

# State of Wyoming

ESL Content Standards



WYOMING  
COMMUNITY COLLEGES



# **ESL Content Standards**

Introduction

## Difference between an ABE and ESL student

ESL students differ from ABE learners. First, many ESL students are already literate (some highly educated) in their first language, so they need to acquire English language skills, not basic skills. Second, students who are not literate in their native tongue have to learn both the basic components of literacy and English as a second language. To best serve these students, Wyoming's ESL teachers should have an understanding of the underlying principles of adult language learning.

## Adult Language Acquisition

Based on research in second language acquisition, the underlying principles of adult language learning differ from those associated with children learning a second language, in a few ways distinct ways. First, contrary to popular belief, adults are not necessarily at a disadvantage when learning a second language. It has been found that adolescents learn a new language most quickly, followed by adults and then children. Adults can grasp grammatical concepts and use vocabulary in varied situations faster than a child can. On the other hand, children can acquire native-like pronunciation, whereas adults typically do not (Ellis, 1994).

## Adult Language Acquisition

Below is an outline of some well-researched principles that ESL teachers should keep in mind.

- **Emphasize real situations and background knowledge.** Research indicates that adults learn best when the lesson emphasizes the use of English in real situations. It is also important to draw on, and validate, the background knowledge and experiences adult students bring with them into the classroom. Involve critical thinking in all levels of study
- **Linguistic framework.** Adults can understand lessons about how a language works much better than children can. Adult students need linguistic frameworks, even simple ones, to help guide them (e.g. directly explaining the difference between perfect tense, *have studied*, compared to simple past, *studied*).
- **Relevance.** Students learn more rapidly when the content is relevant to their lives (see needs assessments below).
- **Recycle.** Information needs to be recycled in a variety of contexts. An adult English learner also tends to learn best when instruction integrates the four key language skills (reading, writing, listening, and speaking), providing an experience where one skill reinforces the others (Brown, 1994).
- **Drive and commitment.** It has been found that adults may need 120 to 235 of study to move up one SPL (Grognet, 1997). There is a normal gap between conversational English, which can develop in just a few years, and academic, non-contextualized English, which develops very slowly. It is important to show adult students their gain in these areas

# Needs assessment

Two well-used tools of student evaluation are needs assessment and learner self evaluations. Needs assessments can help the teacher be more responsive to the needs of the students. This type of assessment reveals the specific contexts in which students wish to use English; the teacher can then make the classes more relevant to the students' lives and practical needs. Students can write down or discuss their goals at the beginning of the class and refer to them at different stages throughout the course. Needs assessment is an ongoing and evolving process throughout the instructional program, and it can help guide student placement, materials selection, curriculum design, and teaching strategies.

- Types of Need and goal assessments
- Questionnaires
- Checklists
- Interviews and/or class discussions
- Timelines to express learners' short-term and long-term goals

# Lesson Planning

Having a standard model for an ESL lesson plan can reduce the time a new teacher needs to put into planning for each class. A good lesson plan can ensure that class time is effectively used to help the students achieve their goals. A good lesson plan stems from learning objectives based on assessments of student needs, state standards, and program curricula. There are many ways to plan a lesson, and every good teacher will find the method that works best for her. There are, however, five elements that can be found in every good lesson plan (CAELA, 2007).

# Lesson Planning

**Topic:** Based on a real life context taken from the students' needs assessments.

*Going to the grocery store*

**Lesson objective:** A well-written objective tells what students will be able to do at the end of the lesson (not what they will know).

*The students will be able to ask grocery store personnel where to find a certain item.*

**Enabling skills:** These are the skills that will be used to accomplish the lesson objective (ie. vocabulary, grammar, reading, writing, pronunciation).

Vocabulary: *cashier, aisle, dairy, deli;*

Grammar: *where is/are, and count/non-count nouns;*

Pronunciation: *ai.*

**Materials:** Anything that is needed to execute the lesson should be identified and secured before class time, including visual aids, handouts, books, CD player, etc.

*Map of a local grocery store*

Most lessons include a series of stages to help students achieve the lesson objective. Most lessons include an introduction, a presentation, practice time (working on form), an evaluation, and application stages (communicative work). Below is an outline of the stages of a lesson from CALEA guide for adult ESL Trainers (2007).

# Stages of a Lesson

<b>Warm-up and Review</b>	<b>At this stage the instructor makes use of students' prior knowledge and previews or reviews material related to the lesson.</b>
Introduction	The instructor establishes the purpose of the lesson by focusing students' attention on that purpose (for example, by asking questions or using visuals).
Presentation	New language and concepts are taught, and comprehension of the new information is checked sometimes through simple drills in a text or worksheets.
Guided Practice	This stage provides highly structured activities that help students work with the new language.
Communicative Practice	Activities at this stage allow students to integrate the new language with their previously acquired language, usually in an interactive setting.
Evaluation	The teacher and students assess students' achievement of the lesson objective.
Application Tasks	This stage reflects real-life applications of the lesson objective.
Closing	The whole class reconvenes with an activity that reestablishes class community.

As teachers plan for a class they can add their own activities for each stage.

# Multileveled Class

For classes with more than one level, the instructor needs to alter the lesson plans. The class can begin with a warm-up together and then the instructor can present a new language presentation followed by a guided practice and then a second presentation followed with guided practice for the second group (and so on). The whole class can then participate in communicative practice and the rest of the lesson plan together.

# Teaching Reading

**Adult education programs serve both native and non-native speakers of English, yet we cannot teach reading to these two groups in the same way. Non-native students actually learn reading differently than native adult learners. The information below is based on the research findings of Kruidenier (2002) who looked at reading research with English speaking adults compared to various research based on non-English speaking adults.**

- Pre-teach vocabulary in a reading passage
- Limit the number of vocabulary items that must be pre-taught,
- Select reading passages that are only slightly above the level of the student.
- Teach high frequency words first
- Provide learners with multiple exposures to specific words in multiple contexts.
- Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- Teach students to use both monolingual and bilingual dictionaries.
- After reading, students should write sentences in which they use specific words and grammatical forms.

**Also, when teaching NNS it is important to remember that cultural issues may impede text comprehension. Here are some suggestions that might remedy this:**

- Find out what students know, need to know, and want to know and then build on this; select readings that the students are familiar with.
- Pre-teach vocabulary and unfamiliar ideas
- Use visual aids to help learners build background knowledge, for example, by having the students predict what topic lesson will be about.

# Teaching Listening

It is said that listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more that we read, and five times more that we write (Rivers, 1981). Thus, it is important to show students that listening is not a passive skill, but a skill that needs special attention. Good listening can increase a students positive experience with the language by teaching them to listen for grammatical nuances (e.g. *Do you like peanut butter?* verses *You don't like peanut butter, do you?*) and it can also aid pronunciation of the new sounds not found in the students' first

# Teaching Listening

Principles for listening comprehension in the classroom  
(Wilcox-Peterson, 2001).

- Use listening before other activities, before the student is asked to speak, read, or write about a topic.
- Include both global (main idea, setting, situation) listening and selective (details, focus on accuracy).
- Use discussion to call up students' background knowledge before students listen to a particular text.
- Help learners develop conscious listening strategies. Do this by raising their awareness of particular text features (transition words, hedges, etc.)

# Teaching Listening

Instructional models (Morley, 1991).

1. *Listening and repeating.* The students are asked to imitate a sentence, phrase, or word pattern, trying to imitate the pronunciation patterns, and memorize them to use in conversation.
2. *Listening and Answering Comprehension questions.* The students listen to a text and then answer primarily factual questions. This enables students to recognize important pieces of information and to increase speed and accuracy of recall.
3. *Task Listening.* This asks the students to listen to information and then to carry out a task regarding the information.
4. *Interactive Listening.* The students are asked to take part in a discussion. In this model the students are to pay attention to more formalized discourse rules such as turn taking, politeness, hedging (using modals such as: maybe and might) agreeing/disagreeing, topic shifting, etc.

# Teaching Writing

There are two general types of writing taught in ESL classrooms. The first is often referred to as 'real life' writing such as taking phone messages and writing thank-you notes, lists, letters, and resumes. The second is process writing, which is more academic in nature, for students considering furthering their education.

Even for students whose first language is based on the roman letter system, English presents the learner with unique problems related to the relationship between the sound and spelling of English words. Students often want a consistent letter to sound association, and then become thoroughly frustrated when the connection is not consistent. Therefore, it is a good idea to inform students to the fact that English

# Beginning Writing

Beginning writers will initially work with letter sound correspondences, letter combinations, phonics, and word combinations.

Example of Early writing activities (Olshtain, 2001):

1. Letter or word recognition through matching tasks and tracing activities.
2. Meaningful listing or copying of information.
3. Practicing sound-spelling correspondences (eg. Write the missing letters or underline the word the instructor says).

# Process Writing

## Steps in the writing process

1. A *prewriting activity* in which learners work together to generate ideas about a topic and organize those ideas, perhaps through the use of graphic organizers.
2. Writing a *first draft*, in which the focus is putting the ideas down on paper without concern for grammatical or spelling errors.
3. *Revising* the draft, often done in pairs or small groups, with a focus on the appropriateness of the ideas and the clarity of their organization.
4. *Editing* the draft, with a focus on grammar, spelling, punctuation, transition words (first, next), and signal words (for example, another reason is). The complexity of the concepts and forms to be edited depends on the level of the students and on the elements they know or have studied. The use of an editing checklist for students is recommended.
5. *Publishing* or in some way sharing the work with a wider audience. This may mean the rest of the class, students' families or friends, the wider community, or even an Internet audience. Publishing can take the form of displays on classroom walls; compilations in books, newsletters, newspapers, or posting on Web sites.

# Paragraph Components

Topic Sentence	<b>This sentence outlines the main idea presented in the paragraph.</b>
Supporting sentences with details	This part of the paragraph presents details, facts, examples, quotes, and arguments that support the main idea.
Transition sentence	This sentence links this paragraph to the next paragraph.

# Wyoming Content Standards

For Listening

Listening/Speaking Standard: <i>Listen Actively and speak so others can understand</i>	Educational Functioning Levels					
	<u>Beginning LitL</u>	<u>Low Beginning</u>	<u>High Beginning</u>	<u>Low Intermediate</u>	<u>High Intermediate</u>	<u>Advanced</u>

**LISTENING**

A1	Listen and indicate (by pointing or circling) a specific letter, word, or picture.					
A2	Respond appropriately to high-frequency commands (e.g., <i>Stop! Come here., Stand up.,</i> etc) through physical action.					
A3	Demonstrate understanding of simple words, phrases, and questions in a familiar setting (e.g., classroom, home) by indicating a picture or item.					
A4	Listen and indicate (by pointing or circling) a specific cardinal/ ordinal number; quantity of money; or time on a digital/ analog clock.					
A5	Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification, family members)					
A6	Respond appropriately to a sequence of basic directions and commands through physical action.					
A7	Listen to simple words and phrases drawn from learned topics and indicate the meaning (e.g., by matching to pictures/ symbols or synonyms).					
A8	Respond appropriately to short emergency warnings (e.g., <i>Get back!, Slow down!, Look out!</i> ).					
A9	Listen to directions to a place in the classroom, building, or community					
A10	Listen for and indicate specific information from very brief conversations, broadcasts or announcements (in person, on the telephone, or on recordings).					
A11	Listen to simple face-to-face conversations and identify the main idea.					

Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children's school)						
Listen to a very simple conversation on a familiar topic (e.g., weather, daily activities) and identify specific information.						
Demonstrate understanding of simple questions, answers, and statements in standard dialect containing some unfamiliar vocabulary, spoken slowly with frequent repetition.						
Listen to an everyday conversation (e.g., about local/ world news, weather, TV shows, leisure activities) with some repetition or slower speech and indicate the main idea and supporting details.						
Listen to a spoken narrative on a familiar topic (e.g., a story told on a level text audiotape, or by a classmate) and indicate what happened (either by retelling the story or marking correct items on a worksheet).						
Listen to spoken descriptions of people, places, and objects and indicate what is being described.						
Follow multi-step oral instructions (e.g., use of a software program or classroom machine, how to perform a dance step or exercise routine, or how to locate/ put away an object/ resource).						
Detect the mood of a spoken message by identifying the attitudes and feelings of the speaker or the urgency of the message.						
Listen to very short movies/ broadcasts of a non-technical, very general nature and indicate comprehension of main ideas.						
Listen to an announcement or a report (e.g., news, radio, medical) and report vital information.						
Listen to instructions given in standard dialect and at a normal rate with some repetition and respond appropriately (e.g. instruction on how to operate classroom equipment).						
Listen to new vocabulary used in context and indicate correct synonym/ definition.						
Listen to common idioms and reduced speech and indicate the correct meaning or full form of the word or phrase.						
Listen to a spoken message and identify the emotional content (e.g., anger, compliment, sarcasm, grief).						
Demonstrate a basic understanding of conversations with native speakers without requiring much repetition or rewording.						

A28	Demonstrate understanding of descriptions and narrations of factual and technical materials (e.g., by correctly labeling diagrams/ pictures, by filling in a written outline / graphic organizer).						
A29	Listen to an oral presentation (e.g., an infomercial, ad, political speech) and identify such elements as fact and opinion, bias, and accuracy.						

# Wyoming Content Standards

For Speaking

		Educational Functioning Levels					
		<u>Beginning Litt</u>	<u>Low Beginning</u>	<u>High Beginning</u>	<u>Low Intermediate</u>	<u>High Intermediate</u>	<u>Advanced</u>
<b>SPEAKING</b>							
B1	Repeat words and phrases for clarification and to improve pronunciation.						
B2	Answer simple personal questions with yes/ no, one-word, or short phrase.						
<b>B3</b>	<b>Introduce self.</b>						
B4	Name familiar things, people, and places (e.g., family members, food, clothing, colors, community facilities, room in a house, furniture, jobs).						
<b>B5</b>	<b>Express likes/ dislikes.</b>						
<b>B6</b>	Recognize and use simple reduced forms. (eg. Can't, I'm, she's)						
<b>B7</b>	<b>Introduce others.</b>						
B8	Respond appropriately to expressions of courtesy (e.g., <i>Thanks.</i> , <i>How are you?</i> ).						
<b>B9</b>	Ask simple learned questions (e.g., <i>How are you? What's your name? What time is it?</i> ).						
B10	Greet, show gratitude, and express state of being with very simple words and phrases.						
B11	Ask and answer simple questions (what, when, where) related to basic needs using previously learned phrases or simple sentences related to topics e.g., locations, illness/ injury, prices, time, weather/ season, transportation.						
B12	Express simple commands (e.g., <i>Come here.</i> , <i>Help</i> , <i>Give me that.</i> ).						
<b>B13</b>	<b>State very simple opinions, feelings, likes/ dislikes, agreement/ disagreement (<i>I like/ don't like.., I think/ don't think.., I feel/ don't feel.. I agree/ disagree that..</i>).</b>						
B14	Ask for very basic clarification, repetition, or assistance.						
B15	Describe familiar things, people, places, and routines (e.g., clothing, weather, body parts, self, family members, home, local community, own country, daily schedule).						

B16	Request information or assistance (e.g., for community services, customer service, job openings, directions).						
B17	<b>Describe a sequence of events in the past on a topic related to personal life (e.g., coming to the , starting English class).</b>						
B18	Ask and answer questions (who, what, how, and why) on familiar topics (e.g., own background, house, school, stores, schedules, fares, job responsibilities, weekend/ vacation plans/ activities).						
B19	Describe feelings, goals, abilities, actions, jobs (e.g., plans for future, symptoms of illness, native customs, directory assistance, information requests).						
B20	<b>State likes/ dislikes feelings, agreement / disagreement, and satisfaction / dissatisfaction.</b>						
B21	Participate in simple face-to-face conversations requiring a minimum of courtesy (thanking, meeting, and apologizing).						
B22	Compare two items (e.g. for size, color, price).						
B23	Request information or assistance (e.g, with credit cards, legal problems).						
B24	Ask and answer questions about common topics (e.g., about the news, weather, movies, TV programs).						
B25	Adjust language forms to the level of formality required to fulfill basic courtesy functions in face-to-face conversations (with instructors, employers, peers).						
B26	Describe places, systems, and events (i.e., native country/ customs/ government, personal history, crimes, accidents, celebrations, or historical events) and make comparisons to others.						
B27	Express generalities, obligations, desires, agreement/ disagreement, and uncertainty.						
B28	Offer, accept, and decline invitations and assistance.						
B29	Apologize/ respond to apologies; offer/ respond to praise/ criticism.						
B30	Ask for and give opinions, explanations, suggestions, and advice.						
B31	Compare three or more items for best value, appearance, etc.						
B32	Clarify by asking questions, rewording, or repeating in order to be understood.						
B33	Use various strategies to clarify meaning (i.e., paraphrasing, asking questions, restating, negotiating meaning).						

B34	Ask and answer questions fluently regarding common topics (e.g., school rules/policies, job interview, leisure activities, preferences, accidents).							
B35	Request information or assistance regarding common topics (e.g., major purchases, loans, health issues, car or appliance repairs, job promotions/ raises).							
B36	Use small talk to initiate, continue, and conclude a short conversation.							
B37	Participate in a small group discussion on a randomly chosen topic of general interest (e.g., current event, feelings and beliefs, cultural norms, shopping, sports) with some hesitations and rewording.							
B38	Instruct someone orally on how to perform a common task (e.g., making coffee, looking up information in a directory, counting out change).							
B39	Express sympathy and regrets. (declining and invitation or expressing sympathy for a death)							
B40	Complain about a specific problem (e.g., leaking faucet, no garbage pickup) and give reasons for dissatisfaction.							
B41	Speak fluently in most formal and informal conversations on practical and social topics (e.g., giving an opinion on a movie/ restaurant, recommending a good place to shop for specific items/ prices).							
B42	Speak with some fluency on technical subjects and on special fields of interest related to academic pursuits or work demands (i.e., by giving a prepared 3-5 minute demonstration or explanation on a self-selected topic).							
B43	Request information and assistance regarding topics of interest (e.g., higher education/ job requirements, vacation planning).							
B44	Summarize lectures or presentations of no more than five minutes (e.g., by guest speakers, seen on video) by restating main ideas.							
B45	Deliver a 3-5 minute factual oral presentation on a topic of the student's choice (e.g., describing a work of art, persuading someone, describing a causal relationship).							
B46	Orally paraphrase/ summarize a reading passage of no more than one page, from a trade magazine (e.g., Newsweek, Time).							
B47	Given a problem situation, speak persuasively, negotiate options, and resolve the conflict.							
B48	Given a controversial topic, state own opinion and clarify reasons for opinion.							

# Wyoming Content Standards

For Pronunciation

## PRONUNCIATION

Beginning LitLow BeginningHigh BeginningLow IntermediateHigh IntermediateAdvanced

C1	Identify and pronounce the names of letters of the alphabet and recite them in order.						
C2	Pronounce single consonant sounds adequately.						
C3	Identify and pronounce cardinal and count (1-20).						
C4	Identify and pronounce single consonant sounds and use them to decode words.						
C5	Identify and pronounce short and long vowel sounds.						
C6	Identify and pronounce cardinal (1-9000) and ordinal numbers used in calendar days.						
C7	Pronounce short vowels in familiar words (accent is acceptable).						
C8	Pronounce (with an acceptable accent) two-letter consonant blends (e.g., br-, sp-, cl-, -nd, -sk) and digraphs (i.e., ch, sh, th, wh, ph) in familiar words.						
C9	Pronounce long vowels in familiar words (accent is acceptable).						
C10	Pronounce vowel diphthongs (e.g., au, ow, oy) in familiar words (accent is acceptable).						
C11	Pronounce (with an acceptable accent) two and three letter consonant blends (e.g., str-, spl-, thr-, -rst) in familiar words.						
C12	Pronounce (with an acceptable accent) familiar words containing the schwa sound (e.g., away, upon).						
C13	Pronounce (with an acceptable accent) familiar words containing 'r controlled' vowels.						
C14	Reproduce all 42 phonemes of English (accent is acceptable).						
C15	Use English intonation patterns and pauses in statements, questions, imperatives, and exclamations.						
C16	Recite a short poem or limerick demonstrating appropriate intonation, rhythm, and stress.						
C17	Demonstrate good control of stress, rhythm and intonation in delivering an oral presentation.						

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# Wyoming Content Standards

ESL Reading/Writing

<b>Reading/Writing Standard:</b> <i>Read with Understanding and convey ideas in writing</i>	Educational Functioning Levels					
	<u>Beginning Lit</u>	<u>Low Beginning</u>	<u>High Beginning</u>	<u>Low Intermediate</u>	<u>High Intermediate</u>	<u>Advanced</u>

**VOCABULARY**

D1	Identify numbers (1-20) and match to quantities and words.					
D2	Identify common signs and labels with one word or symbol (e.g., no smoking, restroom, hospital, police, danger, stop, poison).					
D3	Match pictures or symbols to learned vocabulary words and phrases.					
D4	Identify numbers (1-100) and match to quantities and words.					
D5	Identify and match coins and bills to name and value.					
D6	Identify symbols and notation related to money and prices (i.e., dollar/ cent signs, decimal point, percent)					
D7	Identify and match common abbreviations (days, months, years, time of day, and clothing sizes) to full form of the word.					
D8	Locate dates on a calendar. Recognize months and days of week.					
D9	Interpret and match correct times on analog and digital clocks.					
D10	Identify numbers (1-900) and match to words.					
D11	Recognize simple contractions (can't, I'm, she's)					

D12	Match learned vocabulary on familiar topics (e.g., family members, home, classroom, body parts, jobs) to pictures.							
D13	Identify numbers (1-9000) and match to words.							
D14	Read written numbers (one, two, etc.), times, prices, dates, sizes, and isolated words and phrases in familiar contexts (traffic signs, store ads, clothing tags, fast food menus, calendars).							
D15	Distinguish between singular and plural vocabulary words.							
D16	Identify and match abbreviations for common weights and measures to full form of word and visuals.							
D17	Identify contractions and match to complete words.							
D18	Predict the meanings of unfamiliar vocabulary and phrases using contextual clues (e.g., synonyms, antonyms).							
D19	Identify root word, prefixes, and suffixes.							
D20	Use roots and affixes (e.g., ly, ful, less, re, un, pre) to determine the meaning of unfamiliar words.							
D21	Identify synonyms and antonyms for new words.							
D22	Understand and predict the meaning of unfamiliar vocabulary and phrases from contextual and grammatical clues.							
D23	Draw meaning from unfamiliar words by using contextual clues, knowledge of cognates, and analyzing prefixes, suffixes and roots.							
D24	Identify idioms in specific contexts and paraphrase or identify synonyms.							

# COMPREHENSION

E1	Read and understand very short sentences on learned topics using vocabulary and structures previously learned orally.						
E2	Interpret and follow very simple visual instructions that utilize pictures and diagrams.						
E3	Make predictions about a text using visuals and titles.						
E4	Answer simple written questions (yes/ no, true/ false, short answer) that require inference and drawing conclusions about a familiar story or description.						
E5	Scan for specific information in simple life-skill materials related to immediate needs (i.e., ads, schedules, signs, forms, telephone directory, addresses and food packaging).						
E6	Locate home country on a map of the world and local city, county, and state on a map of the .						
E7	Read and interpret short, simplified stories on familiar topics containing previously learned vocabulary and sentence patterns.						
E8	Identify the sequence of a very simple narrative passage.						
E9	Use context clues to identify missing words from paragraphs.						
E10	Read and interpret simple signs, symbols, abbreviations, product labels, and pictures in the context of specific topics (e.g., employment, housing, health).						
E11	Read and interpret (i.e., identifying correct multiple choice answers) short narratives or descriptions (with help from visuals). Include both familiar and unfamiliar topics.						
E12	Identify the main ideas, supporting details and examples						
E13	Read, interpret, and follow very simple one-step written directions.						

E14	Read and follow simple multi-step written instructions and diagrams.						
E15	Locate pertinent information in ads, labels, pay stubs, dictionaries, public signs, and telephone/ building directories, and apply it to answer questions.						
E16	Read, paraphrase, and summarize simplified materials on familiar topics (i.e., simple newspaper articles on current events, social letters, public information notices, or narratives).						
E17	Draw conclusions and make inferences about short passages (by identifying correct multiple choice answers or by writing short answers to questions).						
E18	Identify main idea, details, and sequence of events in short passages.						
E19	Draw meaning from short multi-paragraph passages using contextual and syntactic clues (pronoun references, transitional words, sequential markers).						
E20	Read and interpret simplified charts, graphs, and maps (including directions).						
E21	Recognize and use comparison and contrast (e.g., to determine the best values on products/ services).						
E22	Locate pertinent information in a common reference source (i.e., an English monolingual dictionary, atlas, almanac, encyclopedia, or telephone directory).						
E23	Read and interpret simple 200 word articles on common topics (e.g., geography; culture; historical figures/ events; current events; and health) found in encyclopedias, newspapers, periodicals, and non-technical journals.						
E24	Follow multi-step written instructions (e.g., directions for food preparation).						

E25	Read and interpret authentic printed materials (i.e., graphs, charts, tables or forms) found in newspapers, magazines, medicine labels, recipes.								
<b>ACCURACY/LEGIBILITY</b>									
F1	Accurately and legibly copy basic shapes, numerals and manuscript letters.								
F2	<b>Accurately and legibly copy basic personal information (name, address, etc.) i.e., for simple forms or labeling an envelope.</b>								
F3	Develop and use own signature.								
F4	Accurately and legibly copy words, phrases, and short sentences.								
F5	Write learned vocabulary words, phrases, and simple sentences to label pictures.								
F6	Count items and write correct amounts up to 20.								
F7	Count money (coins and bills) and write correct amounts (up to \$20) using proper notation.								
F8	Using proper notation, write dates in full, abbreviated, and numeric forms.								
F9	Write telephone and social security numbers and addresses using appropriate numerical format.								
F10	Using proper notation, write correct time to label analog clocks.								
F11	<b>Accurately complete a very simple form with personal information.</b>								
F12	Count money and write correct amounts (up to \$900) using proper notation.								

F13	Correctly endorse a given check.						
F14	Write correct amounts (up to 9000) using proper notation.						
F15	<b>Accurately and legibly fill out checks for amounts in the thousands.</b>						
F16	<b>Accurately write own return address on an envelope (e.g., pre-addressed to utility company).</b>						
F17	Accurately and legibly fill in a time sheet using proper notation for time.						
F18	Accurately fill out simplified forms (registration, change of address, job application) requiring biographical/ personal information.						
F19	<b>Accurately address an envelope (i.e., to friend, instructor) including return address.</b>						
F20	Accurately and legibly complete simplified medical history, banking, order forms, and/or job applications.						
F21	Record information accurately and completely on authentic forms and applications (i.e., job/ credit applications, medical history, school registration, and banking).						

**ORGANIZATION/COMPOSITION**

G1	Arrange a series of related pictures in sequential order.						
G2	Arrange letters in alphabetical order and write them sequentially.						
G3	Arrange numbers (1-100) in numerical order and write them sequentially.						
G4	Arrange a series of pictures showing the passage of time in chronological order.						

G5	Sequence a simple list of words in alphabetical order (by first letter).						
G6	Arrange scrambled words to make a sentence.						
G7	Compose original simple sentences (about self, family, home, country, work) using learned vocabulary words and phrases.						
G8	Sequence a list of numbers (up to the thousands) in numerical order.						
G9	Write a series of related sentences based on personal experience/ familiar material.						
<b>G10</b>	<b>Compose a very simple message (personal note to a friend or instructor).</b>						
G11	Make a list organized with a clear purpose (e.g., shopping, party, class duties).						
G12	Compose a very simple narrative (of about 5 sentences).						
G13	Compose and organize related sentences to form paragraphs that include a topic sentence and at least two supporting details.						
G14	<b>Write a short message, invitation, or thank you note to an instructor, family member, friend, or fellow worker.</b>						
G15	Write a series of directions (e.g., a recipe, directions to home/ school).						
G16	Compose simple and compound sentences on familiar topics (e.g., family, native country, home).						
G17	Compose a simple narrative description about daily activities or past events in chronological order.						
G18	Compose simple, compound, and complex sentences.						
G19	Compose a cohesive three-paragraph essay with an introduction and at least three sequential paragraphs that have logical breaks in ideas, and transitional words within and between paragraphs.						

G20	Compose personal letters or invitations using appropriate tone and format.							
G21	Write a series of directions on how to complete a task (i.e., pump gas, make coffee, use a fax machine).							

**DICTIONATION/SPELLING**

H1	Write dictated letters and numerals.							
H2	Identify and match upper-and lowercase manuscript letters.							
H3	Write dictated dates, telephone numbers, amounts and prices using appropriate numerical format.							
H4	Write letters for dictated sounds.							
H5	Accurately spell learned vocabulary words (for example name of city/ state, classroom items, family members, etc).							
H6	Use word endings to mark grammatical elements (s, es, 's).							
H7	Use appropriate spelling rules (e.g., double final consonants) for adding –ing and –ed endings to verbs.							
H8	Spell dictated very basic sight/ frequently used words, and useful single syllable words.							
H9	Write a brief telephone message based on a conversation or a recording.							
H10	Listen to oral instructions and write an accurate summary of the steps.							
H11	Use appropriate spelling rules (e.g., change y to i) to add -er, -est, and –ly endings to adjectives.							

**CAPITALIZATION / PUNCTUATION**

Recognize punctuation used in sentence endings (period, question mark and exclamation mark).							
Recognize and use periods for learned abbreviations (e.g., Apr., Mon., tel.).							
Recognize and use capitalization rules (including initial word in sentence, proper names, dates, and addresses and the word 'I').							
Recognize and use periods for titles (e.g., Mr., Mrs.).							
Recognize and use periods for sentence endings.							
Recognize and use apostrophe and quotation marks.							
Recognize and use commas for addresses, dates, and simple series.							
Recognize and revise sentence fragments and run-ons and errors in punctuation (period, question mark, exclamation mark, and comma) in simple and compound sentences.							
Use correct sentence endings, commas in a series, and apostrophes in simple and compound sentences.							
Correctly capitalize elements in a letter (i.e., address, salutation, and closing).							
Use a dictionary or spell checker to check and correct spelling.							
Recognize and use correct punctuation (commas, apostrophes, quotation marks, colons, and semicolons) in compound and complex sentences.							
Edit and revise writing for parallel form, grammar, spelling, and punctuation.							

**GRAMMATICAL CONCEPTS/ SENTENCE STRUCTURE/VERB TENSES**

J1	Recognize subject pronouns.						
J2	Recognize simple nouns and verbs						
J3	Recognize simple wh-questions words						
J4	Recognize and use singular/plurals of frequently used nouns						
J5	Recognize and use frequently used demonstratives (e.g. this, that)						
J6	Recognize and use articles the, a/an used with frequently used nouns						
J7	Recognize and use simple structures—"It's + day./It's + time./It's \$5.00."						
J8	Recognize and respond to simple wh-questions (e.g. Who, What, When, Where, Why, How) in present tense						
J9	Recognize and respond to simple yes/no questions (e.g., Is/Are...? Or Do/Does...?) in present tense						
J10	Affirmative and negative statements with "be, do, have" and other high frequency verbs						
J11	Present continuous tense with the be verb (She is, I am , they are, etc.)						
J12	Recognize and use simple past with high frequency verbs such as "be, do, have"						
J13	Recognize the count/non-count distinction.						
J14	Use Simple prepositions of time and place (e.g., in , on, at, next to, on the right)						

J15	Recognize and use simple conjunctions (and, or, but)						
J16	Use plurals (count and non-count) correctly in writing.						
J17	Use plurals (count and non-count) correctly in speech.						
J18	Recognize and use the non-referential <i>there is/there are/it is</i> (note: contractions there's and it's are frequently used in speech)						
J19	Recognize and use Possessive Adjectives (e.g., my, your, her, our)						
J20	Recognize and use Present continuous tense (as activity in progress, extended and possibly temporary present action)						
J21	Recognize and use modal auxiliary verbs (e.g., can/have to + verb)						
J22	Recognize and use simple wh-questions (e.g. Who, What, When, Where, Why, How) in present tense						
J23	Recognize and use simple yes/no questions (e.g., Is/Are...? Or Do/Does...?) in present tense						
J24	Recognize and correct problems with subject-verb agreement						
J25	Use adjective + noun in writing and speech.						
J26	Use contractions (e.g. I'm, she's, isn't, don't).						
J27	Use demonstrative adjectives (this/that, these/those)						
J28	Use verb + infinitive (e.g. want to____, need to _____)						
J29	Use simple conjunctions (and, or, but) in speech and writing						
J30	Simple frequency adverbs (e.g., always, sometimes, never) used with simple present tense						

J31	Use verb + infinitive (e.g. want to____, need to _____)						
J32	Recognize and use simple past tense.						
J33	Future tense (“will” + verb and “be going to” + verb).						
J34	Use comparative and superlative adjectives.						
J35	Use adverbs (too, very, enough).						
J36	Recognize and use possessives (e.g. girl’s, Tom’s).						
J37	Use object pronouns (e.g. mine, his, hers, theirs, ours).						
J38	Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative.						
J39	Use past habitual with “used” + “infinitive”.						
J40	Recognize the use of past continuous in contrast to simple past.						
J41	Tag questions						
J42	Simple adverbial clauses (e.g. before/after, if/then, because/since).						
J43	Use indefinite articles (some/any, much/many, noting count/non-count nouns)						
J44	Reflexive pronouns (e.g. myself, yourself, herself).						
J45	Common phrasal verbs and idioms (e.g. get____, put____, take____).						
J46	Present perfect tense in high frequency situations.						
J47	Commonly confused verbs (e.g. do/make, say/tell, bring/take, learn/teach, go/come)						

J48	Recognize passive voice.							
J49	Conditionals (e.g. present real, present unreal, past unreal)							
J50	Modals (e.g. ought to, had better, would rather)							
J51	Use present perfect (contrast to other tenses and using “for, since, already, yet”).							
J52	Recognize and use simple phrases for giving advice, inviting, and expressing regret using polite expressions (e.g. would rather, would you mind)sing							

\*\* FOR ABE STUDENTS THAT HAVE TESTED OUT OF ESL (SPL 7 and above)\*\*

K1	Present perfect continuous							*
	Perfect modals (e.g. should have, would have)							*
K3	Embedded statements and questions							*
K4	Compound and complex sentences							*
K5	Modals and expressions indicating wishes, doubt, regret, obligation							*
K6	Gerunds							*
K7	Infinitives							*
K8	Connectives (e.g. and, but, or, so, because, even though, although)							*
K9	Transitional adverbs (therefore, however)							*
K10	Adverbial clauses (reason, comparison, time, result, condition, concession)							*
K11	Phrasal verbs (separable and inseparable)							*
K12	Idiomatic expressions							*

\* SPL 7 and above

# Benchmark Levels

# BENCHMARK LEVELS

## Beginning ESL Literacy

Oral BEST: 0–15 (SPL 0–1)  
BEST Plus: 400 and below (SPL 0–1)  
Literacy BEST: 0–20

## Low Beginning ESL

Oral BEST 16–28 (SPL 2)  
BEST Plus: 401–417 (SPL 2)  
Literacy BEST: 21–52

## High Beginning ESL

Oral BEST 29–41 (SPL 3)  
BEST Plus: 418–438 (SPL 3)  
Literacy BEST: 53–63

## Low Intermediate ESL

Oral BEST: 42–50 (SPL 4)  
BEST Plus: 439–472 (SPL 4)  
Literacy BEST: 64–67

## High Intermediate ESL

Oral BEST: 51–57 (SPL 5)  
BEST Plus: 473–506 (SPL 5)  
Literacy BEST: 68–75

## Advanced ESL

Oral BEST 58 -64 (SPL 6)  
BEST Plus: 507–540 (SPL 6)  
Literacy BEST: 76–78  
Oral BEST 65 and above (SPL 7)  
BEST Plus: 541 and above (SPL 7)  
Literacy BEST: 79 and above\*

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