words that they already know how to say (e.g. the word *supermarket* used in a Language	common base words that comprise compound words (e.g. birthday, toothbrush) R2.2f Develop vocabulary related to everyday needs and other targeted topics R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is) R2.2h Locate direct pronoun referents (e.g. *Nami* has a job. *She works at the hospital*.) R2.2i Understand the differences in meaning between simple present and present continuous tense	dishes; want, wanted; talk, talking; China, Chinese) R2.3f Develop vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean) R2.3g Understand the differences in meaning of the present, present continuous, future, and past tenses	R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was) 2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals		although, neither/nor, would) R2.6e Understand the differences in meaning for most verb tenses and forms, including the prefect tenses and active/passive voice R2.6f Recognize all forms of punctuation (e.g. ellipses, colon)

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Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
Experience Story) R2.1h Develop basic vocabulary related to personal information words, signs, and symbols (e.g. stop, exit, address) R2.1i Recognize common abbreviations (e.g. Mon. St.) R2.1j Recognize basic English punctuation and capitalization	R2.2j Understand that word order affects meaning (e.g. *The Red Sox beat the Yankees* has a different meaning than *The Yankees beat the Red Sox.*) R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)				

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Reading Strand, Standard 3: *English language learners will* **Use a variety of strategies to comprehend written English**

Beginning Literacy (SPL 0-1)	Low Beginning (SPL 2)	High Beginning (SPL 3)	Low Intermediate (SPL 4)	High Intermediate (SPL 5)	Advanced (SPL 6 and above)
By the end of the level, R3.1a Re-read to clarify meaning R3.1b Seek assistance when aware that own reading is not accurate R3.1c Tap or scoop syllables to decode words (e.g. fam/i/ly, moth/er)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.2a Use a place-holder word (e.g. "something") for an unknown word and continue reading R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.3a Read-on (read ahead) to get meaning from context R3.3b Think-aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.4a Focus on units or chunks of meaning rather than on individual words R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. *She* <u>*runs*</u> *to catch the bus*; *She* <u>*runs*</u> *a small company*.) R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea) 3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.5a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like *cause*, *symptom,* or *treatment* to aid comprehension) R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. *In other words*; *that is to say; for example*) R3.5c Underline or highlight key ideas or words while reading	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.6a Vary reading strategies for different texts and for different purposes R3.6b Take notes while reading (e.g. paraphrase in the margins, outline)

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Writing Strand, Standard 1: *English language learners will:* **Express themselves in written English for a variety of purposes**

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level, and perhaps subsequent levels. *By the end of the level,* W1.1a Generate original statements of personal relevance, following simple models (e.g. *My name is ___. I am from ___.*) W1.1b Write basic personal identification information (e.g. name, address, date of birth) in simplified forms	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W1.2a Generate original statements on familiar topics, with some support (e.g. likes and dislikes, states of being, brief descriptions: *I like rice; Maria is sick.*) W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature) W1.2c Write lists (e.g. for shopping, personal schedule, classmates' names and phone numbers)	*By the end of the level, demonstrate previous benchmarks as needed, plus* W1.3a Write several related statements on a familiar topic (e.g. *I am proud of my children. They work hard in school and they help me at home.*) W1.3b Fill out simple authentic forms using models (e.g. library card application, school record form) W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings) W1.4b Fill out simple authentic forms (e.g. bank check, post office change-of-address form) W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process W1.4d Express preferences, and comparisons	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W1.5a Explain ideas, opinions, problems, or plans in some detail W1.5b Fill out authentic forms using models (e.g. job application, medical history, order forms) W1.5c Address a familiar audience in writing (e.g. short informal letters to teacher, classmates, colleagues)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W1.6a Elaborate ideas in a clear, cohesive passage W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work) W1.6c Address an unfamiliar audience in writing (e.g. letters to editor or legislator, letter of complaint) W1.6d Paraphrase or summarize information received orally, graphically, or from a written text

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Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
	W1.2d Write simple answers to basic yes/no or information questions (written or spoken)				

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Writing Strand, Standard 2: *English language learners will* Acquire vocabulary and apply knowledge of English language structure and mechanics in writing

Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced ESOL SPL 6 and above
Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels. *By the end of the level,* W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting W2.1b Use vocabulary related to basic information (e.g. *street*; *car*; *son*.) W2.1c Stay within lines and boxes when filling out simplified forms W2.1d Write complete and abbreviated forms of dates, addresses (e.g. September 12, 2005;	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits) W2.2c Write a complete simple sentence (i.e. Subject-predicate) W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.3a Write simple affirmative and negative sentences and questions using correct word order (e.g. *I do not eat pork*; *Where are you from?*) W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work) W2.3c Connect several related sentences (e.g. using transition words, conjunctions, and pronouns) W2.3d Use basic grammatical	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using *because* or *when* W2.4b Use vocabulary related to topics beyond personal sphere (e.g. local current events, world affairs, cross-cultural discussions) W2.4c Write a paragraph with a beginning, middle and end, using teacher support W2.4d Use intermediate grammatical structures	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.5a Construct sentences using a variety of dependent clauses (e.g. *I know where he lives*; *When I eat too much, I get sick*.) W2.5b Use expanded vocabulary that includes abstract nouns (e.g. convenience; luck; diversity) and some common idiomatic expressions (e.g. take care of; count on) W2.5c Write a paragraph with a clear focus and a	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.6a Use a range of simple, compound and complex sentences W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear) W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense,

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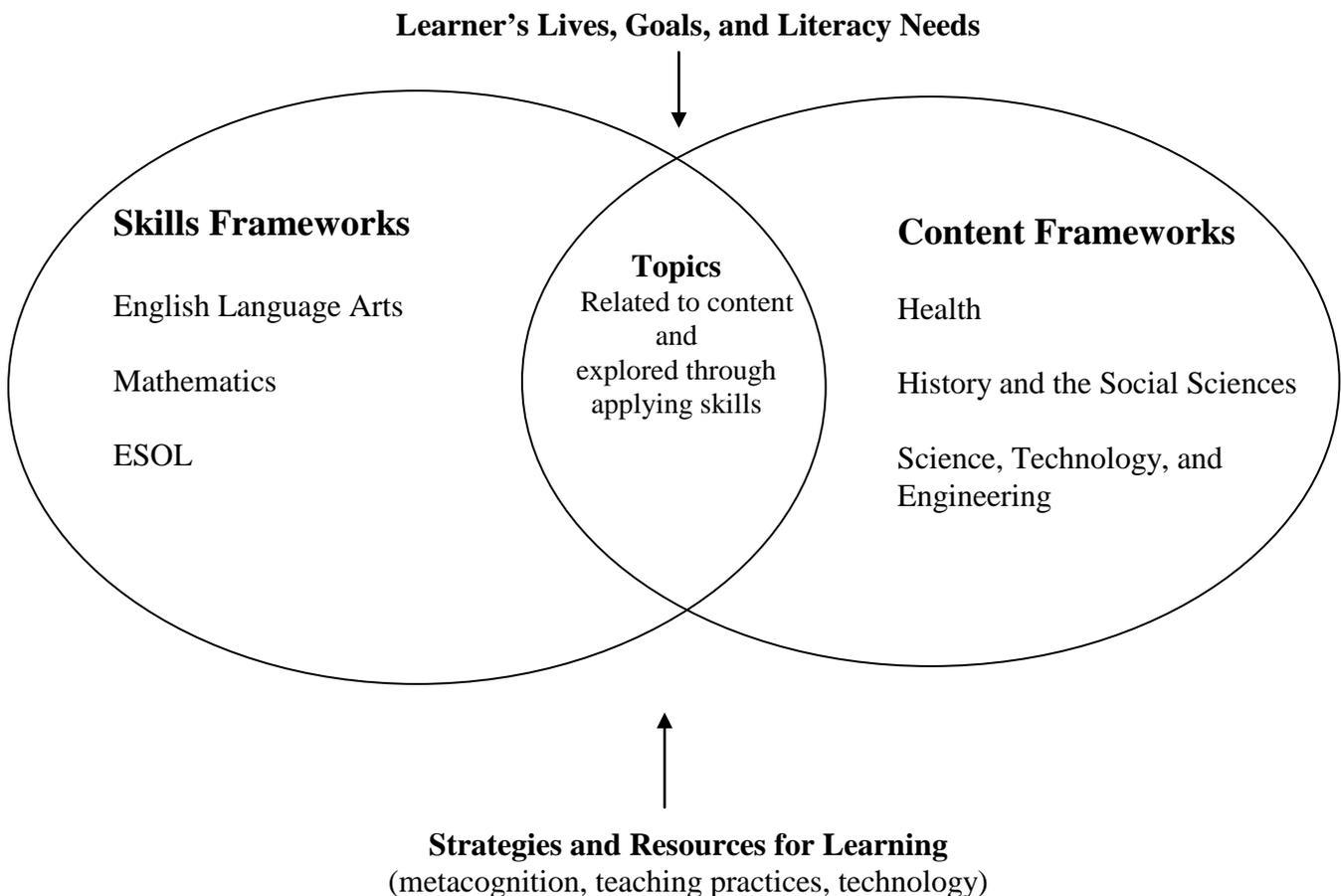| Beginning Literacy SPL 0-1	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced ESOL SPL 6 and above
9/12/05; Elm St.) W2.1e Write simple phrases and some simple sentences using simple present tense (e.g. *big city*; *My name is Ada*.) W2.1f Use correct capitalization for personal identification information and beginning of a sentence W2.1g Write the correct consonant or digraph to show a particular sound (e.g. when teacher says, *dog*, write "d;" when teacher says *the*, write "th") W2.1h Spell some simple sight words correctly	nouns; common adjectives) W2.2e Use capitalization (e.g. to begin a sentence, proper nouns, dates, addresses) and end punctuation (e.g. periods, and question marks in formulaic questions) W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling	structures with support (e.g. simple future, some common irregular past tense verbs such as *was*, *went*, *had*; articles, direct object pronouns, prepositional phrases; frequency adverbs) W2.3e Use basic punctuation (e.g. period for abbreviations; commas for series of words) W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules (e.g. drop the *e* when adding *-ing*)	(e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) W2.4e Use quotation marks, commas and apostrophes with support W2.4f Demonstrate some control over spelling conventions, word families, common spelling patterns (e.g. *silent e*; *-tion*).	beginning, middle, and end W2.5d Use intermediate grammatical structures (e.g. present perfect, some modals; indirect object pronouns) 2.5e Apply conventional spelling rules (e.g. understand spelling options for long vowel sounds, double consonants with *-ed* or *--ing*), or understanding of inflections (e.g. *-ness*) to spell accurately	passive voice; participial adjectives; conditionals) W2.6e Use punctuation and capitalization correctly

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Writing Strand, Standard 3: *English language learners will* **Use a variety of strategies to acquire language and convey meaning through written English**

Beginning Literacy (SPL 0-1)	Low Beginning SPL 2	High Beginning SPL 3	Low Intermediate SPL 4	High Intermediate SPL 5	Advanced SPL 6 and above
By the end of the level,	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
W3.1a Copy models (of letters, words, phrases, numbers) W3.1b Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing W3.1c Practice writing on lined paper	W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs W3.2b Practice spelling by writing targeted words several times W3.2c Label objects to recall or reinforce new vocabulary	W3.3a Practice putting ideas in writing, however minimally W3.3b Use *invented spelling*, words from *L1*, or other placeholders when writing unfamiliar words in order to keep writing W3.4c Attempt to self-correct writing errors when location of errors has been pointed out W3.3d Use graphic organizers (e.g. word web, time line) as a way to organize thoughts	W3.4a Develop ideas through pre-writing activities (e.g. *free writing*, mind mapping) without stopping to correct grammar or spelling W3.4b Take risks by writing longer sentences and using new vocabulary W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)	W3.5a Revise successive drafts for clarity (i.e. content and organization) before editing for correctness (spelling, punctuation, grammar) W3.5b Take risks by putting complex ideas in writing W3.5c Examine and learn about writing from reading well-written / exemplary texts	W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and from self. (The final draft does not need to be perfect) W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing

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Massachusetts ABE Content Frameworks

As stated before, the ESOL framework (as well as the English Language Arts and Math frameworks), is focused on skills, not content. Three of the other ABE frameworks, however, do focus on content and can be used in conjunction with the ESOL framework to generate exciting curricula. The three content frameworks are Health, History and the Social Sciences, and Science, Technology and Engineering. (See Appendix G). The following diagram represents a model for holistic student-centered framework integration. It assumes and incorporates a teacher's understanding of his/her unique body of learners, effective teaching practices, meta-cognition (thinking about thinking), and learning tools in the selection and exploration of a wide variety of topics. Those topics can be identified by students and connected to the strands of other frameworks. The activities through which those topics are explored offer English language learners many opportunities to develop their English skills.

Model for an Integrated Framework

Learner's Lives, Goals, and Literacy Needs

Skills Frameworks

English Language Arts

Mathematics

ESOL

Topics
Related to content
and
explored through
applying skills

Content Frameworks

Health

History and the Social Sciences

Science, Technology, and Engineering

Strategies and Resources for Learning
(metacognition, teaching practices, technology)

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Appendix A: ESOL Framework Glossary

Adapted materials   Authentic texts and other materials that have been modified for lower-level students. The format, vocabulary, grammatical forms, or sentence structure of authentic materials can be adapted. (See **Simplified materials** and **Authentic materials**.)

Affective strategies   Strategies that link learning with feelings, a powerful influence on storage and retrieval of learning. These strategies focus on motivation, anxiety, and self-encouragement.

Aural discrimination   Recognition of the meaningful differences between spoken sounds, words, or phrases.

Authentic materials   Actual reading or listening materials, not modified or simplified, from the real world (e.g. newspaper articles, pamphlets, radio broadcasts). (See **Adapted materials** and **Simplified materials**.)

Background knowledge   Existing knowledge that the learner already has. In the second language comprehension process, at least three types of background are potentially activated: (1) linguistic information, (2) knowledge of the world (one's store of concepts and experiences), and (3) knowledge of discourse structures or how various types of authentic discourse (e.g. conversations, radio broadcasts, newspaper articles, political speeches) are generally organized.

Benchmarks   Benchmarks describe the set of skills learners need to develop and achieve in order to meet the more broadly stated content standards.

Blends   A combination of two or more adjacent consonant phonemes pronounced rapidly (e.g. */bl/* in *blue*).

Body language   Nonverbal communication by means of facial expressions, eye behavior, gestures, posture, and the like. Body language expresses emotions, feelings, and attitudes, sometimes even contradicting the messages conveyed by spoken language. Some nonverbal expressions are understood by people in all cultures; other expressions are particular to specific cultures. (See **Nonverbal communication**.)

Chunking   Putting small groups of words together into meaningful phrases. We tend to speak in chunks that reduce the energy required for processing language.

Circumlocution   A strategy used by a learner who does not know or can't recall a word but wants to express a concept. Instead of using a concise term, a speaker will use a string of words to express the same meaning (e.g. "The wife of your father's brother" is a circumlocution for "your aunt").

Cognates   Words having a common linguistic origin (e.g. *café* and *coffee* derive from the Turkish, *kahve)*. (See **False cognates**.)

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Collocation   A predictable combination of words that commonly go together. For example: Some words that collocate well with *work* are *full-time work, work area, work smoothly,* and *challenging work.* Also, collocates are important in ESL because they help to explain why some learner language is grammatically correct and the meaning is apparent, yet the utterance seems strange. For example, in North America, *teeth* collocates with *brush*, as in *I am going to brush my teeth*, whereas *I am going to clean my teeth* is a grammatically correct and comprehensible sentence but seems awkward and is something a native speaker would not ordinarily say.

Comparative   A form of an adjective, adverb, or noun that is used to express differences between two items or situations (e.g. Juan is <u>taller</u> than Miguel. He works <u>more quickly</u> than she does. That machine makes <u>more noise</u> than this one.)

Complex sentences   A complex sentence contains one or more independent clauses and one or more dependent clauses (e.g. <u>He goes to the dentist</u> / <u>when he has a toothache</u>.)

Compound sentences   A compound sentence is made up of two simple sentences that are joined by a coordinate conjunction, punctuation, or both (e.g. She likes to take the subway, <u>but</u> she doesn't like to take the bus. She likes to take the subway<u>;</u> she doesn't like to take the bus.)

Conjunctions   A conjunction connects individual words or groups of words. A coordinating conjunction connects words, phrases, or sentences that are equal or the same type (e.g. or, and, but). A subordinating conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause (e.g. after, although, as, because, before, if, since, when, where, while, and soon).

Connected speech   Spoken language simplified so that sounds run into one another, are reduced or left out, contracted, or blended. Connected speech is commonly used in the informal speech of native speakers. One important effect of connected speech is that the boundaries between words become blurred. While this may not represent a particular problem for a native speaker, a nonnative speaker who has been taught to recognize individual words and short sentences in their idealized citation forms, may have difficulty comprehending. (See **Linked words** and **Reduced speech**.)

Conditionals (if clauses)   Sentence structures used to state a cause and effect event or situation (e.g. <u>If</u> it rains, the game <u>will be cancelled</u>. <u>If</u> it rained, the game <u>would be cancelled</u>. <u>If it had</u> rained, the game <u>would have been cancelled</u>.)

Content-based instruction   Instruction using subject matter such as life-skills topics (e.g. housing, work), themes, or academic course materials (e.g. math, science, social studies) as a basis for language teaching.

Content words   Those words that are stressed within a sentence; those words that carry the most meaning, for example, nouns, verbs, or adjectives. (See **Function words**.)

Context clues   Information found in the material that helps decide the meaning of a word or phrase in order to maintain reading or listening comprehension fluency. Readers and listeners can use context clues to determine the meaning of words by using the other words around the term in a sentence or surrounding sentences to determine a logical definition.

Contextualized   Sounds, vocabulary, and grammar presented within a meaningful context to facilitate learning (e.g. The grammatical structure of commands taught within the context of a doctor's visit: Open your mouth. Raise your arms.).

Decode   Translating letters into the sounds of spoken language so as to pronounce or read a visually unfamiliar word. Often referred to as "sounding out" a word.

Digraph   Written symbol composed of two letters that represent one speech sound. There are consonant diagraphs (e.g. *ch,)* or vowel diagraphs.

Diphthong   A single vowel phoneme resembling a "glide" from one sound to another (e.g. *oi* /noise/, *ou* /sound/).

Discourse   Communication in speech or in writing that is two or more sentences long.

Embedded questions   Embedded questions begin with phrases such as *Do you know…* or *Can you tell me…* and are followed by a noun clause that begins with who, what, where, when, why, how, or if. In the noun clause the verb order is not transposed as it is in a question (e.g. Can you tell me *where it is?* (See **Embedded statements**.)

Embedded statements   Embedded statements look as if they are questions inside sentences. An introductory clause is followed by a noun clause that begins with who, what, where, when, why, how, or if. In the noun clause the verb order is not transposed as it is in a question (e.g. I don't know *who he is*. I can't remember *where I put it*. I wonder *when she left*. (See **Embedded questions**.)

False cognates   Words that are similar or the same as words in another language but have a different meaning (e.g. The English word *embarrassed*, and the Spanish word *embarazada*, are similar in form but the meaning of *embarazada* (pregnant) is not similar to the meaning of *embarrassed*.) (See **Cognates**.)

Figurative language   Language that communicates ideas beyond the ordinary or literal meaning of the words (e.g., using simile, metaphor, hyperbole, personification).

Fluency   Speaking fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. Writing fluency is deft, cohesive writing created quickly and easily. Reading fluency refers to the ability to read words and texts with relative ease, but fluency does not necessarily imply reading with comprehension.

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Formulaic speech   English expressions that low-level learners memorize as un-analyzable wholes, such as greetings. (See **Learned phrases**.)

Fossilized speech   Speech produced by a learner who has plateaued or stopped learning but continues to use non-standard grammatical forms. Often neither error correction nor explicit grammatical explanation has any effect on errors (e.g. A learner omits verbs to be/to do, producing speech like "Where he go?" or "What you doing?").

Function words   Words that mainly express a relationship between the grammatical elements of a sentence. Function words include articles, auxiliary verbs, personal pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions. Function words make up 65% or more of all written material. (See **Content words**.)

Genre   A literary category. The main literary genres are fiction, nonfiction, poetry, and drama. Each type conforms to specific expected rules and, often, a unique format.

Gist   An overall or generalized understanding of a piece of communication. A learner can gain meaning and understand what is happening even if she can't understand every phrase or sentence. The listener tries to pick up key words, intonation, and other clues to make a guess at the meaning. The reader tries to locate key words and context clues to make a guess at the meaning.

Graphic organizers   A visual used to organize information so it can be more easily represented, recalled, or understood (e.g. word webs, Venn diagrams, charts, tables). (See **K-W-L chart, Mind map, Venn diagram**.)

Guided writing   In guided writing, the teacher and learners (or pairs or small groups of learners) compose together. They go through the steps of the writing process together: brainstorming, drafting, revising, editing, and producing a final product.

High-frequency words   Words that appear repeatedly in printed material. High-frequency words include a large number of function words (articles, auxiliary verbs, pronouns, possessive adjectives, demonstrative adjectives, prepositions, and conjunctions), and common nouns, verbs, adjectives, and adverbs. Many high-frequency words are not phonetically regular. (See **Sight vocabulary**.)

Homonym   One of two or more words that have the same sound and often the same spelling but differ in meaning; such as *to*, *two*, and *too*; or *bank* (embankment) and *bank* (place where money is kept).

Idiom   A phrase or expression that means something different from what the words actually say (e.g. "over his head" means "doesn't understand").

Inference   Inference is the activity performed by a reader or listener in drawing conclusions that are implied but not explicit in what is written or said.

Inflection   A change in the form of a word (usually by adding a suffix) to indicate a change in its grammatical function such as number, person, or tense (e.g. *–ed, --er*).

Intonation   The melody or pitch contour of speech.

Invented spelling   Spelling based on letter-sound and word knowledge that approximates conventional spellings. Invented spelling is not "spell it any way you wish" but is reasoned linguistic approximations that are appropriate for the learner's developmental knowledge of letters and sounds. The use of invented spelling speeds up writing and encourages broader use of words (e.g. A learner isn't sure how to spell *stairs* and generalizes the vowel sound based on words he/she knows how to spell and spells the word *sters*.)

Irregular verb   A verb that forms the simple past in a different way than regular verbs. Regular verbs add –d or –ed. Irregular verbs can have the same form in simple present and simple past (e.g. put) or a different form (e.g. went).

K-W-L Chart   A graphic organizer that helps learners to draw on what they <u>know</u>, focus on <u>what</u> they want to learn, and identify what they <u>learned</u>. To create a K-W-L Chart, learners draw three columns. In the first column, write what is already known about a topic. In the second column, write questions about the topic. In the third column, write important information and answers to the questions after reading or studying about the topic. K-W-L charts can be completed as a class with the teacher or independently. (See **Graphic organizers, Mind map, Venn diagram**).

Key words   Words that carry significant meaning in the utterance or text, as opposed to words that may have a grammatical function and whose meaning may not be crucial for comprehension.

L1   A learner's first or native language.

Language Experience Approach (LEA)   The learner tells a story to a teacher who scribes the learner's words. The learner's story becomes the basis for literacy instruction.

Learned phrases   Common often used or repeated English expressions in the form of slang, idiom or high exposure spoken language. (See **Formulaic speech**.)

Learning strategies   Specific actions, behaviors, steps, or techniques used by learners to improve their learning. (e.g. using a graphic organizer, asking a speaker to repeat, using context clues).

Learning style   A learner's preferred way of perceiving, organizing, and retaining information.

Lexicon   In a teaching context, all the words the learner knows.

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Linked words   Also known as elision. The last consonant of the first word is joined to the vowel starting the second word. (e.g. Get out! /getout/; we're ready? /we'reready/). (See **Connected speech** and **Reduced speech**.)

Metacognition   Thinking about one's own thinking or learning process. Metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how learners can be taught to better apply their cognitive resources through metacognitive control.

Mind map   A mind map is a graphic organizer used for developing ideas and organizing information. Mind mapping helps to identify central ideas, the relative importance of other ideas, and how they are connected. A main or central word or image is placed in the center and then key words, symbols, images, and abbreviations are added as sub ideas. Sub-ideas should be on lines that ultimately connect to the center. Each new line should be open, allowing space for more connections to sub-ideas farther from the center. Mind maps are used for a pre-writing activity, note taking, developing grocery lists, brainstorming sessions, etc. (See **Graphic Organizers, K-W-L chart**, **Venn diagram**.)

Minimal pairs   Pairs of words that have only one different sound (e.g. *pit*, *bit*; *sit*, *set*).

Modal   Auxiliary verbs that express ability, authority, formality, politeness, and degrees of certainty (e.g. can, could, should, will, would, must, may, might).

Modeling   In a teaching context, showing others how to do something by doing it while they watch.

Multiple meanings   A word that has more than one definition dependent on its use in context within a sentence or passage (e.g. Manny **hit** a home run. "With or Without You" by U2 was a **hit** in the '80's.)

Non-verbal communication   Aspects of communication that do not involve language or are used in conjunction with language (e.g. intonation, stress, pauses, gestures, facial expressions, eye contact, physical proximity, body language). (See **Body language**.)

Paraphrase   To rephrase the wording of one's own or another's oral speech or written text. (e.g. *When were you born?* can be paraphrased as *What is your date of birth?*)

Participle adjectives   A verb form ending in *–ing, -ed,* or *–en*. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun (e.g. a *glowing* coal, or a *beaten* dog).

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Parts of speech   There are eight parts of speech: noun, pronoun, verb, adjective, interjection, adverb, preposition, and conjunction.

Phoneme   The smallest unit of sound in a language that is capable of signaling a difference in meaning (e.g. the */p/* sound in *pit* and the */b/* sound in *bit* differentiate the two words).

Phonemic awareness   The ability to hear, identify, and manipulate the separable sounds in words (e.g. The listener's ability to distinguish the three sounds (phonemes) in *pet: /p/e/t/* from the three sounds in *bet: /b/e/t/).*

Phonics   Letter-sound relationships, and the related skills used in analyzing words into phonemes or larger units and blending them to form recognizable words (e.g. the *str-* pattern and the *–ing* pattern in *string* and the sounds they represent).

Phrasal verbs   Verbs that are used in common with other parts of speech, usually prepositions, and take on meanings of their own when combined with these other parts of speech. Although phrasal verbs are written as a combination of two or more words, they act as if they were one word (e.g. to go out with = to date, to bring up = to raise).

Predicate adjectives   Predicate adjectives come after some form of the verb *be* or some other linking verb (e.g. *taste, feel, turn*: Nami is *beautiful*. The train was *crowded*. For a while I felt *bad*.)

Prefix   A word part that is added to the beginning of a word that changes the meaning of the word (e.g. *un--* in <u>un</u>happy).

Prior knowledge   (See **Background knowledge**.)

Productive skills   Learner's ability to produce language by speaking or writing. (See **Receptive skills**.)

Proficiency Level   Portrays what students at a particular level know and can do in relation to what is being measured (e.g. a learner can do "x, y and z" in the Massachusetts ABE ESOL Framework, Reading strand, *Proficiency Level* 5). Proficiency levels are not to be confused with a program's class design levels. Programs should, however, use proficiency levels to closely crosswalk with their program class design levels.

Progressive tenses   A verb tense that expresses an action or situation in progress at a specific time. Also called continuous tenses. Progressive tenses include present (e.g. I am reading), past (e.g. I was reading), future (e.g. I will be reading), present perfect (e.g. I have been reading), past perfect (e.g. I had been reading), and future perfect (e.g. I will have been reading).

Pronoun referent   Referring back to an item (called the antecedent) with a personal pronoun, possessive pronoun, demonstrative pronoun, definite article, etc. A pronoun must agree with its antecedent in number and gender. (e.g. That's April. <u>She</u> works at my company.)

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Questions   There are two general types of questions: yes/no questions and informational (often open-ended) questions. Informational questions begin with who, whom, what, where, when, why, how, and which (e.g. Do you live in Boston? Where do you live?).

Receptive skills   Understanding language that is heard or read. Learners are not required to produce new language; they only have to understand the language they see or hear. (See **Productive skills**.)

Reduced speech   The reduction of destressed syllables so that both consonants and vowels are less explicitly pronounced. Reductions can be within a word (e.g. int(e)rest), or in a phrase or sentence (e.g. *because* becomes *kuz*, *want to* becomes *wanna*, *him* is pronounced as /Im/ instead of /hIm/ in the sentence *She wants him to come*.). (See **Connected speech** and **Linked words**.)

Register   Variety of language appropriate to the level of formality in a particular social setting, the relationship among the participants, and the purpose of the interaction (e.g. *Hi, George,* vs. *Good afternoon, Mr. President* or *Open the window!* vs. *Would you mind opening the window?*).

Rejoinder   A short response used in conversation. Rejoinders do not convey any information as such, but they keep the conversation going and show that the listener has understood and is receptive (e.g. *That's too bad*; *Good idea*; *So do I*.).

Reported speech   Used to report what someone has said (e.g. *Lucy told me that she got a new job*.)

Retelling   An activity where students summarize and retell a story or conversation; one of the best ways to test comprehension.

Role play   A classroom activity in which learners assume roles to enact a situation or conversation.

Scaffolding   Temporary support from a teacher that enables the learner to take on and understand new material and tasks they are not quite ready to do independently. (e.g. engaging learners in pre-reading activities, using graphic organizers, providing definitions of key vocabulary, teacher modeling of an activity, providing multiple resources).

Scan   Quickly search a text for some particular piece of information (e.g. Looking quickly through a newspaper article for a name).

Scoop syllables   (See **Syllabification**.)

Sequencing words   Words that help learners comprehend or relate the order in which events occur (e.g. first, then, finally, next, then, at this point, later, afterwards).

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Sight vocabulary   Words that a student learns to read as whole words without sounding out. Even if these words are phonetically regular, they may follow phonetic patterns the learner has not yet mastered (e.g. "name" may be memorized as a sight word if the learner does not know silent –e.)

Simple present tense   Used to express a permanent truth and habitual events or situations (e.g. People <u>perspire</u> when they are hot. I <u>drive</u> my car every day.)

Simple past tense   Used to express actions begun and completed in the past (e.g. Maria work<u>ed</u> overtime yesterday. Kamal <u>read</u> to his son every night last week.)

Simple future tense   Used to express actions that will happen at one particular time in the future; this *will* happen (e.g. Tran <u>will go</u> to class tomorrow. Jerome <u>is going</u> to start a new job next week.)

Simple sentences   A sentence consisting of one main clause (e.g. *The bus is coming. Daniel called his mother.*)

Simplified materials   Texts that are specially written for classroom use, but have the style and format of authentic materials. The texts use controlled or limited vocabulary and simple sentence structure for use by lower level students. (See **Adapted materials** and **Authentic materials**.)

Situations   Specific places where survival language is spoken (e.g. at school, at the post office, in the doctor's office).

Skimming   Quickly running one's eyes over a text to get its gist (Skim to determine if an article is about a crime or about an accident).

Social language   Oral language used in social or peer settings, usually in contrast to more formal academic language (e.g. *Hi, how are you?* vs. *How do you do?*).

Spiraling   Reusing or recycling vocabulary, grammar, or concepts throughout a text or series of lessons.

Standard   Standards describe what learners should know and be able to do within a specific content area.

Strand   A strand is a cluster of learning standards in the content area organized around a central idea, concept, or theme.

Stress   (See **Syllable stress** and **Word stress**.)

Suffix   A word part that is added to the ending of a root word and establishes the part of speech of that word (e.g. *–tion* added to *assert,* a verb, creates the word *assertion*, a noun.)

Superlative   A form of an adjective, adverb, or noun that is used to rank an item or situation first or last in a group of three or more (e.g. Juan is the tallest person in the class. She works the fastest of all. That machine makes the most noise.).

Syllabification   Indicates the division of words into syllables. This can be done by clapping, pounding or tapping out the individual syllables in a word, or by writing an underline, or by scooping under the individual syllables in a word (e.g. ex press).

Syllable stress   The degree of force with which a syllable is uttered. Syllables can be stressed or unstressed in varying degrees. Stress is an important component of pronunciation and contributes to meaning and to intelligibility (e.g. */re cord'/* to store information and */re cord/* an account).

Tag questions   A question added at the end of a sentence usually to make sure the information is correct (e.g. The Patriots won the Super Bowl, didn't they?).

Think-aloud strategy   A metacognitive strategy that can be used when reading a text. The reader verbalizes how he/she creates meaning for himself/herself from the text (e.g. make predictions, make connections with prior knowledge, create analogies, talk about trouble spots such as difficult vocabulary). By verbalizing, the reader reinforces the process of gaining meaning from text and can share his/her thought process with others.

Tone   An expression of the attitude of a writer or speaker toward a subject. Unlike mood, which is intended to shape the emotional response of the reader or listener, tone reflects the feelings of the writer or speaker. Tone is created by the pitch, rhythm, volume and/or choice of words. It can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. (See **Voice**.)

Transition words or expressions   Words or phrases often used to link sentences, subjects or other parts of a written text. They are also used when speaking. Transitions include:
> **adding an idea:** *also, in addition, further, furthermore, moreover*
> **contrasting**: *however, nevertheless*
> **providing an alternative**: *instead, alternatively*
> **showing similarity**: *similarly, likewise*
> **showing order of time or order of ideas**: *first, then, next, later, meanwhile, previously, finally*
> **showing result:** *as a result, consequently, therefore, thus, so*
> **affirming**: *of course, in fact, certainly, obviously*
> **giving example**: *for example, for instance*
> **explaining**: *in other words, that is*
> **adding an aside**: *by the way, incidentally*
> **summarizing:** *in conclusion, above all*

Use and usage   Use is how the language is used in communication. This can be contrasted with usage, the grammatical rules for the language. (e.g. "Have you ever eaten fried snake?"—Use: To inquire about past experiences; Usage: A present perfect question with "ever" placed in front of

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the past participle). Although usage does have some part to play in adult education, use is more important. In meaningful communication, learners are more concerned with the use of language.

Venn diagram A graphic organizer that is used to compare two characters, ideas, etc. To create a Venn diagram, draw two overlapping circles. In the first circle, put things that are unique about the first thing to be compared. In the second circle, put things that are unique about the second thing to be compared. In the overlapping section, put things both have in common. (See **Graphic Organizers**, **K-W-L chart**, **Mind map**.)

Visualizing The reader makes a mental picture or sketch of the words on the page and draws on what is "seen" to help create meaning.

Voice A writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone.

"With support" Reinforcement of instructional skill learning with assistance, guidance and/or supervision.

Word families Grouped words linked by derivation or etymology (e.g. doubt, doubtful, doubtless, dubious). Word families or word sorts can also refer to words that belong to a particular group. This group can be a semantic group (e.g. *bean, squash, carrot* belong to the semantic group, *vegetables*); a syntactical group (e.g. *walk, run, jump* belong to the syntactic group, *verbs*); or functional group (e.g. *hello, hi, good morning* belong to the functional group, *greetings*).

Word order The correct order of subject, verb, adjectives, and other parts of speech in an utterance or sentence. Word order often follows set rules (e.g. *a blue book* instead of *a book blue*.) Word order in a sentence can affect meaning (e.g. In the sentence, "The Red Sox beat the Yankees," the first three words indicate the doer of the action, while the sixth indicates the recipient of the action.) Word order can also provide clues for the meaning of a word (e.g. In the sentence "The jeft is on the floor.", the reader or listener can surmise that the nonsense word, *jeft*, is a noun because it comes after the article, *the*, and before a verb.)

Word sorts (See **Word families**.)

Word stress The location of emphasis on a word in an utterance, providing a specific meaning to the utterance. Change of word stress will change the intent or meaning of the utterance (e.g. In the sentence "I lost my book," the word "book" would be stressed to indicate what was lost and the word "I" would be stressed to indicate who lost a book.)

Writing process An approach to writing and teaching writing that includes developing ideas, writing a rough draft, revising, editing, and completing a final product.

Appendix B: Charts of the Listening, Speaking Reading and Writing Strands and Standards, by Levels

On the following pages, you will find a different format of charts: *The Listening, Speaking, Reading and Writing Strands and Standards, By Levels*. In these charts, the four strands are compared at each standard with their benchmarks for each level, one through six. In this format, teachers and learners can see how oral and literacy skills compare to one another at the same proficiency level. Some of the skills within the standards coincide at the same level. Other skills in the benchmarks may be introduced on one level (such as one in the Listening strand), while its counterpart in the Speaking strand is mastered at a higher level.

In the earlier charts beginning on page 25, while it is useful to see progression of skills and the threads of the skills as they build across the levels, comparing what the different strands and standards "look like" at each level here is also helpful for teachers and learners.

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STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **Beginning Literacy ESOL (SPL 0-1)**
English language learners will:

LISTENING Comprehend spoken English from a variety of sources for various purposes	SPEAKING Express themselves orally in English for a variety of purposes	READING Read and comprehend a variety of texts for various purposes	WRITING Express themselves in written English for a variety of purposes
By the end of the level, L1.1a Follow non-verbal cues (e.g. pause, quizzical expression) and rising intonation to determine when a response is expected L1.1b Listen and understand basic personal information questions and statements, (e.g. *Where are you from?*) L1.1c Listen and follow simple classroom instructions (e.g. *No pencils; Repeat; Stand up*) L1.1d Listen and understand basic formulaic speech (e.g. greetings, *I'm sorry*; *thank you*)	*By the end of the level,* S1.1a Give basic personal identification information (e.g. name, address, phone number) S1.1b Use and respond to basic greetings and questions (e.g. *Hello*; *What's your name? Where are you from*?) S1.1c Produce simple statements about familiar topics (e.g., survival needs, family, work, or goals)	*Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.* *By the end of the level,* R1.1a Read and understand simple sentences on a familiar topic (e.g. *Ana has a big family*) R1.1b Use visuals to gain meaning. (e.g. pictures, photographs) R1.1c Use prior personal experience and knowledge of context to make meaning R1.1d Locate words in alphabetical lists	*Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.* *By the end of the level...* W1.1a Generate original statements of personal relevance, following simple models (e.g. *My name is _____. I am from _____.)* W1.1b Write basic personal identification information (e.g. name, address, date of birth, etc. in simplified forms)

Note: The examples given in the "e.g.s" are meant to be ideas that the learner can communicate at each level, but learners may not be able to produce the grammar accurately.

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STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **Low Beginning ESOL (SPL 2)**

English language learners will:

LISTENING	SPEAKING	READING	WRITING
Comprehend spoken English from a variety of sources for various purposes	Express themselves orally in English for a variety of purposes	Read and comprehend a variety of texts for various purposes	Express themselves in written English for a variety of purposes
By the end of the level, demonstrate previous benchmarks as needed, plus... L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact) L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids) L1.2c Listen and follow simple warnings or one-step instructions (e.g. *Stop*; *Open the door*.) L1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, *Cookies are $3.00 a box*.)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S1.2a Say and spell simple words and numbers (e.g. school, number of years in the US) S1.2b Participate in short social conversations on familiar topics with support (e.g. *How old are your children? They are six and two*.) S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers) R1.2c Read and follow simple, familiar one-step written directions (e.g. *Turn the page*, *Copy the word*.)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W1.2a Generate original statements on familiar topics, with some support (e.g. Likes and dislikes, states of being, brief descriptions: *I like rice; Maria is sick*.) W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature) W1.2c Write lists (e.g. for shopping, personal schedule, classmates' names and phone numbers) W1.2d Write simple answers to basic *yes/no* or information questions (written or spoken)

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STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **High Beginning ESOL (SPL 3)**

By the end of the level, English language learners will:

LISTENING	SPEAKING	READING	WRITING
Comprehend spoken English from a variety of sources for various purposes	Express themselves orally in English for a variety of purposes	Read and comprehend a variety of texts for various purposes	Express themselves in written English for a variety of purposes
By the end of the level, demonstrate previous benchmarks as needed, plus... L1.3a Identify gist and/or purpose of brief spoken messages on everyday topics (e.g. an apology) L1.3b Listen and understand phrases, statements, and questions when spoken slowly and clearly L1.3c Listen and follow 2- or 3-step instructions (e.g. *Open your book and turn to page 10.*) L.1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/ scaffolding	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S1.3a Produce simple statements, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences and opinions) S1.3b Participate in short social conversations (e.g. make introductions, request, extend, accept or decline an offer: *I need a ride; my car is broken*) S1.3c State a position and support it (e.g. *It's a good job because it has benefits*)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.3a Read and understand simplified or adapted text that includes longer sentences (e.g. compound and some complex sentences) R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in simplified or adapted short texts on a familiar topic R1.3c Compare/contrast information in simplified or adapted short texts on a familiar topic (e.g. *Linda gets up at 8:00 a.m., Jose gets up at 9:00 a.m.*) R1.3d Read and follow multi-step written directions (e.g. *Write the correct word below each picture, and put the pictures in order.*)	*By the end of the level, demonstrate previous benchmarks as needed, plus* W1.3a Write several related statements on a familiar topic (e.g. *I am proud of my children. They work hard in school and they help me at home.*) W1.3b Fill out simple authentic forms using models (e.g. library card application, school record form) W1.3c Write short messages or notes, using models (e.g. phone message with basic information, thank you card, email)

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STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **Low Intermediate ESOL (SPL 4)**

By the end of the level, English language learners will:

LISTENING	SPEAKING	READING	WRITING
Comprehend spoken English from a variety of sources for various purposes	Express themselves orally in English for a variety of purposes	Read and comprehend a variety of texts for various purposes	Express themselves in written English for a variety of purposes
By the end of the level, demonstrate previous benchmarks as needed, plus... L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement) L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate L1.4c Listen and follow instructions with some details (e.g. *Get the paper from the top shelf of the closet.*) L1.4d Identify specific information in everyday contexts (e.g. phone message, brief conversations) with some support/ scaffolding	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S1.4a Request and provide information with elaboration beyond the minimum (e.g. *I want to learn English so I can...; I'm sneezing because I'm allergic to...*) S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. *How are you today*, vs. *How are you doing*?) S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process) S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic R1.4c Compare/contrast information from a simplified or adapted multi-paragraph text on familiar subjects R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings) R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, feelings) W1.4b Fill out simple authentic forms (e.g. library card application, bank check, post office change-of-address form) W1.4c Sequence steps or events, to give instructions, tell a story or explain a process W1.4d Express preferences, and comparisons

STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **High Intermediate ESOL (SPL 5)**

By the end of the level, English language learners will:

LISTENING Comprehend spoken English from a variety of sources for a variety of purposes	SPEAKING Express themselves orally in English for a variety of purposes	READING Read and comprehend a variety of texts for a variety of purposes	WRITING Express themselves in written English in a variety of contexts for a variety of purposes
By the end of the level, demonstrate previous benchmarks as needed, plus... L1.5a Identify the speaker's intention in brief spoken messages (e.g. to inform, to suggest) L1.5b Listen and understand extended discourse with a clear organization and a familiar topic L1.5c Listen and follow multi-step directions or instructions, with repetition (e.g. *Take the #52 bus to Jackson St. The police station is on the corner.*) L1.5d Listen and understand details and essential information in familiar contexts (e.g. in video, announcements) with some support/ scaffolding	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S1.5a Request and provide detailed information (e.g. routine work requirements, giving multi-step directions) S1.5b Converse at some length on topics of interest (e.g. cross-cultural comparisons, family, work or community goals) S1.5c Express consequences, inferences, and cause and effect (e.g. *She's not here. I think her baby Nami is sick today.*)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R1.5a Read and understand a multi-paragraph, authentic text on a familiar topic with support R1.5b Identify and analyze cause/effect information R1.5c Distinguish between fact and opinion R1.5d Distinguish between relevant and irrelevant information R1.5f Identify writer's purpose and point of view	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W1.5a Explain ideas, opinions, problems, or plans in some detail W1.5b Fill out authentic forms using models (e.g. job application, medical history, order forms) W1.5c Address a familiar audience in writing (e.g. short informal letters to teacher, classmates, colleagues)

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STANDARD ONE for Listening, Speaking, Reading, Writing Strands, by Level: **Advanced ESOL (SPL 6 and above)**

By the end of the level, English language learners will:

LISTENING Comprehend spoken English from a variety of sources for a variety of purposes	SPEAKING Express themselves orally in English for a variety of purposes	READING Read and comprehend a variety of texts for a variety of purposes	WRITING Express themselves in written English in a variety of contexts for a variety of purposes
By the end of the level, demonstrate previous benchmarks as needed, plus… L1.6a Identify the speaker's intention in spoken messages on less familiar topics (e.g. to persuade; to joke) L1.6b Listen and understand basic information on new or unfamiliar topics L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register) L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g. giving information at the scene of an accident, talking to your child's teacher) S1.6b Elaborate on complex ideas, both their own and others' (e.g. use examples, explanations and descriptions) S1.6c Express ideas and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story) R1.6b Skim (to determine purpose of text) authentic prose or informational text R1.6c Scan (for specific details) for information in authentic prose or informational text R1.6d Make inferences and draw conclusions R1.6e Compare/contrast information with other texts/sources	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W1.6a Elaborate ideas in a clear, cohesive passage W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work) W1.6c Address an unfamiliar audience in writing (e.g. formal letters to editor or legislator, letter of complaint) W1.6d Paraphrase or summarize information received orally, graphically or from a written text

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels: **Beginning Literacy ESOL (SPL 0-1)**

English language learners will:

LISTENING	SPEAKING[7]	READING	WRITING
Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, L2.1a Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification) L2.1b Understand differences in meaning among subject pronouns L2.1c Listen to *Do you. . .?* and *Wh– do you. . .?* to understand that a question is being asked L2.1d Identify plural inflection (e.g. student/ students) L2.1e Recognize individual letters in isolation and numbers up to 20	*By the end of the level:* S2.1a Recite the letters of the alphabet and count up to 100 S2.1b Develop basic vocabulary related to personal information (e.g. family, home, and daily activities) S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs (e.g. *I have two children*; *Where do you live? I live in Pittsfield*.) S2.1d Use syllable stress in familiar words	*Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.* *By the end of the level,* R2.1a recognize conventions of print (e.g. reading from left to right, word and sentence boundaries) R2.1b Identify upper and lower case letters, and cardinal numerals R2.1c Identify the sound of letters, digraphs, and diphthongs (e.g. *C* sounds like cat /k/, *SH* sounds like shut, *Z* sounds like zip /z/, *OY* sounds like /oi/) R2.1e Apply sound/symbol relationship to decode one syllable,	*Learners who are not literate in their first language or whose first language uses a non-Roman alphabet writing system will take longer to progress through this first level and perhaps subsequent levels.* *By the end of the level,* W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting W2.1b Use vocabulary related to basic information (e.g. *street*, *car*, *son*) W2.1c Stay within lines and boxes when filling out simplified forms W2.1d Write complete and abbreviated forms of dates, addresses (e.g. *September 12, 2005*; *9/12/05*; *Elm St*.) W2.1e Write simple phrases and some simple sentences using simple present tense (e.g. *big city*; *My name is Ada*.)

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[7] Please see the Suggestions for teaching pronunciation accompanying the earlier Speaking Strand, Standard 2 chart.

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LISTENING Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	SPEAKING[7] Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
		phonetically regular words even if meaning is unfamiliar (e.g. *shed* can be decoded but student may not know the meaning) R2.1f Blend sounds together to create words orally (e.g. /b/ /a/ /t/ together say /bat/) R2.1g Recognize the most common high frequency words (e.g. and, me, it, about, they) R2.1h Read words that they already know how to say (e.g. the word *supermarket* used in a Language Experience Story) R2.1i Develop basic vocabulary related to personal information words, signs, and symbols (e.g. stop, exit, address) R2.1j Recognize common abbreviations (e.g. Mon. St.) R2.k Recognize basic English punctuation and capitalization	W2.1f Use correct capitalization for personal identification information and beginning of a sentence W2.1g Write the correct consonant or digraph to show a particular sound (e.g. when teachers says, *dog,* write '*d*,' when teacher says *the,* write '*th*' W2.1h Spell some simple sight words correctly

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels: **Low Beginning ESOL (SPL 2)**

English language learners will:

LISTENING	SPEAKING	READING	WRITING
Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, demonstrate previous benchmarks as needed, plus...	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)	S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order	R2.2a Decode familiar words with several syllables (e.g. family; teacher)	W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money
L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)	S2.2b Develop basic vocabulary related to descriptions and everyday needs	R2.2b Read aloud short, simple sentences with minimal hesitation	W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)
	S2.2c Use basic grammatical structures (e.g. present tense expression of action, habit and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency and time, predicate and descriptive adjectives)	R2.2cRead an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)	W2.2c Write a complete simple sentence (i.e. Subject-predicate)
L2.2c Distinguish between positive and negative statements and between statements and questions		R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)	W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives)
L2.2d Identify beginning base words and inflections (e.g. nationalities in the class: China/Chinese)	S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions)	R2.1e Identify common base words that comprise compound words (e.g. birthday, toothbrush)	W2.2e Use capitalization (e.g. to begin a sentence, for proper nouns, dates, addresses) and end punctuation (e.g. periods and question marks in formulaic questions)
L2.2e Recognize numbers up to		R2.2f Develop vocabulary related to everyday needs and other	

LISTENING Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	SPEAKING Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
100 and words spelled out loud (e.g. telephone numbers, addresses, prices) *Note*: some numbers are difficult to distinguish (e.g. four<u>teen</u> and for<u>ty</u>), and may need more work in higher levels L2.2f Recognize and understand contractions of BE and use of doesn't/don't		targeted topics R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is) R2.2h Locate direct pronoun referents (e.g. *Nami has a job. She works at the hospital*.) R2.2i Understand the differences in meaning between simple present and present continuous tense R2.2j Understand that word order affects meaning (e.g. *The Red Sox beat the Yankees* has a different meaning than *The Yankees beat the Red Sox*.) R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)	W2.2f Sound out words which follow phonetic rules (e.g. *mom*, *cat*, s*hop*) in order to write correct spelling

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels: High Beginning ESOL (SPL 3)

English language learners will:

LISTENING	SPEAKING	READING	WRITING
Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, demonstrate previous benchmarks as needed, plus…	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*	*By the end of the level, demonstrate previous benchmarks as needed, plus…*
L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)	S2.3a Construct information questions (e.g. *Where is the pharmacy? How much are the oranges?*)	R2.3a Use knowledge of common letter patterns to decode words (*-ight, -tion*)	W2.3a Write simple affirmative and negative sentences and questions using correct word order (e.g. *I do not eat pork. Where are you from?*)
L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: *Roberto likes rice, <u>He</u> eats <u>it</u> every night*)	S2.3b Develop vocabulary for targeted topics (e.g. related to community, work, home, current events)	R2.3b Follow punctuation cues when reading aloud

R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date) | W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work) |
L2.3c Distinguish between yes/no and information questions	S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. <u>some</u> irregular past verb forms and future tenses, prepositional phrases, some conjunctions, and contractions)	R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning	W2.3c Connect several related sentences (e.g. using transition words, conjunctions and pronouns)
L2.3d Identify more beginning base words and common inflections (e.g. *live/living*; *-er* for professions)	S2.3d Use syllable stress in newly learned vocabulary	R2.3e Identify base words and common inflections (e.g. dish, dishes; want, wanted; talk, talking; China, Chinese)	W2.3d Use basic grammatical structures with support (e.g. simple future, some common irregular past tense verbs such as *was, went, had;* articles, direct object pronouns, prepositional phrases;
L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can't)	S2.3e Speak with appropriate pauses and rejoinders (e.g. *Um, Uh-huh, Let's see*)	R2.3f Develop vocabulary	

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LISTENING Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	SPEAKING Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
L2.3f Understand basic antonyms (e.g. happy/sad)	S2.3f Link words that often go together (e.g. *It's a ___ = Itza ___*)	including common antonyms and synonyms (e.g. open/close, wash/clean) R2.3g Understand the differences in meaning of the present, present continuous, future, and past tenses	frequency adverbs W2.3e Use basic punctuation (e.g. period for abbreviations; commas for series of words) W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules (e.g. drop the '*e*' when adding '*-ing*'

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels: **Low Intermediate ESOL (SPL 4)**

English language learners will:

LISTENING	SPEAKING	READING	WRITING
Acquire vocabulary and apply knowledge of language structure to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, demonstrate previous benchmarks as needed, plus… L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations) L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms) L2.4c Understand transition words (e.g. then/next, finally, before/after) L2.4d Identify intermediate base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix *un-* L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not	*By the end of the level, demonstrate previous benchmarks as needed, plus…* S2.4a Construct compound sentences S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families) S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case) S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seven<u>ty</u> vs. seven<u>teen</u>, to<u>mor</u>row, <u>fam</u>i<u>ly</u>)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* R2.4a Use letter-sound knowledge to decode unfamiliar words R2.4b Recognize most irregular high frequency words (e.g. would, again) R2.4c Use phrasing when reading aloud to increase fluency (e.g. <u>the girl/walked/into the room./</u>) R2.4d Develop vocabulary including common roots ad prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions,	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using *because* or *when* W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions) W2.4c Write a paragraph with a beginning, middle and end, using teacher support W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)

LISTENING Acquire vocabulary and apply knowledge of language structure to comprehend spoken English	SPEAKING Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
→ didn't; going to → gonna; want to → wanna; got to → gotta) L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs		auxiliary verbs (e.g. that, since, have, was) R2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals	W2.4e Use quotation marks, commas, and apostrophes with support W2.4f Domonstrate some control over spelling conventions, word families, common spelling patterns (e.g. *silent e*, *-tion*)

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels:　　　　　　　**High Intermediate ESOL (SPL 5)**

English language learners will:

LISTENING	SPEAKING	READING	WRITING
Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, demonstrate previous benchmarks as needed, plus... L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children's school) L2.5b Understand high-intermediate grammatical structures (e.g. modals, conjunctions, adverbial clauses of time, real conditionals, embedded statements/questions, and indirect pronoun references (e.g. *Ahmed left his country last year. <u>This</u> was hard for him.*) L2.5c Recognize and understand simple conversation markers (e.g. so after that, well) and more complex transition words (e.g. however, that is, in particular) L2.5d Identify high-intermediate base words and common inflections (e.g. take/taken, employ/employment) and	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S2.5a Ask and respond to questions using a variety of sentence structures S2.5b Develop vocabulary for a variety of topics (e.g. explain work procedures to a colleague with sufficient technical language) S2.5c Use intermediate grammatical structures (e.g. simple, continuous, and present perfect verb tenses, noun, adjective, and adverbial clauses, participial adjectives, modals) S2.5d Emphasize information by shifting word stress in a sentence to indicate meaning (e.g. *I <u>won't</u> do that!* vs. *I won't do <u>that</u>!*) S2.5e Phrase words into meaningful "chunks," and pause	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.5a Read with minimal hesitation (orally and silently) R2.5b Develop vocabulary including word families (e.g. invest, investor, investment), common idioms and some phrasal verbs R2.5c Locate indirect pronoun referents (e.g. *Juan is <u>late</u>. <u>It's</u> not his fault. The bus was not on time*.) R2.5d Understand the difference in meaning for the simple, continuous, and present perfect verb tenses and modals	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.5a Construct sentences using a variety of dependent clauses (e.g. *I know where he lives*; *When I eat too much, I get sick.*) W2.5b Use expanded vocabulary that includes abstract nouns (e.g. convenience, luck, diversity) and some common idiomatic expressions (e.g. take care of; count on) W2.5c Write a paragraph with a clear focus and a beginning, middle and end W2.5d Use intermediate grammatical structures (e.g. present perfect tense, some modals; indirect object pronouns)

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LISTENING Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	SPEAKING Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
meanings of words with common prefixes and suffixes (e.g. *re-*; *-less*) L2.5e Understand common idioms and phrasal verbs	between phrases		W2.5e Apply conventional spelling rules (e.g. understand spelling options for long vowel sounds, double consonants with *-ed* or *–ing*), or understanding of suffixes (e.g. *–ness*) to spell accurately

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STANDARD TWO for Listening, Speaking, Reading, Writing Strands, by Levels: **Advanced ESOL (SPL 6 and above)**

By the end of the level, English language learners will:

LISTENING	SPEAKING	READING	WRITING
Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
By the end of the level, demonstrate previous benchmarks as needed, plus... L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor) L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition: *He would go if he had money; He went to work even though he was sick.*) L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts (e.g., as well, such as, similar) L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S2.6a Speak in complex sentences using adjective and noun clauses (e.g. *I liked the story we read yesterday*; *I don't know what you mean by that*) S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, I should go vs. I have to go) S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses S2.6d Adapt tone, register and expression of vocabulary for audience and context, with awareness of how they affect meaning	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R2.6a Read orally with expression (with appropriate pausing, stress, and intonation) R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms and phrasal verbs R2.6c Distinguish between literal and figurative language (e.g. *My job stinks.*) R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. which, in spite of, although, neither/nor, would) R2.6e Understand the	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W2.6a Use a range of simple, compound, and complex sentences W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear) W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense, passive voice; participial adjectives; conditionals) W2.6e Use punctuation and capitalization correctly

LISTENING Acquire vocabulary and apply knowledge of language structure and mechanics to comprehend spoken English	SPEAKING Acquire vocabulary and apply knowledge of English language structure and mechanics to produce comprehensible speech in English	READING Acquire vocabulary and apply knowledge of English language structure and mechanics to comprehend written text	WRITING Acquire vocabulary and apply knowledge of English language structure and mechanics in writing
L.2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. *Itz a girl*; did you (*didja)*, don't you (*doncha*), *gimme that*) L2.6f Understand idioms and phrasal verbs		differences in meaning for most verb tenses and forms, including the prefect tenses and active/passive voice R2.6f Recognize all forms of punctuation (e.g. ellipses, colon)	

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STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels: **Beginning Literacy ESOL (SPL 0-1)**

English Language learners will:

LISTENING Use a variety of strategies to acquire language and comprehend spoken English	SPEAKING Use a variety of strategies to acquire language and convey meaning through spoken English	READING Use a variety of strategies to acquire language and comprehend written English	WRITING Use a variety of strategies to acquire language and convey meaning through written English
By the end of the level, L3.1a Seek repetition with non-verbal cues (e.g. quizzical look) L3.1b Negotiate meaning with speaker (e.g. *I don't understand.*) L3.1c Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration) L3.1d Recognize when part of a message is understood L3.1e Take risks in predictable situations (e.g. listen carefully in an attempt to understand, stay focused, control any panic)	*By the end of the level:* S3.1a Indicate comprehension by using non-verbal cues (e.g. eye contact, smiling, nodding), and short phrases (e.g. *uh-huh; please speak slowly*) S3.1b Make attempts to express oneself in predictable situations (e.g. teacher-led question and answer) S3.1c Monitor listener comprehension and repeat words to listener if necessary	*By the end of the level,* R3.1a Re-read to clarify meaning R3.1b Seek assistance when aware that own reading is not accurate R3.1c Tap or scoop syllables to decode words (e.g. fam/i/ly, moth/er)	*By the end of the level...* W3.1a Copy models (of letters, words, phrases, numbers) W3.1b Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing

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STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels: Low Beginning ESOL (SPL 2)

English Language learners will:

LISTENING Use a variety of strategies to comprehend spoken English	SPEAKING Use a variety of strategies to convey meaning through spoken English	READING Use a variety of strategies to comprehend written English	WRITING Use a variety of strategies to convey meaning through written English
By the end of the level, demonstrate previous benchmarks as needed, plus… L3.2a Use learned phrases to seek repetition (e.g. *What?; Excuse me?; Again, please*.) L3.2b Check understanding by repeating part of message that is understood (e.g. *No class tomorrow?*) L3.2c Listen for emphasized or stressed words in a phrase or sentence L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning L3.2e Guess meaning of unknown words in familiar contexts	*By the end of the level, demonstrate previous benchmarks as needed, plus…* S3.2a Ask for clarification or one-word translation (e.g. *How do you say muchacha in English?*) S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of words and phrases S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages) S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker)	*By the end of the level, demonstrate previous benchmarks as needed, plus…* R3.2a Use a place-holder word (e.g. "something") for an unknown word and continue reading R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text	*By the end of the level, demonstrate previous benchmarks as needed, plus…* W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs W3.2b practice spelling by writing targeted words several times W3.2c Label objects to recall or reinforce new vocabulary

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STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels: High Beginning ESOL (SPL 3)

English Language learners will:

LISTENING Use a variety of strategies to comprehend spoken English	SPEAKING Use a variety of strategies to convey meaning through spoken English	READING Use a variety of strategies to comprehend written English	WRITING Use a variety of strategies to convey meaning through written English
By the end of the level, demonstrate previous benchmarks as needed, plus...	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*	*By the end of the level, demonstrate previous benchmarks as needed, plus...*
L3.3a Use phrases such as: *What does ___ mean?* or *I don't understand ___* to clarify meaning of an oral message	S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating	R3.3a Read-on (read ahead) to get meaning from context	W3.3a practice putting ideas in writing, however minimally
L3.3b Check understanding by clarifying part of message that is not understood (e.g. *Eighteen* or *eighty*?)	S3.3b Repair communication problems (e.g. *No take a left, not a right; I said 'a,' not 'h'*)	R3.3b Think-aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the characters or scenes)	W3.3b Use *invented spelling*, words from *L1*, or other placeholders when writing unfamiliar words in order to keep writing
L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as *experience, references, tasks*)	S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attracting attention)		W3.4c Attempt to self-correct writing errors when location of errors has been pointed out
L3.3d Take risks despite anxiety (e.g. encouraging oneself through positive statements, accepting that errors are part of language learning)	S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less controlled situations)		W3.3d Use graphic organizers (e.g. word web, timeline) as a way to organize thoughts

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STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels: **Low Intermediate ESOL (SPL 4)**

English Language learners will:

LISTENING Use a variety of strategies to comprehend spoken English	SPEAKING Use a variety of strategies to convey meaning through spoken English	READING Use a variety of strategies to comprehend written English	WRITING Use a variety of strategies to convey meaning through written English
By the end of the level, demonstrate previous benchmarks as needed, plus... L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*) L3.4b Negotiate meaning with speaker (e.g. *Please say that another way*; *Please use a different word.*) L3.4c Indicate to the speaker what was (or was not) understood from a spoken message L3.4d Focus on units or chunks of meaning rather than on individual words	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase) S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic) S3.4c Seek independent opportunities to practice speaking S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.4a Focus on units or chunks of meaning rather than on individual words R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. *She <u>runs</u> to catch the bus; She <u>runs</u> a small company.*) R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea) R3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W3.4a Develop ideas through pre-writing activities (e.g. *free writing*, mind mapping) without stopping to correct grammar or spelling W3.4b Take risks by writing longer sentences and using new vocabulary W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)

STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels: **High Intermediate ESOL (SPL 5)**

English Language learners will:

LISTENING Use a variety of strategies to comprehend spoken English	SPEAKING Use a variety of strategies to convey meaning through spoken English	READING Use a variety of strategies to comprehend written English	WRITING Use a variety of strategies to convey meaning through written English
By the end of the level, demonstrate previous benchmarks as needed, plus... L3.5a Make predictions before and during listening, and check against them after listening (e.g. for news broadcasts, short speeches, or announcements) L3.5b Clarify and confirm accuracy of information by summarizing, rephrasing, or repeating back what is understood L3.5c Work cooperatively with others to gain understanding L3.5d Self-monitor understanding (e.g. checklists) and self-evaluate for listening improvement (e.g. percentage of message understood)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.5a Use appropriate placeholders (e.g. *I mean*) and hesitation techniques (e.g. *Um*) while searching for appropriate vocabulary and grammar S3.5b If applicable, use knowledge of cognates and word structure between English and other languages S3.5c Think ahead to sequence and organize thoughts in order to express themselves (e.g. use transition or sequence words such as: also, first, next, after that)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.5a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like *cause*, *symptom*, *treatmen*t to aid comprehension) R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. *In other words; that is to say; for example*) R3.5c Underline or highlight key ideas or words while reading	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W3.5a Revise successive drafts for clarity (i.e. content and organization) before editing for correctness (e.g. spelling, punctuation, grammar) W3.5b Take risks by putting complex ideas in writing W3.5c Examine and learn about writing from reading well-written or exemplary texts

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STANDARD THREE for Listening, Speaking, Reading, Writing Strands, by Levels:　　　　**Advanced ESOL (SPL 6 and above)**
English Language learners will:

LISTENING Use a variety of strategies to comprehend spoken English	SPEAKING Use a variety of strategies to convey meaning through spoken English	READING Use a variety of strategies to comprehend written English	WRITING Use a variety of strategies to convey meaning through written English
By the end of the level, demonstrate previous benchmarks as needed, plus... L3.6a Infer meaning by using available information and/or context clues in face-to-face and/or recorded speech L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message (e.g. *They are complete opposites! He likes summer but she likes winter!*) L3.6c Focus on speaker's pauses or chunking of words to develop fluency L3.6d Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as *here's another example*; *my point is*; *in that case*) S3.6c Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammar structures to maximize listener comprehension and involvement[8]	*By the end of the level, demonstrate previous benchmarks as needed, plus...* R3.6a Vary reading strategies for different texts and for different purposes R3.6b Take notes while reading (e.g. paraphrase in the margins, outline)	*By the end of the level, demonstrate previous benchmarks as needed, plus...* W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and from self. (The final draft does not need to be perfect) W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing

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[8] Brown, 1994, in Florez, *NCLE Digest* June 1999

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Appendix C: Teacher Vignettes

The following vignettes were written by practitioners across Massachusetts in 1999, and describe how the ESOL Framework standards or strands were brought to life in teaching and learning contexts. The vignettes are meant to evoke similar experiences from your own teaching, and help you to connect the ESOL curriculum framework to your own work.

Vignettes Connecting to the Listening and Speaking Strands

Teacher Vignette One
This vignette describes a teacher's creative use of her class setting in a library to help learners practice oral communication.

I was teaching a beginning literacy class in a public library. I understood that my students wanted to build confidence in communicating with members of the English-speaking community but were afraid to approach anyone but myself to practice. So I tried to build in an interactive outside experience for each classroom unit. For example, after we finished speaking and writing about the various forms of transportation we each used to get to class, I sent the students upstairs with a chart to question library staff members about how they got to work everyday. At first the students were quite nervous about approaching civil servants. But the staff at the library, from the janitor to the director, had been briefed beforehand, and really tried to be approachable and speak clearly. I liked the excitement and confidences these activities generated in my students and I liked the secondary effect it had of acquainting the building staff with the literacy students because it seemed to help foster a welcoming and mutually respectful environment in the library.

Teacher Vignette Two
This vignette describes one teacher's use of dialogue journals with low-level students to encourage authentic communication and to demonstrate the shared responsibility of negotiating meaning in English.

Often I've heard teachers remark that they can't explore really meaningful issues with their students because their students' level of English and/or native language literacy skills are too low. Each time I hear that, I think of a teacher who I worked with recently who was able to effectively use dialogue journals with her very beginning level students--most of whom had little or no first language education. I decided to interview her to learn more about her experience using meaning-based activities with her beginning students.

When asked how she got started using dialogue journals, Anna said, "Over the years you see that your students come to life at certain times more than others--particularly when communicating about important issues in their families in the past or present. When dealing with something like their children's health, you see that you have everyone's attention."

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Anna said that she found that in spite of very limited English language skills, "if it is important to them, then they will try to express it." In order for students to be motivated to stretch their use of English to communicate, Anna found that she needed to do three things:

1. Find the right topic.
2. Provide a safe environment.
3. Share personal information about herself.

Anna originally started to do journals because students wanted individual time with her--they'd talk to her during break time about private issues and she felt she never had enough time or space to fully respond. Anna liked the idea of writing personal letters back and forth with students.

The dialogue journal idea also grew out of Language Experience stories that the group worked on together. As the class wrote stories, certain themes would crop up repeatedly. Rather than wanting to write in shopping or other "survival competency" areas, the students wanted to talk about family members that they were worried about. Anna felt that it would be helpful to offer each student a private space to explore these concerns.

Anna started the project by writing individual notes to each student on the first page of the blue books that they would use as journals. In her entry she'd write a brief sentence or two about herself and her family (in which she consciously used vocabulary that the students might need in writing back) and then ask the students a question.

Anna made a decision to have the students' work in these journals, mostly without teacher assistance, during the beginning of each class period. She did not have the students bring the journals home. This forced them to rely on themselves and their classmates-- rather than on children or other family members who knew more English. This seemed to free them up from the need to express things perfectly--since they knew that no one else would see it.

When I saw these students' journals, I was struck by the personal significance of what was written and of the myriad ways that Anna and each student communicated. If Anna wanted to communicate something that she knew the student did not know the English word for, she sometimes drew pictures in her journal entry. Anna felt that as long as the student could write one word--or attempt one word--they could begin to communicate something important. They could write, "Bebe sik," "sik," "sk" and Anna felt it was up to her to figure out what they were trying to express. Anna said, "If you're doing journals with low level students, you have to be open to invented spelling. You'll stifle them if you're concerned with correctness. The teacher has to be open to the students and their efforts to communicate--she has to learn to decode their writing as they learn to decode yours."

Sometimes a journal was initially incomprehensible to Anna so as she read through the journals and responded, she'd repeatedly put the problem journal at the bottom of the pile. Finally, she'd read the entry out loud to herself and the meaning would come to her. She knew that they were communicating something important and she was committed to understanding what they had written.

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Anna emphasized that she did not start the dialogue journals until midway through the year. She and the students had 6 months of vocabulary building and literacy development and trustbuilding before this effort took place. The dialogue journal was a natural continuation of the class's efforts to use any means available to communicate about meaningful issues in their lives.

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Connecting to Standard 2 in the Listening, Speaking, Reading, and Writing Strands

Teacher Vignette Three

The following vignette illustrates a practitioner changing her teaching to respond to learners' feedback that they want more emphasis placed on language structure and mechanics. The teacher describes how she integrates this component of learning into her more communication-focused class.

I had been teaching in a family literacy program for Asian immigrant and refugee parents for about a year. We had been doing some very exciting things--giving the parents an orientation to the Children's Museum before returning for a visit with the parents and children together, discussing children's homework in the adult classes, and having parents create original, illustrated books about their personal histories to pass on to their children. I had seen a lot of enthusiasm in the program and felt that things were going well. Then we had an Advisory Board meeting in which the majority of the board members were students. We asked how parents were feeling about the program, expecting enthusiastic references to field trips and special projects and to the impact the program was having on families. Instead we got comments like: "We need more grammar. We need spelling. The teacher should write on the board more and give us more tests and homework."

As the teacher and coordinator of the program, I was crushed. I thought we were doing things right--and now look at what the students were saying! Did I have to change my whole approach--throw out all the interesting family-literacy-oriented content and special projects? Was I right or were they right about what was really important? Was what they were saying the whole picture of how they felt or was it a reflection of the traditional notions of education that they had brought with them from their native countries?

Over time I was able to watch my students, see what they were saying in class and in their journals, and re-validate that they WERE responding positively and strongly to the content of the class--which focused on parenting, children, and American schools. Through the use of this content, they were making significant gains in their use of both oral and written English. However, I also needed to take seriously their desire to see more concrete evidence that their knowledge of English grammar and vocabulary and their English pronunciation and spelling skills were growing. Over the course of the next few years, I developed a variety of ways for creating more structured approaches to teaching English language structure and mechanics while continuing to utilize content related to family literacy issues.

One thing I did (in our rented classroom space) was to stick three pieces of newsprint up around the classroom each day. One was titled "spelling," another titled "pronunciation," and another "vocabulary." Each of these had their own particular place in the room so that the students and I were always clear about which words went where. I also asked the students to create separate sections in their notebooks for each of these aspects of language structure and mechanics. As we read about, discussed and wrote about issues that were important to the parents—understanding

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the public schools' differing expectations of parents in the U.S. and in their native countries, understanding children's report cards, approaching teachers about children's problems in school--words they needed help with would go up on the appropriate piece of newsprint.

After the discussion was over, we could then look back at the spelling words and analyze them: what parts of this word are difficult for you? Each week or two the students would have a cumulative spelling test so that by the end of the year they had learned to spell more than 100 words--words that they used frequently and which had emerged from their own needs as they wrote about themselves and their children. New vocabulary and pronunciation challenges would similarly be "captured" on newsprint; they were then used in a variety of oral and written activities. Lower-frequency words that were only needed to understand the particular article we were reading, for example, would be put on the blackboard and erased at the end of class. We also focused each month or so on different language structure issues (e.g. on forming grammatically correct questions) which were then integrated with the family literacy content we were studying (e.g. preparing questions for parent-teacher conferences, asking questions to doctors about children's health problems, etc.).

Through my experience in teaching this class, I realized that many of us teach very interesting lessons--in which we place hundreds of new vocabulary and spelling words on the board and correct students' pronunciation. Many students diligently copy every word down--often onto loose pieces of paper that are lost or stuffed into book bags. The board is erased after class and the words are no longer part of the group's focus. Not enough actual work is done with the many words and structural issues that emerge from the lesson--so students (particularly those with limited formal education) may retain very little. By finding ways of "capturing" the words that students needed, I was able to continue the flow of interesting lessons that stressed communication about significant issues, while also addressing the students' desires for more focus on language structure and mechanics.

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Connecting to the Intercultural Knowledge and Skills Strand

Teacher Vignette Four
The following example illustrates a teacher developing the awareness of her learners' difficulties in dealing with workplace culture. The vignette describes how the teacher addressed learner needs to develop intercultural skills and knowledge and the capacity to communicate orally in different settings.

I began teaching in a workplace ESL program after years of teaching ESL within a community-based organization. In my 'regular' classes I had seen students come to school for the first time too self-conscious to open their mouths; as time passed they spoke freely in class, and I happily imagined their lives outside of class reflecting their growing proficiency in English. So, at the end of the first cycle in the workplace ESL class, flushed with good feelings about how well the students were doing in class, I blithely asked their supervisors to give me feedback on their perceptions of my students' increased ability to communicate in English. I really expected the usual oh-you-miracle-worker affirmation, but as the feedback trickled in, I was stunned to see that not a single supervisor saw any change at all. From the supervisors' point of view, the students were off the production floor while on the clock, but other than the disruption to the work schedule, there was no difference in the way work was conducted: translators were still used whenever there was a need for communication. Certain that there had been some mistake or at the very least, highly unrealistic expectations on the part of the supervisors, I checked with the sister-class, the workplace ABE class.

The students in the ABE class agreed with the supervisors: there seemed to be very little carry-over from classroom performance to on-the-job English.

As I reflected on my apparent failure, I began to observe the workplace culture that prevailed. English speakers spoke to English speakers, Spanish speakers to Spanish speakers, and the sole Cambodian was speaking more Spanish than English. Supervisors spoke only to each other, except in emergencies, and each shift had one worker who was called on to translate any time there was a problem. Clearly everyone—the ESOL students, their English-speaking coworkers and the supervisors—needed to learn how to talk—and listen—to each other. We needed a non-threatening ice-breaker. We needed to learn to communicate on an everyday level so the workers—or the supervisors—didn't have to depend on translators to solve a production emergency in progress. The problem of breaking the habit of non-communication is obviously not a simple one, and I found no simple solution. We did, however, find a couple of steps that helped bridge the gap somewhat.

In typical American circles, the lowest order of knowing a person is knowing their name. Not being able to put a name to a familiar face can be an embarrassment, potentially signifying a lack of interest in the other person. Yet in my classes, I have repeatedly observed that students who share so much of themselves over months of class often have no recollection of each others' names and are not at all offended by being 'nameless'. Likewise, in the workplace, my students rarely knew the names of people with whom they had worked for years. So I decided that the first project would be to learn the names of the supervisors and coworkers. One day we took a camera

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around the factory and took pictures of the various machines and their operators, of the supervisors and of the 'landmarks' in the factory. With the pictures as props, we practiced talking about work and co-workers by name. We wrote about them. We practiced grammar with them ("What is Jesse doing?" "Jesse is driving the forklift." "Where is Debbie?" "Debbie is outside the Quality Control office.") This was a non-threatening way for us to gain conversational familiarity with the names of the co-workers and places in the factory.

The next problem was that, unless the students and their co-workers gained some experience in listening to each other, it was unlikely that a work crisis—a change in procedure or a malfunctioning machine—would be a good place to initiate a conversational relationship. We needed some small talk lessons. We began by practicing mini-conversations in class, then having the 'homework' be to repeat the conversation with someone 'on the floor' and report on the conversational at the next class. We started simple: ways to say good-bye ("See you tomorrow, Frank." "Have a nice weekend, Debbie.") and worked up to more complicated casual exchanges ("Did you have a nice weekend, Bob?" "Do you think it will snow tonight, Andy?"). By keeping these early exchanges fairly limited in scope, the students gained some confidence in their ability to speak to their co-workers. Before each "assignment', we role-played the exchanges; after each, we debriefed, comparing the anticipated response to the actual response and discussing ways to ask for repetition or a slower pace or for clarification.

These activities were not a panacea. The management still had to learn that there was no list of words or sentences to memorize that would make the language barrier vanish; the students still had to gauge when to start taking risks in communicating about work without a translator. But, starting to establish relationships that connected both sides of the language gap did help diminish the polarization that had kept the workplace from being a place where English language proficiency could begin to develop.

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Connecting to the Developing Strategies and Resources for Learning Strand

Teacher Vignette Five
This vignette describes how a teacher worked with her low-level class in order to introduce the concept of Developing Strategies and Resources for Learning.

I wanted to introduce my low level students to the concepts of the Developing Strategies and Resources for Learning strand as a way for them to become better learners, but I wanted to ask the students for information rather than telling them. I came up with this as an introductory activity, which took up a large part of class on three consecutive days:

The first day, we talked about the difference between 'study' and 'learn' so that the students really understood that 'learn' means 'remember and integrate' not just 'go through the motions in class.' You can study without learning and you can learn without studying. (This is especially clear with examples like cooking or driving or swimming). Then I put up a picture of a person. I said, "She is a very good learner and she studied in level one before but she moved to level two very quickly because she learned English very quickly. Tell me about her. What does she do in class? What does she do at home? In the subway? When she is trying to speak English with people? What does she have with her?" We had a nice discussion -- it was fun and my students impressed me. They really touched on most of the things I was hoping they would. In preparation, I had drawn some pictures to illustrate the things I thought/hoped would come up. As they mentioned things, I put the picture up or I made a quick drawing or I took notes on the board -- all as a way of keeping track of the points they made without a lot of language.

The second day I asked what the various pictures were -- what had we said yesterday about our ideal student. We easily went back and forth between things she does and things they do or think they should do and why. We ended up talking in detail about what kinds of background knowledge would help people learn English, examples of cognates and near cognates for different language groups, and whether you really need to be young and single to learn well!

The third day we talked about skills: job skills, study skills, learning skills. Again, I found myself using my Somali students with no education as examples. They have lots of language learning skills but skills for writing and studying in class are harder for them. (I worry a little that people think I was picking on them or something.)

Then I tried to categorize the pictures into categories that reflect the seven standards, but I decided, tentatively, not to emphasize that; most everything they had mentioned was useful in both formal educational settings (in class and on homework, Standard 3) and in informal learning situations (Standard 4). Some of it was attitudinal (which I see as coming under Standard 6, managing feelings). They still did not come up with goal-setting (Standard 1) or discovering your own learning strengths, weaknesses, or preferences (Standard 5) or working together (Standard 7).

I asked them what our student did to help her remember better, (Standard 2) and we talked quite a bit about what she writes in her notebook. With prompting, they realized it's not just in class

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but anytime that she might want to write 'important things'. We also discussed 'new words' and how they could be written down outside the classroom, even if you don't know the exact spelling or meaning. I want to spend more time on the idea of guessing meaning, writing translations, writing down whole sentences, etc. For memory devices, they only came up with 'repeating many times' and 'writing many times', and that was with much pulling of teeth. I did introduce some other memory devices, such as using music or a silly story or drawing a picture to as a way of putting disparate new material 'into memory' together.

Now I need to regroup, take a different tack, and decide my next steps (they're definitely tired of that star learner)!

Acknowledging Student Homesickness and Building Community

Teacher Vignette Six
This vignette describes how a teacher used awareness of her students' cultural adjustment and homesickness to build community, create classroom ownership and develop English skills.

I had quite a number of homesick Cambodians in this class, and one day a student brought in a picture calendar with real life scenes from Cambodia. She thought we should hang it up to decorate the classroom. I had the students tell me what was going on in the pictures, and based on this, they wrote captions to go along with each picture. We posted the pictures around the room, and afterwards I noticed students would gather around them, talk about them, and sometimes practice reading the captions during free times before or after class. I think this event helped to develop a sense of ownership and community in the classroom.

Identity and Diversity in the ESOL Classroom

Teacher Vignette Seven
The following vignette describes a conversation between two teachers about what their role should be addressing diversity issues outside the classroom.

R and I were e-mailing back and forth about a project she was doing with her students where they identified areas of difficulty with English. Together the class brainstormed a list of things they had trouble with in their day to day lives. The list included problems they had at the doctor's, in understanding what was said about their medical conditions.

In order to connect these comments with their English learning goals, the learners worked to transform the can't-do list to can-dos.

I asked if R worked with them at all on negotiating meaning and sharing the responsibility for communication--did the doctor share responsibility to communicate?

R started thinking back to the lesson and how it had unfolded--other comments that were made were about policemen who had been rude to them when they tried to speak in English, lawyers who had failed to communicate with them about what they were going to say in court, etc. She said that at the time those issues had felt out of the scope of her work and that she hadn't really addressed them but had tried to redirect the discussion back to what they could do to change the situation by learning English. At the same time she was questioning whether she should have said something and explored the issue more.

R began to pay more attention to this more in classes and noticed that learners were articulating a need to understand and advocate for themselves within the legal and law enforcement systems but also to understand how they were being treated and why and how they could respond.

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Appendix D: Student Performance Level (SPL) Descriptors for Listening Comprehension, Oral Communication, and Reading and Writing[9]

What are SPLs and how are they related to the National Reporting System (NRS)?

The Student Performance Levels (SPLs) are descriptions of English language proficiency levels for adult non-native speakers of English. The SPLs were developed in the mid-1980s as part of the Mainstream English Language Training (MELT) project under the Office of Refugee Resettlement of the U.S. Department of Health and Human Services.

The SPLs were developed so that teachers in the refugee camps such as the Philippines or Thailand and programs in the United States (where the learners would eventually go) could communicate effectively about adult learners' English skills. The SPLs described general language ability as well as the four skills; listening comprehension, oral communication, reading, and writing. That is, the SPLs were developed so that a refugee program in Arlington, Virginia or Denver Colorado, or Bataan, Philippines, could all understand--generally--what it meant for a learner to be a SPL 3 in listening (for example).

With input from adult ESOL practitioners around the United States, staff members at the Spring Institute for Intercultural Learning http://www.spring-institute.org/ updated the speaking and listening descriptors in 1998. Reading and writing SPLs were reviewed and updated in 2003. While some programs that served refugees continued to understand and use SPLs, many others were not aware of them until the Workforce Investment Act (WIA) of 1998 (H.R. 1385, Pub. L. No. 105-220) was enacted. Title II, also known as the Adult Education and Family Literacy Act (AEFLA) required adult education agencies to establish core indicators of program quality and of learner performance related to educational gain, placement and retention in employment, participation in postsecondary education or training, and high school completion. From this legislation came the National Reporting System (NRS) http://www.nrsweb.org/. The SPL document was one of the sets of proficiency descriptors that informed the development of the NRS levels. So now, SPLs are used as examples of benchmarks that help define the NRS levels.

For more information:

Measures and Methods for the National Reporting System for Adult Education: Implementation Guidelines (March 2001) at http://www.nrsweb.org/reports/implement.pdf
NRS online training at http://www.oei-tech.com/nrs/
Speaking and Listening SPLs are available at:
http://www.cal.org/caela/tools/program_development/elltoolkit/oldpdfs/Part4-5.pdf
Reading and Writing SPLs are available at: http://www.cal.org/caela/esl_resources/rwspls.html

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[9] This material taken from CAELA (Center for Adult English Language Acquisition) website, Center for Applied Linguistics, www.cal.org

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Student Performance Level (SPL) Descriptors for Listening and Oral Communication

Note: These descriptors are for adult ESOL learners and do not represent K-12 grade level reading ability.

General Language Ability		Listening Comprehension	Oral Communication
SPL Level 0	No ability whatsoever	No ability whatsoever	No ability whatsoever
SPL Level 1	Functions minimally, if at all in English. Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	Understands only a few isolated words, and extremely simple learned phrases	Vocabulary limited to a few isolated words. No control of grammar.
SPL Level 2	Functions in a very limited way in situations related to immediate needs. Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	Expresses a limited number of immediate survival needs using very simple learned phrases.
SPL Level 3	Functions with some difficulty in situations related to immediate needs. Can handle routine entry-level jobs	Understands simple learned phrases, spoken slowly with frequent repetitions.	Expresses immediate survival needs using simple learned phrases.

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General Language Ability	Listening Comprehension	Oral Communication
SPL Level 3	that involve only the most basic oral communication, and in which all tasks can be demonstrated. A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.		
SPL Level 4	Can satisfy basic survival needs and a few very routine social demands. Can handle entry-level jobs that involve some simple oral communication, but in which tasks can be easily demonstrated. A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	Expresses basic survival needs including asking and responding to related questions, using both learned and a limited number of new phrases. Participates in basic conversations in a few very routine social situations Speaks with hesitation and frequent pauses. Some control of basic grammar.
SPL Level 5	Can satisfy basic survival needs and some limited social demands. Can handle jobs and job training that involve following simple oral instructions but in which most tasks can also be demonstrated. A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. Has limited ability to understand on the telephone.	Functions independently in most face-to-face basic survival situations but needs some help. Asks and responds to direct questions on familiar and some unfamiliar subjects. Still relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Communicates on the phone to express a limited number of survival needs, but with some difficulty. Participates in basic conversations in a limited number of social situations. Can occasionally clarify

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General Language Ability		Listening Comprehension	Oral Communication
			general meaning by simple re-wording. Increasing, but inconsistent control of basic grammar.
SPL Level 6	Can satisfy most survival needs and limited social demands. Can handle jobs and job training that involve following simple oral and written instructions and diagrams. A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech. Has some ability to understand without face-to-face contact (e.g. on the telephone, TV).	Functions independently in most survival situations, but needs some help. Relies less on learned phrases; speaks with creativity, but with hesitation. Communicates on the phone on familiar subjects but with some difficulty. Participates with some confidence in social situations when addressed directly. Can sometimes clarify general meaning by rewording. Control of basic grammar evident but inconsistent; may attempt to use more difficult grammar but with almost no control.
SPL Level 7	Can satisfy survival needs and routine work and social demands. Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	Understands conversation son most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. Understands routine work-related conversations. Increasing ability to understand without face – to-face contact (telephone, TV, radio). Has difficulty following conversation between native speakers.	Functions independently in survival and many social and work situations but may need help occasionally. Communicates on the phone on familiar subjects. Expands on basic ideas in conversations, but still speaks with hesitation while searching for appropriate vocabulary and grammar. Clarifies general meaning easily, and can sometimes convey exact meaning. Controls basic grammar, but not more difficult grammar.
SPL Level 8	Can participate effectively in social and familiar work situations. A native English speaker not used to dealing with	Understands general conversation and conversation on technical subjects in own field. Understands without face-	Participates effectively in practical and social conversations and in technical discussions in own field. Speaks fluently in both

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General Language Ability	Listening Comprehension	Oral Communication
limited English speakers can communicate with a person at this level on almost all topics.	to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. Understands most conversation between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	familiar and unfamiliar situations; can handle problem situations. Conveys and explains exact meaning of complex ideas. Good control of grammar.
SPL Level 9 Can participate fluently and accurately in practical, social, and work situations. A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.	Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. Speaks without effort. Excellent control of grammar with no apparent patterns of weakness.
SPL Level 10 Ability equal to that of a native speaker of the same socio-economic level.	Equal to that of a native speaker of the same socio-economic level.	Equal to that of a native speaker of the same socio-economic level.

Drawn from:
Grognet, A.G. (1997). *Performance-based curricula and outcomes: The mainstream English language training project (MELT) Updated for the 1990s and beyond.* Denver, CO: Spring Institute for International Studies.

Office of Refugee Resettlement (DHHS). (1985). *Competency-based mainstream English language training project (MELT) resource package.* Washington, DC: Author. (Alexandria, VA: ERIC Document Reproduction Service, No. ED 264 384, 232 pp.)

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Student Performance Level (SPL) Descriptors for Reading and Writing

Note: These descriptors are for adult ESOL learners and do not represent K-12 grade level reading ability)

The descriptions below are averages across the range of what learners at the beginning of each level can do. Learners who are pre- or non-literate when they start to learn may move more slowly; learners who are fully literate in their native language may move faster. A pre-literate learner is one who comes from a society in which there was no written language, and therefore he/she has no exposure to print of any sort. Non-literate learners come from a society in which literacy is all around them (street signs, labels, newspapers), but they have no understanding of the concept of sound-symbol correspondence. (Note that learners whose native language is not written in the Roman alphabet will have special challenges in learning to read in English, no matter how literate they are.)

Reading is a combination of many different skills (e.g., sound-symbol correspondence, word recognition) and strategies (e.g., predicting, skimming for general meaning). Which skills and strategies adults choose to use while reading depend on the purpose of that reading. For example, when adults read a child's report card or a train schedule, they may scan to find grades in certain subjects or the arrival time of a certain train. When they read an article on nutrition, they may preview the headings and illustrations to get an idea what information might be included in the article. Readers predict information based on their experience and make inferences while making use of sound-symbol correspondence, word recognition, word order (syntactic information) and the meaning of the words (semantic information).

For ESOL learners, the reading process is more difficult. Their understanding of a text will be affected by their own cultural backgrounds and by literacy practices in their languages. They will not be able to make predictions from their experiences as easily as native English speakers. Also, spelling and word order may be very different in their native language.

One way to introduce reading to ESOL learners is through texts that are relevant to their lives, which include familiar syntax and vocabulary, and predictable meaning. As students progress, texts on less familiar topics can be introduced. These will encourage students to employ an expanding array of skills and strategies as they develop their proficiency in reading in English.

Revised Reading Levels

SPL 0 No ability whatsoever in English.

SPL 1 Individual recognizes most letters of the alphabet and may be able to read one's own name or a few isolated words. Has a developing sense of phonemic awareness. Can probably read own address, telephone number, and other relevant numbers.

SPL Level 2 Individual can recognize upper and lower case letters and environmental print (e.g. common signs, symbols, prices, etc.).

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SPL Level 3 Individual can read and comprehend simple learned phrases or short sentences, containing familiar vocabulary in familiar contexts, e.g. "Where do you live?" Has a limited understanding of connected prose, and may need frequent re-readings.

SPL Level 4 Individual reads and understands simple sentences or short paragraphs or messages on familiar subjects (e.g., people, places, events) containing familiar vocabulary.

SPL Level 5 Individual can read simple material on subjects of personal interest that have a clear underlying structure (e.g. main idea and supporting details) and can use some context to determine meaning.

SPL Level 6 Individual can read authentic instructions, descriptions, and narratives on familiar subjects or from which new vocabulary can be determined by context (e.g., a simple news story). Can recognize logical order and make some minimal inferences. Emerging reading strategies are evident, (e.g., can compare and contrast, sequence information, etc.).

SPL Level 7 Individual can read and understand material related to most adult roles. Can interpret descriptive narratives, predict, and infer meaning from material on familiar topics. Can skim and scan for meaning e.g. consumer information, manuals, memos.

SPL Level 8 Individual can read and understand authentic material on unfamiliar topics, but may have trouble with difficult vocabulary or grammar. Skims and scans, compares, contrasts, and sequences information with consistency. Understands the purpose of various texts (e.g., editorials, ads).

Revised Writing Levels

The descriptions below are averages across the range of what learners at the beginning of each level can do.

Writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class.

Writing includes two different skills: producing the correct printed symbol to represent sound (encoding speech) and the ability to arrange thoughts logically and coherently (cognitive writing) depending on the purpose and audience. There are also the conventions of writing such as spelling, punctuation, capitalization, and paragraph formation.

ESOL learners who are pre- or non-literate may have difficulty holding a pen or pencil and may also have difficulty with directionality (e.g., left to right, top to bottom). Learners who are literate in their native language may bring their cultural perceptions and expectations of appropriate organization and methods of expression to their writing. These may differ from

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English writing conventions. Learners can benefit from using examples of writings, outlines, and graphic organizers (e.g., Venn diagrams, webs) to prepare their writing. Grammar and vocabulary development should be integrated with writing instruction.

Writing Levels

SPL Level 0 No ability whatsoever in English.

SPL Level 1 Individual can copy letters of the alphabet, numbers, own name and address. Individual may have difficulty using a writing instrument.

SPL Level 2 Individual can write basic personal information and numbers and can complete simple forms. Can write sight words and may be able to write simple messages using learned phrases.

SPL Level 3 Individual can write short sentences on basic personal information and on familiar subjects. There is emerging use of punctuation (e.g. period and question mark).

SPL Level 4 Individual can write simple sentences, notes and messages on familiar subjects, may write simple paragraphs. Has limited grammatical accuracy. Inconsistent use of the mechanics of writing, including capitalization, period, and question mark.

SPL Level 5 Individual can write simple narrative descriptions on familiar topics (e.g. customs in native country, personal life experiences, note to teacher, etc.) Attempts to elaborate on main idea. Grammar is still inconsistent. Is gaining control of mechanics of writing.

SPL Level 6 Individual can write simple, multi-paragraph narratives. Can logically organize connected prose. Grammar is more consistent, with some use of transitions (and, but, although, yet, etc.). More control of mechanics of writing.

SPL Level 7 Individual can perform everyday writing tasks and write descriptive and narrative prose for a variety of purposes and audiences. Uses more complex structures. Can elaborate on subject; writing is more fluid. Uses appropriate mechanics of writing.

SPL Level 8 Individual can write, giving relevant detail, and using appropriate tone and purpose. Writing is fluid. Grammatical errors do not impede meaning. Uses appropriate mechanics of writing.

Revisions to the original Student Performance Level Reading and Writing Level descriptions were prepared by Allene G. Grognet in consultation with ELT Partners (Myrna Ann Atkins, Miriam Burt, Burna Dunn), and other practitioners (Donna Moss, Peggy Seufert, Lynda Terrill, and Carol Van Duzer). January, 2003.

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Appendix E: Internet Resources

The sheer volume of useful websites has become almost overwhelming. The list that follows is not meant to be exhaustive, but to provide teachers and other program staff with a starting point for exploring topics relevant to their particular programs and students. Aside from the first two entries, the list is in alphabetic order.

www.doe.mass.edu/acls   This is the homepage for the Adult and Community Learning Services Unit of the Massachusetts Department of Education.

www.sabes.org   The homepage of Massachusetts' System for Adult Basic Education Support. This site has links to all of the regional SABES centers, and lists workshops and more resources.

http://www.adultedcontentstandards.org/ The Adult Education Content Standards Warehouse, funded by the US Department of Education, supports adult educators in their efforts to develop, align, and implement content standards. Use this site to view a wide range of useful content standards, develop content standards, plan professional development, and design standards-based curriculum and instruction.

www.bpl.org   Homepage of the Boston Public Library, including an online catalogue of materials available through interlibrary loan.

http://www.cal.org/caela/ Center for Adult English Language Acquisition (CAELA) replaces the National Center for Literacy Education. Its purpose is to assist states with emerging populations who are learning English as a Second Language.

www.cdc.gov   Homepage of the Centers for Disease Control and Prevention.

www.ed.gov   The website of the US Department of Education.

http://www.eric.ed.gov/ ERIC, or the Education Resources Information Center, hosted by the U.S. Department of Education, is a clearinghouse all types of curriculum, instruction, assessment, and research information.

www.eslcafe.com   Includes an ESOL help center, and links to other ESOL sites.

www.facstaff.bucknell.edu/rbeard/diction.html   Access to foreign language dictionaries.

http://www.famlit.org/ National Center for Family Literacy (NCFL)

http://www.intelecom.org/ilrn/adulted/crc/crcpage.htm   Learning Resources Network/ Crossroads Café, designed for ESOL learners.

www.learner.org   Homepage of the Annenberg/CPB Project, whose mission is to help "colleges, universities, high schools, and community organizations use telecommunications technologies to

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improve learning for all students, including the growing number of older and part-time students, and informal learners in their homes."

http://literacy.org/ncal.html   Homepage of the National Center on Adult Literacy (NCAL).

http://litlink.ket.org/ Public Broadcasting Services (PBS) Literacy Link website, including learning activities and resources for adult learners.

http://www.ncsall.net/ National Center for the Study of Adult Learning and Literacy (NCSALL), based at Harvard University.

www.newspapers.com   Listing of national and international newspapers.

www.nifl.gov   The homepage of the National Institute for Literacy, including LINCS. A resource for a variety of adult education concerns, including family literacy, workplace education, and ESOL. Listservs on a variety of ABE topics are available to join.

http://www.nifl.gov/nifl/eff.html Equipped for the Future (on the NIFL website)

www.proliteracy.org Pro Literacy Worldwide is a merger of two adult volunteer literacy organizations: Laubach Literacy International and Literacy Volunteers of America.

http://www.sit.edu/ The School for International Training.

http://www.tv411.org/about_alma/ Homepage of the Adult Literacy Media Alliance.

http://www.tv411.org/index.shtml TV411, Tune Into Learning, part of ALMA.

www.weather.com   Homepage of The Weather Channel, with maps and climate information.

www.worlded.org World Education, based in Boston, Massachusetts, has many projects worldwide, and their website has numerous resources and information about Adult Basic Education, including a number of health literacy resources.

http://uscis.gov/graphics/ US Citizenship and Immigration Services (USCIS)

www.uwex.edu/disted   A clearinghouse of distance learning resources.

http://wgbh.org/resources/ WGBH Resources for teachers, families and community groups, lifelong learners, people with disabilities, and academic and student researchers.

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Appendix F: Equipped for the Future

Role Maps

As quoted from the National Institute for Literacy's website http://www.nifl.gov/nifl/eff.html, the *Equipped for the Future* Role Maps "describe what adults do when they are effective in their roles as parents/family members, workers, and citizens/community members." EFF partners developed the role maps by asking adults from many different walks of life to describe what they needed to be able to do to fulfill these three roles.

"Each role map includes the following parts: the key purpose or central aim of the role, broad areas of responsibility that are the critical functions that adults perform, and key activities through which the role is performed. We can use the role maps to identify what it is important for us to teach and learn." While Massachusetts DOE-funded ABE programs are not required to use EFF, it is a strong instructional resource.

Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

Broad Areas of Responsibility

Promote Family Members' Growth and Development	Meet Family Needs and Responsibilities	Strengthen the Family System
Family members support the growth and development of all family members, including themselves	Family members meet the needs and responsibilities of the family unit	Family members create and maintain a strong sense of family

Key Activities

• Make and pursue plans for self-improvement • Guide and mentor other family members • Foster informal education of children • Support children's formal education • Direct and discipline children	• Provide for safety and physical needs • Manage family resources • Balance priorities to meet multiple needs and responsibilities • Give and receive support outside the immediate family	• Create a vision for the family and work to achieve it • Promote values, ethics, and cultural heritage within the family • Form and maintain supportive family relationships • Provide opportunities for each family member to experience success • Encourage open communication among the generations

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Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

Broad Areas of Responsibility

Do the Work	Work With Others	Work Within the Big Picture	Plan and Direct Personal and Professional Growth
Workers use personal and organizational resources to perform their work and adapt to changing work demands	Workers interact one-on-one and participate as members of a team to meet job requirements	Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success	Workers prepare themselves for the changing demands of the economy through personal renewal and growth

Key Activities

• Organize, plan and prioritize work • Use technology, resources, ands other work tools to put ideas and work directions into action • Respond to and meet new work challenges • Take responsibility for assuring work quality, safety and results	• Communicate with others inside and outside the organization • Give assistance, motivation, and direction • Seek and receive assistance, motivation and direction • Value people different from yourself	• Work within organizational norms • Respect organizational goals, performance and structure to guide work activities • Balance individual roles and needs with those of the organization • Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices	• Balance and support work, career, and personal needs • Pursue work activities that provide personal satisfaction and meaning • Plan, renew, and pursue personal and career goals • Learn new skills

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Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities and the world.

Broad Areas of Responsibility

Become and Stay Informed	Form and Express Opinions and Ideas	Work Together	Take Action to Strengthen Communities
Citizens and community members find and use information to identify and solve problems and contribute to the community	Citizens and community members develop a personal voice and use it individually and as a group	Citizens and community members interact with each other people to get things done toward a common purpose	Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

Key Activities

• Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others • Recognize and understand human, legal, and civic rights and responsibilities for yourself and others • Figure out how the system that affects an issue works • Identify how to have an impact and recognize that individuals can make a difference • Find, interpret, analyze, and use diverse sources of information, including personal experience	• Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community • Learn from others' experiences and ideas • Communicate so that others understand • Reflect on and re-evaluate your own opinions and ideas	• Get involved in the community and get others involved • Respect others and work to eliminate discrimination and prejudice • Define common values, visions, and goals • Manage and resolve conflict • Participate in group processes and decision-making	• Help yourself and others • Educate others • Influence decision-makers and hold them accountable • Provide leadership within the community

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Appendix G: Massachusetts ABE Curriculum Frameworks Strands

English Language Arts	Mathematics and Numeracy	ESOL	History and Social Sciences	Science and Technology/ Engineering	Health
Reading	Number Sense	Listening	Cultures and Identities	Doing Science and Technology	Perception and Attitude
Writing	Patterns, Functions and Algebra	Speaking	Power, Authority, and Participation	Unifying Concepts in Science and Technology: Similarity and Diversity	Behavior and Change
Oral Communication	Statistics and Probability	Reading	Production, Distribution and Consumption	Unifying Concepts in Science and Technology: Order and Organization	Prevention, Early Detection, and Maintenance
Critical Thinking	Geometry and Measurement	Writing	Systems	Unifying Concepts in Science and Technology: Systems	Promotion and Advocacy
		Navigating Systems	Environments and Interdependence	Unifying Concepts in Science and Technology: Measurement, Magnitude, and Models	Systems and Interdependence
		Intercultural Knowledge and Skills	Continuity and Change	Unifying Concepts in Science and Technology: Patterns of Change	
		Developing Resources and Strategies for Learning	Conflict and Resolution	Unifying Concepts in Science and Technology: Predictability	
			Perspective and Interpretation	Using Science and Technology	

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