Scope and Sequence of Skills for the Adult Basic Education and English-as-a-Second Language Learner
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The Scope and Sequence of Skills is also available at www.marshalladulteducation.org/scopeandsequence.htm.

The Scope and Sequence of Skills for the Adult Basic Education and English-as-a-Second-Language Learner was made possible by a grant from the Minnesota Department of Education, Adult Basic Education Unit.

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Introduction

The Scope and Sequence of Skills attempts to define the competencies adult basic education (ABE) and English-as-a-Second Language (ESL) learners in Minnesota need to achieve to progress through the functional levels as defined by the National Reporting System. The competencies in the Scope and Sequence of Skills are correlated to the competencies tested by CASAS and TABE in reading, life skills, math, and listening. The ESL competencies are also closely matched to the competencies of the BEST test.

There are three parts to the Scope and Sequence of Skills: Student Report, Competency Overview, and Competency Outline. The levels are named by the functional level descriptors used in State reporting.

The Scope and Sequence of Skills has three purposes. First is to provide information to the instructor on what a learner needs to progress to the next functional level. For some instructors, a brief one- or two-page document with basic competency information is enough information. This goal is met by the Competency Overview. For other instructors, a more descriptive document better meets their needs. The Competency Outline covers this need. An additional purpose was to have some way to communicate to learners what they would be learning or what they had learned. The Student Report was developed to meet this purpose. The third purpose was to provide information about a learner’s competency to an employment counselor or employer. The Student Report could also meet this need.

The Competency Overview parallels the Competency Outline. The Overview lists only the competencies for a particular level. The competencies are organized according to the title given to the CASAS competency areas with the additional category of grammar and writing added. The Outline goes into detail about each competency. It provides specific information about what could be covered for that particular competency and what is tested on the CASAS and TABE. At the top of each Overview or Outline is the corresponding CASAS and TABE score range for that level.

The Student Report is a brief listing of some of the areas the learner will be working on during that particular level. This document could be used to give an instructor a quick glance at what is in a level. It could also be given to the learner as a progress check or report card, or it could be used as a “course outline.” This document could be given to an employment counselor as a listing of what skills a learner has attained.
The skills and competencies could be taught in any context appropriate to the learner or learners being served. Also additional competencies not specifically tested for the CASAS or TABE may be appropriate based on the needs of the individual learner and/or the individual instructional situation.

An additional resource included in this document is a list of instructional resources that may be used or that have been found in the past, by ABE and ESL instructors, to be appropriate materials. This is not a definitive or prescribed list; its purpose is only to provide information to the instructor. Another resource for reference is a copy of the National Reporting System Functional Levels.

The 2006 Revision of the Scope and Sequence of Skills

For Program Year 2006, the National Reporting System (NRS) changed the functional levels for English as a Second Language Learners. Beginning ESL was separated into two levels—Low Beginning ESL and High Beginning ESL. The corresponding CASAS scores for each level are 181-190 for ESL Low Beginning and 191-200 for ESL High Beginning. In addition to the change in the ESL Beginning Level, High Advanced ESL was removed. Low Advanced ESL was renamed Advanced ESL. The Advanced ESL CASAS range is the same as the former Low Advanced ESL.

This revision of the Scope and Sequence reflects the division of ESL Beginning. The skills and outcomes listed for Low Beginning and High Beginning parallel the outcomes in CASAS in the same way that all the levels do. The skills for the renamed Advanced ESL are the same as those for the former Low Advanced ESL.

Paula Freiermuth, Consultant
on behalf of Marshall Adult Education
April 9, 2006
Beginning ESL Literacy Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can:

• Say the alphabet
• Count to 100
• Tell the names of shapes and colors
• Answer questions about your name, address, and family
• Use a telephone
• Read the date and time
• Tell the names of currency and read amounts of money
• Ask for and give simple directions
• Tell the words for food, clothing, and housing
• Buy stamps and mail letters
• Call 911
• Call the doctor
• Read streets signs
• Use a map to find Minnesota, the United States, and the city
By the end of this level, learners will...

1. Communication
   a. Recite, read, and write the alphabet.
   b. Ask and respond to simple greetings, introductions, and farewells.
   c. Provide basic personal information in response to oral questions and on simple forms.
   d. Recognize and use the words for basic family relationships.
   e. Ask and answer simple questions about family.
   f. Recognize basic concepts of caring for children.

2. Consumer Economics
   a. Recognize different currencies and vocabulary associated with money.
   b. Read monetary amounts and price tags.
   c. Recognize basic food vocabulary.
   d. Know basic food safety concepts.
   e. Recognize terms for basic clothing and sizes.
   f. Recognize vocabulary for different types of housing, rooms, and furnishings.
   g. Know basic cleaning and laundry concepts and vocabulary.
   h. Know basic home safety and security concepts and vocabulary.

3. Community Resources
   a. Use a telephone.
   b. Ask and answer simple oral questions about the weather.
   c. Read and tell time.
   d. Know the names of the days of the week, the months, and the seasons.
   e. Read, write, and say dates.
   f. Know how to buy stamps and mail a letter.
   g. Know basic directional vocabulary and identify places on a map.
   h. Identify safe driving practices.

4. Health
   a. Know and use basic medical vocabulary.
   b. Know how to express basic medical problems.
   c. Know how to make a medical appointment.
   d. Know how and why to call 911.
   e. Recognize basic safety symbols.

5. Employment
   a. Know some basic vocabulary about entry-level jobs and names of basic occupations.
   b. Know how to fill out a simple job application.
   c. Use a phone to report an absence.
d. Ask for directions and clarification.
e. Know basic workplace safety concepts, signs, and symbols.

6. Government
   a. Know simple government facts—name of the president, colors of the flag.
   b. Recognize police as a source of assistance.

7. Computation
   a. Count, read, and write cardinal (through 100) and ordinal (through 20) numbers.
   b. Recognize and use the names for basic shapes.
   c. Recognize basic food measurement concepts.

8. Learning to Learn
   a. Recognize and use the names for basic colors.
   b. Follow and give 1-step verbal directions.

9. Grammar and Writing
   a. Know and use subject pronouns.
   b. Know and use present tense verbs.
   c. Know and use simple prepositions.
   d. Know and use singular and plural regular nouns.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Recite, read, and write the alphabet.
      i. Recite letters in order from memory
      ii. Read and write in upper and lower case
   b. Ask and respond to simple greetings, introductions, and farewells.
      i. Hello
      ii. Hello, my name is
      iii. Hi
      iv. Good-bye
      v. Bye
      vi. Thank you
      vii. Thanks
      viii. Your welcome
   c. Provide basic personal information in response to oral questions and on simple forms.
      i. Read, write, and say first and last name
      ii. Read, write, and say street address
      iii. Read, write, and say city, state, and zip code
      iv. Read, write, and say telephone number with area code
      v. Read, write, and say birth date
      vi. Read, write, and say social security number
      vii. Spell first and last name orally
      viii. Answer personal information questions
         1. What is your name—My name is ---
         2. What is your first name—My first name is ---
         3. What is your last name—My last name is ---
         4. How old are you—I am --- years old; I am ---
         5. What is your birth date—My birth date is ---
         6. What is your address—My address is ---
         7. What city do you live in—My city is ----; I live in ---
         8. What is your social security number—My social security number is ---
         9. What is your telephone number—My telephone number is ---
         10. What is your zip code—My zip code is ---
11. Where are you from—I am from ---
12. What country are you from—I am from ---

ix. Complete a personal information form including a signature

d. Recognize and use the words for basic family relationships.
   i. Husband, wife
   ii. Sister, brother
   iii. Son, daughter
   iv. Mother, father

e. Ask and answer simple questions about family.
   i. How many people are in your family—There are --- people in my family
   ii. How many children do you have—I have --- children
   iii. Are you married—Yes, I am; No, I am not
   iv. Do you have any brothers or sisters—Yes, I do; No, I do not
   v. What are their names—Their names are ---
   vi. Where do they live—They live in ---
   vii. How old is he or she/are they—He or she is/They are --- years old

f. Recognize basic concepts of caring about children.
   i. Know about compulsory schooling for children and where and how to enroll a child in school
   ii. Recognize proper care of children (food, shelter, hygiene)

2. Consumer Economics

a. Recognize different currencies and vocabulary associated with money.
   i. Cash, check, change, dollar, cents
   ii. Recognize US money
      1. penny
      2. nickel
      3. dime
      4. quarter
      5. dollar bill

b. Read monetary amounts and price tags.
   i. Understand that the decimal point means cents
   ii. Read price tags on food and clothing
      1. How much does --- cost
      2. How much is it
      3. It costs ---
      4. It is ---
   iii. Read the amount payable on a check or money order
   iv. Locate and read the amount due on a utility bill

c. Recognize basic food vocabulary.
   i. Recognize vocabulary for basic food items
      1. meat, chicken, fish, milk, cheese, rice, eggs, vegetables, fruit, bread, cereal, soup, salad, cake,
apple, banana, orange, tomato, lettuce, carrot, potato, onion, hamburger, sandwich
ii. Meals—breakfast, lunch, dinner
iii. Food containers—box, bag, can, bottle
d. Know basic food safety concepts.
i. Concept of expiration dates and purchase by dates
ii. How to safely store and prepare food
e. Recognize terms for basic clothing and sizes.
i. Recognize vocabulary for basic clothing items
   1. jacket, shirt, sweater, pants, skirt, shoes, boots, dress, shorts, gloves, hat, coat
ii. Read size tags including S, M, L, and XL
f. Recognize vocabulary for different types of housing, rooms, and furnishings.
i. Different types of housing
   1. house
   2. apartment
   3. mobile home
ii. Rooms
   1. living room
   2. kitchen
   3. bedroom
   4. bathroom
   5. garage
   6. dining room
iii. Furnishings
   1. couch
   2. chair
   3. table
   4. bed
   5. lamp
   6. stove
   7. refrigerator
   8. sink
   9. toilet
   10. shower
   11. TV
g. Know basic cleaning and laundry concepts and vocabulary.
i. Cleaning
   1. soap
   2. dust
   3. sweep
   4. mop
   5. broom
   6. vacuum
ii. Laundry
   1. soap
   2. dryer
   3. washing machine

h. Know basic home safety and security concepts and vocabulary.
   i. Locking doors
   ii. Shoveling away snow and ice

3. Community Resources
   a. Use a telephone
      i. Contact school or work to report an absence
         1. I can not come to school today
         2. I am sick
         3. I have to go to the doctor
         4. I need to take my child to the doctor
         5. I have to go to INS
         6. My car won’t start
      ii. Recognize the telephone book
      iii. Know how to answer the phone and express lack of understanding of caller
         1. Hello
         2. I do not speak English
         3. Wait, I will get someone
   b. Ask and answer simple oral questions about the weather.
      i. Know and use the vocabulary for different kinds of weather—hot, cold, cool, sunny, cloudy, rainy, snowing
      ii. Ask and answer weather questions
         1. What’s the weather today
         2. Is it ---
         3. Yes, it is ---
         4. It is --- outside
   c. Read and tell time.
      i. Read analog and digital clocks
      ii. Tell time to the quarter hour
         1. What time is it
         2. It is 10 o’clock
         3. It is 10 in the morning, It is 10 in the evening
         4. It is ten fifteen—it is ten thirty—it is ten forty-five
         5. It is quarter after; it is quarter til
      iii. Know the concepts of “start time” and “end time” or “beginning” and “ending”
   d. Know the names of the days of the week, the months, and the seasons.
      i. Know the names of the days of the week, the months, and the seasons
      ii. Know the number of the month
iii. Know the difference between weekday and weekend
iv. Know the concepts of yesterday, today, and tomorrow
e. Read, write, and say the current date.
   i. Write dates
      1. mm/dd/yy
      2. mm/dd/yyyy
f. Know how to buy stamps and mail a letter.
   i. Know where the post office is
   ii. Know the cost of stamps
   iii. Know how to address an envelope
      1. return address
      2. address
      3. zip code
      4. stamp location
g. Know basic directional vocabulary and identify places on a map.
   i. Recognize the signs and symbols for: poison, emergency, no smoking, flammable, danger, caution, directional arrows, restroom, men, women, exit, bus signs, stop, yield, traffic lights, walk, don’t walk
   ii. Use a map to locate Minnesota, the United States, the city
   iii. Identify north, east, south, and west on a map
h. Identify safe driving practices
   i. Seat belts, child safety restraints
   ii. Speed limits
   iii. Driver’s license
4. Health
   a. Know basic medical vocabulary.
      i. head, neck, face, eye, nose, mouth, ear, hair, arm, hand, fingers, stomach, heart, leg, foot, toes, shoulder, knees
      ii. doctor, nurse, clinic, hospital, emergency
   b. Know how to express basic medical problems.
      i. My --- hurts
      ii. My --- is broken
      iii. My --- is cut
      iv. I have a cough
      v. I have a fever
      vi. I feel sick
      vii. I have a headache
      viii. I have a cold
      ix. I have a stomachache
      x. Answer questions about a problem or illness
         1. Do you feel sick
         2. Where does it hurt
      xi. Ask and answer “How are you” in every day and medical situations
1. I am fine
2. How are you
3. I don’t feel good
4. I am OK

c. Know how to make a medical appointment.
   i. Use a phone to make a medical appointment
      1. I need to see a doctor
      2. I need an appointment
   ii. Read the date and time on a medical appointment card

d. Know how and why to call 911
   i. Orally give address
   ii. Describe emergency
      1. There is a fire
      2. I need an ambulance
      3. I need the police
      4. Somebody is hurt
      5. Please hurry
   iii. Express lack of understanding or lack of English skills
      1. I don’t speak English
      2. Please speak slower

e. Recognize basic safety symbols.
   i. Poison
   ii. Emergency
   iii. No smoking
   iv. Flammable
   v. Danger
   vi. Caution
   vii. Arrows

5. Employment
   a. Know some basic vocabulary about entry-level jobs and names of basic occupations. (examples)
      i. Dishwasher—dishes, water, hot, cold, scour, soap, clean
      ii. Housekeeper—clean, vacuum, dust, make the bed, clean the bathroom, soap, polish, laundry
   b. Know how to fill out a simple job application.
      i. Name
      ii. Address
      iii. Phone
      iv. Birth date
      v. Social Security number
   c. Use a phone to report an absence.
      i. I cannot come to work today.
      ii. I am sick.
      iii. My child is sick.
      iv. I have to go to the doctor.
v. I have to go to INS.
vi. I will be late for work today.
d. Ask for directions and clarification.
i. How do you ---
ii. I don’t understand
iii. Please show me
iv. Repeat that please
e. Know basic workplace safety concepts, signs, and symbols.
i. Flammable
ii. Danger
iii. Poison
iv. Caution
v. No smoking
vi. Arrows
6. Government and Law
a. Know simple government facts.
i. Name of the US president
ii. Governor of Minnesota
iii. Colors of the US flag
b. Recognize police as a source of assistance.
7. Computation
a. Count, read, and write cardinal (through 100) and ordinal (through 20) numbers.
i. Recite (count) to 100
ii. Count to 100 by 5’s
iii. Read and write cardinal numbers
iv. Read and write ordinal numbers 1st through 10th
v. Write in words cardinal numbers 1 through 20
b. Recognize and use the names for basic shapes.
i. Circle
ii. Square
iii. Rectangle
iv. Triangle
c. Recognize and interpret basic food measurement concepts.
i. Cup
ii. Quart
iii. Gallon
iv. Pound
8. Learning to Learn
a. Recognize the colors of and use the names for basic colors.
i. Red
ii. Green
iii. Yellow
iv. Blue
v. Black
vi. White
b. Follow and give 1-step verbal directions.
   i. Follow 1-step verbal directions
   ii. Give 1-step verbal directions
   iii. Ask for clarification of directions
       1. Please repeat
       2. I do not understand

9. Grammar and Writing
   a. Know and use subject pronouns.
   b. Know and use present tense verbs.
   c. Know and use simple prepositions.
      i. In
      ii. At
      iii. From
      iv. On
      v. For
      vi. With
      vii. Or
      viii. Under
      ix. Next to
      x. Between
      xi. Behind
   d. Know and use singular and plural regular nouns.
Low Beginning ESL        Student Report

Name __________________________________________________________
Date ___________________________________________________________

At the end of this level you can…

☐ Fill out a simple job application
☐ Answer job interview questions
☐ Read and know the words for the days of the week and the months
☐ Ask for and give simple directions
☐ Respond to questions
☐ Use capitalization in writing
☐ Read and write numbers
☐ Tell a doctor what hurts
☐ Address an envelope
By the end of this level, learners will...

1. Communication
   a. Identify orally, read, and write self and personal information.
   b. Use and respond to polite expressions.
   c. Write upper and lower case letters.

2. Consumer Economics
   a. Recognize US currency, symbols relating to money, and read prices.
   b. Identify basic foods.
   c. Identify basic information on food labels.
   d. Recognize common transportation signs.
   e. Use vocabulary for home furnishings and reporting household repairs.
   f. Recognize concepts and vocabulary for cleaning and hygiene.

3. Community Resources
   a. Use a residential telephone; call to request appoints; call 911.
   b. Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
   c. Tell time using analog and digital clocks.
   d. Identify signs using sight words and symbols.
   e. Know basic American holidays.
   f. Ask and answer simple questions about the weather.

4. Health
   a. Recognize and identify basic body parts.
   b. Recognize basic vocabulary relating to illness and accidents.
   c. Recognize basic health care vocabulary.
   d. Read an appointment card.
   e. Identify basic first aid.

5. Employment
   a. Identify entry level jobs and associated vocabulary.
   b. Complete a simplified job application with assistance.
   c. Respond to basic job interview questions.
   d. Produce identification forms required for employment.
   e. Ask for assistance and clarification on the job.
   f. Understand basic work safety phrases.
   g. Identify common, basic workplace tools.

6. Computation
   a. Recognize, read, and write cardinal (through 100) numbers.
   b. Recognize basic cooking measurements.

7. Learning to Learn
   a. Read simple sentences with familiar words.
b. Read product names.

8. Writing and Grammar
   a. Write dictation on familiar personal topics.
   b. Write addresses on envelopes.
   c. Use subject pronouns.
   d. Use common verbs.
   e. Use adverbs.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Identify orally, read, and write self and personal information.
      i. Respond orally to verbal questions asking for the following
         1. name, address, telephone number
         2. social security number
         3. date of birth/birth date
         4. age
         5. gender/sex
            a. Male, female
      ii. Read and write
         1. name, address, telephone number
         2. social security number
         3. date of birth/birth date
         4. age
   b. Use and respond to polite expressions.
      i. How are you
      ii. What time is it
      iii. How is your family
      iv. What did you do last weekend
      v. I’m sorry
      vi. Thank you
      vii. Your welcome
   c. Write upper and lower case letters.

2. Consumer Economics
   a. Recognize US currency, symbols relating to money, and read prices.
      i. Recognize US penny, nickel, dime, quarter, and dollar bill
      ii. Recognize dollar and cents symbols
      iii. Recognize use of decimal point to signify cents
      iv. Read price tags
   b. Identify basic foods.
      i. Meat
      ii. Fruit
      iii. Vegetable
      iv. Milk, cheese, egg
      v. Bread, rice
      vi. Breakfast, lunch, dinner
   c. Identify basic information on food labels.
      i. Where to store food—freezer, refrigerator, cupboard
      ii. Amount in a package—single serving, family size
d. Recognize common transportation signs.
   i. Stop
   ii. Stop lights
   iii. Walk/Don’t Walk
   iv. Bus Stop

e. Use vocabulary for home furnishings and reporting household repairs.
   i. Furnishings vocabulary—bed, telephone, stove, sink, clock, table, chair
   ii. The --- is broken

f. Recognize concepts and vocabulary for cleaning and hygiene.
   i. Vocabulary—soap, washing, bath, shower, cleaning
   ii. Cleanliness habits and routines

3. Community Resources
a. Use a residential telephone; call to request appointments; call 911.
   i. Call to inform work or school of absence or lateness
      1. I can not come to school/work today
      2. I am sick
      3. I have to go to the doctor
   ii. Call to request appointments
      1. I need to see the doctor/dentist
   iii. Answer the telephone and respond or express a lack of understanding
      1. Hello
      2. I do not understand English
   iv. Call 911 using basic emergency vocabulary
      1. I need help
      2. Fire
      3. I am hurt

b. Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.
   i. Read the words for days of the week and months of the year
   ii. Read the words and abbreviations for days of the week and months of the year
   iii. Randomly find dates on a calendar

c. Tell time using analog and digital clocks.
   i. One thirty, one o’clock
   ii. morning, afternoon, night

d. Identify signs using sight words and symbols.
   i. enter, exit, men, women, no smoking

e. Know basic American holidays.
   i. Thanksgiving
   ii. Fourth of July
   iii. Christmas
   iv. New Year’s

f. Ask and answer simple questions about the weather.
i. Sunny, rainy, cloudy, snowy
ii. Cold, hot
iii. It is raining/snowing.
iv. It is cold/hot.
v. What is the weather today?

4. Health
   a. Recognize and identify basic body parts.
      i. Head, eye, ear, nose, mouth, teeth, arm, hand, finger, back,
         stomach, leg, knee, foot, toe
   b. Recognize basic vocabulary relating to illness and accidents.
      i. I hurt my---
      ii. I have a --- ache
      iii. I feel sick
      iv. I need to see a doctor
      v. Hot, cold, cut, blood
   c. Recognize basic health care vocabulary.
      i. Doctor, nurse, dentist, hospital
   d. Read an appointment card.
      i. Read the date and time
   e. Identify basic first aid.
      i. Bandage
      ii. Aspirin
      iii. Rest

5. Employment
   a. Identify entry level jobs and associated vocabulary.
      i. Job title vocabulary—dishwasher, housekeeper, cleaner
      ii. Know names of different types of workplaces—office,
         restaurant, hotel, factory
      iii. Workplace verbs—cook, fix, clean, make
   b. Complete a simplified job application with assistance.
   c. Respond to basic job interview questions.
      i. What is your name
      ii. Do you know how to ---
      iii. Did you work in your country
      iv. My name is
      v. I was a
      vi. I want a job
   d. Produce identification forms required for employment.
      i. Can produce a social security card, work authorization card,
         passport, driver's license
   e. Ask for assistance and clarification on the job.
      i. Use statements and questions to request clarification: “I
         don’t understand”
   f. Understand basic work safety phrases.
      i. Watch out
      ii. Be careful
iii. It’s hot
iv. Don’t touch that
v. It’s wet
vi. Wait
g. Identify common, basic workplace tools.
   i. Broom, mop, hammer, drill, vacuum, soap, tray

6. Computation
   a. Recognize, read, and write cardinal (through 100) numbers.
      i. Read and write as numbers cardinal numbers 1 through 100
      ii. Read and copy as words cardinal numbers 1 through 20
   b. Recognize basic cooking measurements.
      i. Lb., pound, cup, half-cup, teaspoon, tablespoon

7. Learning to Learn
   a. Read simple sentences with familiar words.
   b. Read product names.

8. Writing and Grammar
   a. Write dictation on familiar personal topics.
   b. Write addresses on envelopes.
      i. Location of information on the envelope
      ii. Abbreviations for street and state
   c. Use subject pronouns.
      i. I, you, he, she, it, we, they
   d. Use common verbs.
      i. to be present
      ii. to be yes/no questions
      iii. simple present
      iv. going to
      v. past tense—regular
   e. Use adverbs.
      i. today, yesterday, tomorrow
At the end of this level you can…

☐ Fill out a simple job application
☐ Answer job interview questions
☐ Talk about accidents and illnesses
☐ Follow guidelines for health, safety, and hygiene
☐ Read and know the words and abbreviations for the days of the week and the months
☐ Ask for and give simple directions
☐ Respond to questions
☐ Read a schedule
☐ Read a short paragraph for main idea
☐ Put things in order
☐ Use capitalization in writing
☐ Write a letter and address an envelope
☐ Follow a recipe
☐ Read a map
By the end of this level, learners will...

1. Communication
   a. Identify orally, read, and write self and personal information.

2. Consumer Economics
   a. Recognize US currency, symbols relating to money, and read prices.
   b. Identify basic foods, food groups, and healthy eating habits.
   c. Use vocabulary for home furnishings and reporting household repairs.
   d. Recognize concepts and vocabulary for cleaning and hygiene.
   e. Name common items of clothing.
   f. Follow directions of location.
   g. Follow directions of maintenance and care.

3. Community Resources
   a. Use a residential telephone; call to request appointments; call 911.
   b. Tell time using analog and digital clocks.
   c. Identify signs using sight words and symbols.
   d. Use vocabulary to ask for and give simple directions.
   e. Know basic American holidays.
   f. Read a restaurant menu.
   g. Know basic principles of safe driving.
   h. Use a simple street or road map.

4. Health
   a. Recognize and identify basic body parts.
   b. Recognize basic vocabulary relating to illness and accidents.
   c. Recognize basic health care vocabulary.
   d. Read an appointment card.
   e. Interpret for simple first aid.
   f. Interpret medication and prescription labels.
   g. Interpret basic nutritional information on food labels.

5. Employment
   a. Identify entry level jobs and associated vocabulary.
   b. Request a job application.
   c. Complete a simplified job application with assistance.
   d. Respond to basic job interview questions.
   e. Produce identification forms required for employment.
   f. Ask for assistance and clarification on the job.
   g. Understand basic work safety phrases.
   h. Read a simple work schedule.
   i. Recognize pay stubs and deductions.

6. Computation
a. Recognize, read, and write cardinal (through 100) and ordinal (through 10) numbers in numbers and words.
b. Recognize basic cooking measurements.

7. Learning to Learn
   a. Read and comprehend silently and aloud and answer questions.
   b. Determine main idea in a simple paragraph.
   c. Demonstrate sequential ordering of events from a simple paragraph.
   d. Read a simple table, graph, or chart.
   e. Follow a simple recipe.

8. Writing and Grammar
   a. Write dictation based on life skill topics.
   b. Demonstrate use of capitalization.
   c. Write a basic friendly letter and address an envelope including the return address.
   d. Use subject pronouns.
   e. Use demonstrative pronouns.
   f. Use common verbs.
   g. Use adverbs.
   h. Use adjectives.
   i. Use prepositions of location.
   j. Use common and proper nouns.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Identify orally, read, and write self and personal information.
      i. Respond orally to verbal questions asking for the following
         1. race/ethnicity
            a. White, black, African, African-American, Hispanic, Asian
         2. education level
            a. Years of school completed
         3. country of origin
      ii. Read and provide written responses on simple personal information forms asking for the following
         1. name, address, telephone number
         2. social security number
         3. date of birth/birth date
         4. age

2. Consumer Economics
   a. Recognize US currency, symbols relating to money, and read prices.
      i. Read ads and coupons for food and clothing
         1. How much does it cost
         2. percent off
         3. cost per item
      ii. Make change
      iii. Read and write a check or money order
   b. Identify basic foods, food groups, and healthy eating habits,
      i. Meats—beef, steak, hamburger, pork, ham, hot dog, chicken, turkey
      ii. Fruit—apple, banana, orange, strawberry
      iii. Vegetables—corn, beans, lettuce, cabbage, tomato
      iv. Sweets, dessert—cake, cookie, ice cream, candy
      v. Dairy—milk, cheese, eggs, yogurt
      vi. Bread, bun, rice, pasta, rolls
      vii. Sandwich, salad, soup, stew
      viii. Breakfast, lunch, dinner, snack, supper
      ix. Balanced diet, vitamins
      x. Food quantities
         1. loaf
         2. dozen
         3. half-gallon
4. head
5. bunch
6. lb.
c. Use vocabulary for home furnishings and reporting household repairs.
   i. Furnishings vocabulary—towels, pillows, rug, TV, bed, telephone, bathtub, stove, shower, sink, clock, lamp, refrigerator, couch
   ii. Where's the ---
   iii. It's in the ---
   iv. What's the problem
   v. The --- is broken
d. Recognize concepts and vocabulary for cleaning and hygiene.
   i. Vocabulary—bath soap, laundry soap, dish soap, washing clothes, bathing, taking a shower
   ii. Cleanliness habits and routines
e. Name common items of clothing.
   i. Vocabulary—pants, shirt, dress, skirt, coat
f. Follow directions of location.
   i. Aisle
   ii. Left, right
   iii. Arrows
g. Follow directions of maintenance and care.
   i. Wash in cold water.
   ii. Dry clean only.
   iii. Do not put in dishwasher.
   iv. Wash before using.
   v. Do not use near water.
3. Community Resources
   a. Use a residential telephone; call to request appointments; call 911.
      i. Call to inform work or school of absence or lateness
         1. I can not come to school/work today
         2. I am sick
         3. I have to go to the doctor
         4. I have to take my child to the doctor
      ii. Call to request appointments
         1. I would like to see the doctor/dentist
         2. I need to make an appointment
         3. I need to see the doctor/dentist
         4. I need to see a lawyer
      iii. Answer the telephone and respond or express a lack of understanding
         1. Hello
         2. This is ---
         3. I do not understand English
         4. I will get someone to help you
iv. Call 911 using basic emergency vocabulary
   1. I have an emergency
   2. I need help
   3. Send the police
   4. Send the fire department
   5. Send an ambulance
   6. I am hurt

v. Identify a telephone book
   1. find phone numbers
   2. find addresses

b. Tell time using analog and digital clocks.
   i. Quarter hour, half hour
   ii. 1:10, 1:40
   iii. am, pm
   iv. morning, noon, afternoon, evening, night, midnight

c. Identify signs using sight words and symbols.
   i. enter, exit, push, pull, men, women, caution, no smoking, no
      swimming, arrows, directional signs, bus signs

d. Use vocabulary to ask for and give simple directions.
   i. Vocabulary—turn left, turn right, go straight, next to,
      between, in front of, behind
   ii. Ask for directions
      1. Could you tell me how to get to
      2. How do you get to
      3. Where do I turn
      4. How do I find

e. Know basic American holidays.
   i. Thanksgiving
   ii. Fourth of July
   iii. Christmas
   iv. New Year’s
   v. Valentine’s Day
   vi. Memorial Day

f. Read a restaurant menu.
   i. Read names of food
      1. hamburger, chicken, steak, potato, French fries,
         salad, soup, drinks, coffee, pop, milk, eggs, toast,
         sandwich
   ii. Read prices
   iii. I would like ---
   iv. I would like to order ---
   v. How much is ---

g. Know basic principles of safe driving.
   i. Seat belts
   ii. Child safety restraints
   iii. Speed limit
iv. Driver’s license  
v. Stop signs  
vi. Stop lights  
h. Use a simple street or road map.  
i. East, south, north, west  
ii. Block  
iii. Turn right, turn left  

4. Health  
a. Recognize and identify basic body parts.  
i. Head, hair, eye, ear, nose, mouth, neck, lips, teeth, throat, shoulder, arm, hand, finger, wrist, back, stomach, waist, heart, lungs, leg, hip, knee, thigh, shin, ankle, foot, toe  
b. Recognize basic vocabulary relating to illness and accidents.  
i. I have a pain in my---  
ii. My --- feels---  
iii. I’ve hurt my---  
iv. I have a --- ache  
v. I feel ill  
vi. I feel sick  
vii. I need to see a doctor  
viii. What’s the matter  
ix. How does he feel  
x. How do you feel  
xii. Hot, cold, cut, blood, broken, sprain, ache  
c. Recognize basic health care vocabulary.  
i. Doctor, nurse, dentist, hospital, clinic, health department, emergency room, thermometer, temperature, fever, blood pressure  
d. Read an appointment card.  
i. Read the date and time  
ii. Read the location  
iii. Understand how to get to the location or ask for help  
e. Interpret for simple first aid.  
i. Bandage  
ii. Aspirin  
iii. Apply pressure  
f. Interpret medication and prescription labels.  
i. Dose  
ii. Take orally  
iii. Take two  
iv. Do not give to children  
v. Teaspoonful, spoonful  
vi. Take with food, do not take with food  
vii. Store in the refrigerator  
g. Interpret basic nutritional information on food labels.  
i. Calories
ii. Serving

5. Employment
   a. Identify entry level jobs and associated vocabulary.
      i. Job title vocabulary—dishwasher, gardener, cleaner, janitor, housekeeper, construction worker, mover, cook, nursing assistant, taxi driver, bus driver, mechanic
      ii. Know names of different types of workplaces—office, office building, restaurant, hospital, nursing home, hotel, garage, factory, manufacturing plant
      iii. Workplace verbs—cook, fix, paint, answer, clean, make, plant, wait, stock, drive, help, sell
   b. Request a job application.
      i. May I have an application
      ii. I would like to apply for the job
   c. Complete a simplified job application with assistance.
   d. Respond to basic job interview questions.
      i. What is your name
      ii. What kinds of experience do you have
      iii. Did you work in your country
      iv. How long did you work as ---
      v. Why do you want to work here
      vi. Have you worked in the U.S.
      vii. What kinds of jobs have you done before
      viii. My name is
      ix. I worked as
      x. I would like
   e. Produce identification forms required for employment.
      i. Complete an I-9 and W-4 with assistance
      ii. Know about social security cards, passports, driver licenses and how to produce them for I-9's
   f. Ask for assistance and clarification on the job.
      i. Use statements and questions to request clarification such as “could you repeat that” or “I don’t understand”
   g. Understand basic work safety phrases.
      i. Watch out
      ii. Look out
      iii. Be careful
      iv. It’s hot
      v. Don’t touch that
      vi. It’s wet
      vii. Wait
      viii. Go back
   h. Read a simple work schedule.
      i. Read written time
      ii. Understand the concepts of beginning and ending and starting and stopping
iii. Know concepts of sequence—first, second, last, next

i. Recognize pay stubs and deductions.
   i. Understand the difference between net pay and gross pay
   ii. Read monetary amounts
   iii. Understand the concept of subtraction or deduction
   iv. Know the different types of deductions—state and federal taxes, FICA, union dues, insurance, savings, retirement

6. Computation
   a. Recognize, read, and write cardinal (through 100) and ordinal (through 10) numbers in numbers and words.
      i. Read and write as numbers cardinal numbers 1 through 100
      ii. Read and write as numbers ordinal numbers 1 through 20
      iii. Read and copy as words cardinal numbers 1 through 100
      iv. Read and copy as words ordinal numbers 1 through 10
      v. Chronological order
   b. Recognize basic cooking measurements.
      i. Lb., pound, net weight, per pound, cup, half-cup, teaspoon, tablespoon

7. Learning to Learn
   a. Read and comprehend silently and aloud and answer questions.
   b. Determine main idea in a simple paragraph.
   c. Demonstrate sequential ordering of events from a simple paragraph.
      i. First, second, last
   d. Read a simple table, graph, or chart.
      i. Find specific information
      ii. Line graphs, bar graphs, picture graphs, circle graphs
   e. Follow a simple recipe.
      i. Directions—stir, add, mix, bake, cook
      ii. Quantities—tablespoon, teaspoon, cup, half-cup
      iii. Sequence

8. Writing and Grammar
   a. Write dictation based on life skill topics.
      i. Work, shopping, house, family
   b. Demonstrate use of capitalization.
      i. Beginning of sentences
      ii. Proper nouns—names of people
   c. Write a basic friendly letter and address an envelope including the return address.
   d. Use subject pronouns.
      i. I, you, he, she, it, we, they
   e. Use demonstrative pronouns.
      i. This, that, these, those
   f. Use common verbs.
      i. to be present and past
      ii. to + location
iii. to be in the negative
iv. to be yes/no questions
v. to do
vi. present continuous
vii. simple present
viii. have/has
ix. can/have to
x. going to
xi. want to
xii. past tense—regular
xiii. past tense—common irregular
g. Use adverbs.
   i. here, there, today, always, usually, never, yesterday
h. Use adjectives.
i. Use prepositions of location.
   i. In, on, behind, up, over, down, next to, after, before
j. Use common and proper nouns.
   i. With a/an as appropriate
Low Intermediate ESL Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can...

- Read want-ads
- Complete a job application
- Take and read phone messages
- Read information on medicine and food labels
- Talk about medical symptoms
- Record information in a checking register
- Describe household problems
- Tell about different types of community services
- Describe the weather
- Tell what to do for accidents, emergencies, and dangerous weather
- Read paragraphs for main idea and sequence
- Read charts and tables
- Use verbs in the present, past, and future
- Use prepositions
- Use subject, object, and possessive pronouns
By the end of this level, the learner will...

1. Communication
   a. Differentiate between and recognize uses of documents related to identity—driver’s license, insurance card, social security card, passport.
   b. Answer, orally and in writing, questions regarding conversations.
   c. Respond appropriately to verbal questions.

2. Consumer Economics
   a. Count and use US coins and currency.
   b. Write a check and record information in a checking or savings register.
   c. Identify clothing items.
   d. Read and interpret clothing size and care labels.
   e. Read sales ads and compare prices.
   f. Identify types of housing and household items.
   g. State food costs, read ads, use coupons, and compare prices.
   h. Communicate information about home repair and maintenance.
   i. Know issues and responses to basic home emergencies and safety.

3. Community Resources
   a. Leave and take a phone message.
   b. Read and understand a telephone bill.
   c. Identify basic utility companies.
   d. Read and understand traffic signs.
   e. Describe and identify community and public services.
   f. Demonstrate understanding of holidays and social customs.
   g. Describe weather conditions.
   h. Respond appropriately to weather emergencies.

4. Health
   a. Define, read, write, and say health care and emergency vocabulary.
   b. Request a doctor’s appointment.
   c. Communicate symptoms and injuries.
   d. Follow doctor’s instructions given orally and in writing; read and interpret information on medicine labels.
   e. Read a thermometer.
   f. Identify basic foods and food groups.
   g. Read nutritional information on food labels.

5. Employment
   a. Read simple want-ads.
   b. Complete a simple job application without assistance and describe personal work experience and skills.
   c. Understand basic employment expectations, regulations, and safety.
d. Demonstrate appropriate interpersonal skills for employment situations.

e. Recognize and respond appropriately to workplace safety hazards.

6. Government and the Law
   a. Identify the US President, Vice-President, and Minnesota Governor.
   b. Understand basic government concepts.

7. Computation
   a. Understand the concept of positive and negative when applied to banking.
   b. Add and subtract whole numbers and decimals.
   c. Multiply and divide whole numbers and decimals.
   d. Recognize basic fraction names.

8. Learning to Learn
   a. Make predictions prior to reading.
   b. Read and comprehend silently and aloud.
   c. Answer comprehension (main idea, detail, and sequence) questions.
   d. Read a simple table or chart.
   e. Read and interpret product label directions, warning signs, and symbols.

9. Grammar and Writing
   a. Recognize, state, read, and write statements and questions.
   b. Use subject, object, and possessive pronouns.
   c. Use common verbs in the present, future, and past tense (regular and irregular).
   d. Use adjectives (descriptive, possessive, demonstrative).
   e. Use prepositions.
   f. Use common and proper nouns in the singular and plural.
   g. Use adverbs.
   h. Use articles.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Differentiate between and recognize uses of documents related to identity.
      i. Driver’s license
         1. how to get one
         2. uses of
         3. information on
      ii. Insurance card (health)
         1. uses of
         2. information on
      iii. Social security card
         1. how to get one
            a. filling out an application
            b. where to go to get one
         2. uses of
         3. information on
      iv. Passport
         1. how to get one
         2. uses of
         3. information on
   b. Answer, orally and in writing, comprehension questions about conversations.
      i. Complete sentences
      ii. Abbreviated responses
   c. Respond appropriately to verbal statements and questions.
      i. Verbal and nonverbal feedback
2. Consumer Economics
   a. Count and use US coins and currency.
      i. Identify all US coins and paper money
      ii. Sequence money in order from least to greatest
      iii. Read and write monetary amounts in numbers
      iv. Read and write monetary amounts to $100 in words
      v. Make change for $1, $5, $10, $20
   b. Write a check and record information in a checking or savings register.
      i. Write a check
         1. Payee, date, amount in numbers, amount in words, signature, “memo”
ii. Enter information into a savings or checking register
   1. read and write payees
   2. read and write monetary amounts in numbers
   3. deposits and withdrawals

iii. Cash a check
   1. endorsement

c. Identify clothing items.
   i. Dress, skirt, blouse, shirt, pants, suit, underwear, hat, shoes, 
      socks, boots, coat, gloves, mittens, pajamas, shorts, bathing 
      suit, jeans, t-shirt, scarf

d. Reading and interpret closing size and care labels.
   i. Sizes—L, S, M, XL, XXL, size numbers, difference in sizes 
      for children and adults, difference in size labels between 
      shoes and clothing

ii. Laundry instructions
   1. Wash in cold water
   2. Hand wash
   3. Line dry
   4. Dry clean only
   5. Tumble dry
   6. Machine wash

iii. Dressing appropriately for the weather

e. Read clothing sale ads and compare prices.
   1. read prices
   2. compare prices to regular prices
   3. percent off, half off
   4. interpret restrictions to purchase

f. Identify types of housing and household items.
   i. Types of housing—house, apartment, condo, mobile home, high rises

   ii. Own, rent

   iii. Household rooms and items
       1. kitchen—stove, oven, refrigerator, microwave, 
          dishwasher, sink, counter, cupboard, table, pots, 
          pans, dishes, glasses, plates, silverware, knives, 
          forks, spoon, bowl, cup, napkins
       2. living room/family room—couch, chair, rocking chair, 
          TV, rug, coffee table, end table, picture, painting, 
          pillows, curtains, carpet
       3. bedroom—bed, dresser, closet, lamp, mirror, sheet, 
          blanket, pillows
       4. bathroom—bathtub, toilet, sink, mirror, medicine 
          cabinet, towel, washcloth, shower, shower curtain
       5. basement—furnace, washer, dryer, washing machine, 
          iron, ironing board, air conditioner, water softener
       6. garage—garage door, garage door opener
7. outside—lawn, yard, sidewalk, garden
g. State food costs, read ads, use coupons, and compare prices.
i. Compare prices
ii. Compute unit price when size or quantity varies
iii. Locate and read prices when not on product labels
iv. What are bar codes and scanners
v. Read food ads
   1. locate sales price
   2. locate amount saved
   3. locate any restrictions to purchase
vi. Read and interpret coupons
   1. locate cents-off
   2. locate any restrictions
      a. expiration date
      b. quantity restrictions
vii. Compare prices of items bought with coupon versus items on sale or at regular price
h. Communicate information about home repair and maintenance.
i. Tools—hammer, screwdriver, saw, drill, nail, screw
ii. Shovel, shoveling, lawn mowing, gardening, painting, siding, washing windows, dusting, sweeping, lawn mower, rake, raking, vacuuming, cleaning up
iii. Household problems
   1. The sink is leaking; there is a leak in the sink/bathtub/toilet
   2. The furnace isn’t working
   3. The window won’t open
   4. The air conditioner isn’t working
   5. The electricity is out
   6. The window is broken
   7. The --- isn’t working
i. Know issues and responses to basic home emergencies and safety.
   i. Calling 911
   ii. Safety hazards in the home
      1. electricity and water
      2. slippery sidewalks and steps in winter
      3. windows in high rises without barriers other than screens
      4. hot water in bathtubs
      5. stoves
      6. overloaded electrical outlets
      7. extension cords
   iii. Emergencies
      1. fire extinguishers
         a. location and use of
2. strangers
3. burns
4. escape from a fire
5. emergency kits
6. first aid kits

3. Community Resources
   a. Leave and take a phone message.
      i. Leave a phone message with name, phone, and reason for calling
         1. friends
         2. employer
         3. potential employer
         4. doctor’s office
      ii. Take a phone message
           1. name, phone number and reason for calling
           2. filling out a phone message form
               a. vocabulary—urgent, please call, stopped by
   b. Read and understand a telephone bill.
      i. Locate amount due
      ii. Locate address to send payment
      iii. Locate what happens if not paid on time
      iv. Locate charges for local calls
      v. Locate charges for long distance
      vi. Locate where to contact if a problem with the bill
      vii. Vocabulary—long distance, local, calling card, directory assistance, remit, past due
   c. Identify basic utility companies.
      i. Gas company, electric company, trash, garbage, cable, telephone, water
   d. Read and understand traffic signs.
      i. Traffic signs
         1. stop sign, stop light, warning light, merge, slippery wet, steep hill, men working, pedestrian crossing, walk/don’t walk, yield, speed limit, one way, no right/left turn, no right turn on red, no parking, school zone
   e. Describe and identify community and public services.
      i. Library
         1. library card, check out, books, librarian, computers, Internet
      ii. Post office
         1. stamps, postage, mail carrier, packages
         2. procedures for mailing a package or a letter
      iii. Workforce center
         1. unemployment, job assistance, dislocated worker programs
iv. Driver’s license office
   1. driver’s test, identification card, driver’s license, 
      permit, written test 
   2. filling out a request form

v. Community Education
   1. ECFE, adult enrichment, after school care 
   2. finding a class in a community education brochure 
   3. fill out a registration form for a community education class

f. Demonstrate understanding of holidays and social customs.
   i. New Year’s Day, New Year’s Eve, Martin Luther King Day, 
      President’s Day, Valentine’s Day, Easter, St. Patrick’s Day, 
      Mother’s Day, Memorial Day, Father’s Day, Fourth of July, 
      Labor Day, Columbus Day, Thanksgiving, Christmas

g. Describe weather conditions.
   i. Rain, sun, sunny, hot, humid, cold, freezing, windy, wind 
      chill, snow, hail, thunder, lightning, tornado, blizzard, warm, 
      cool, breeze(y), pleasant, unpleasant, severe

h. Respond appropriately to weather emergencies.
   i. Severe weather warnings
      1. blizzards
      2. high winds
      3. tornados
      4. flooding
      5. thunderstorm
   ii. Watch vs warning
   iii. Tornado shelter
   iv. What to do when it’s hailing
   v. What to do when it’s a blizzard

4. Health
   a. Define, read, write, and say health care and emergency vocabulary.
      i. Vocabulary—doctor, nurse, lab technician, x-ray technician, 
         pharmacist, scale, weight, height, blood pressure, 
         appointment, emergency, pulse, health, immunization, shot, 
         checkup, dentist, prescription
      ii. Name body parts (internal and external)
   b. Request a doctor’s appointment.
      i. State reason for appointment
      ii. Write appointment information
      iii. Read appointment card
   c. Communicate symptoms and injuries.
      i. I have a cold; I have a toothache; I have a bloody nose; I 
         have a stomachache; I have a pain in my ---; I have a fever; 
         My --- is broken/sprained/hurts; I feel sick to my stomach; I 
         cut my ---
d. Follow doctor’s instructions given orally and in writing; read and interpret information on medicine labels.
   i. Daily, three times a day, take until gone, call if the pain persists, stay off your feet, take with food, take with water, take on an empty stomach, bed rest, no heavy lifting
   ii. Age appropriate dosages
   iii. Teaspoon/spoonful
   iv. How often to take
   v. Reactions and responses to reactions
   vi. Poison control center

e. Read a thermometer.
   i. Fahrenheit
   ii. Normal body temperature
   iii. Tenths of a degree
   iv. I have a temperature of ---
   v. My temperature is ---
   vi. Fever

f. Identify basic foods and food groups.
   i. Food groups—bread, grains, meat, protein, dairy, sweets, fats, vegetables, fruits
   ii. Food vocabulary, servings

g. Read nutritional information on food labels.
   i. Food pyramid
   ii. Calories per serving
   iii. Grams per serving
   iv. Fat per serving
   v. Ingredients list
   vi. Vitamins per serving

5. Employment
   a. Read simple want-ads.
      i. Abbreviations—exp, ft, pt, hr, hrly, mo, wk
      ii. Vocabulary—experience, full time, part time, necessary, apply, resume, education, salary, hourly
      iii. Identify how to apply for a job through the ad
         1. locate phone number
         2. locate address
         3. locate name of person to contact
         4. locate information or process needed to apply
   b. Complete a simple job application without assistance and describe personal work experience and skills.
      i. Name, address, phone, social security number, education history, employment history, references, signature
      ii. Write and recite names, addresses, and duties of past jobs in chronological order
   c. Understand basic employment expectations, regulations, and safety.
i. Being on time, filling out time cards, calling in absences, requesting time off
ii. Coffee break, lunch break
iii. Recognize safety signs—electrical danger, slippery when wet, hazardous substance, eye wash station, flammable, fire extinguisher, first aid, no smoking
iv. Filling out an accident report
   1. name, date
   2. narrative description of incident
d. Demonstrate appropriate interpersonal skills for employment situations.
i. Hand shake, eye contact, nodding
ii. Asking for assistance
   1. Could you help me
   2. I need help with---
   3. Could you show me
iii. Asking for clarification
   1. Could you repeat that, please
   2. Could you explain---
e. Recognize and respond appropriately to work place safety hazards.
i. Slippery floors
ii. Hazardous materials
iii. Construction areas
iv. Protective apparel
   1. eye protection
   2. hard hat
   3. clean suit
   4. ear protection

6. Government and Law
   a. Identify the US President, Vice-President, and Minnesota Governor.
b. Understand basic government concepts.
i. Leaders are elected
   ii. Majority rule
   iii. Innocent until proven guilty
   iv. Equal rights
   v. Freedom of speech

7. Computation
   a. Understand concepts of positive and negative in terms of money/banking/checking.
b. Add and subtract whole numbers and decimals.
c. Multiply and divide whole numbers and decimals.
d. Recognize basic fraction names.
i. One-half
   ii. One-fourth, one quarter
   iii. One-third
8. Learning to Learn
   a. Make predictions prior to reading.
   b. Read and comprehend silently and aloud.
   c. Answer comprehension questions.
      i. Identify the main idea and explicit details in the text
      ii. Sequence a series of events
   d. Read a simple table or chart.
      i. Locate headings
      ii. Identify the main idea
      iii. Read the title
      iv. Locate details explicit in the table or chart
   e. Read and interpret product labels directions, warning signs, and symbols.
      i. How to prepare food items
         1. mix, stir, cup, boil, bake, chill
         2. “Bake at 350 for 15 min.”
      ii. Written instructions on simple assembly
      iii. “Choking hazard”
      iv. Poisonous; poison control center, Mr. Yuk
      v. Caution instructions on cleaning supplies
      vi. Do not mix with---; use in a well-ventilated area

9. Grammar and Writing
   a. Recognize, state, read, and write statements and questions.
      i. Change statements into questions and vice versa
   b. Use subject, object, and possessive pronouns.
      i. Subject
      ii. Object
      iii. Possessive
   c. Use common verbs in the present, future, and past tense.
      i. Regular and irregular
      ii. Past, present, future
   d. Use adjectives.
      i. Descriptive
      ii. Possessive
      iii. Demonstrative
      iv. Time
   e. Use prepositions.
      i. Of location
      ii. Of direction
   f. Use common and proper nouns in the singular and plural.
      i. Common and proper
      ii. Singular and plural
      iii. Count and non-count
   g. Use adverbs.
   h. Use articles.
High Intermediate ESL Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can...

• Write a basic resume
• Understand work rules and safety procedures
• Describe other people
• Use the white and yellow pages
• Understand banking services and ATM’s
• Understand comparison shopping
• Read warranties and guarantees
• Read and order from a menu
• Locate local businesses and governmental and community areas
• Read for main idea, supporting details, and sequence
• Use cursive handwriting
• Write a short note, friendly letter, envelope, short paragraph, and set of simple directions
• Use verbs in the present, past, future, present continuous, and present perfect tenses
• Use modals
• Use adjectives and adverbs
• Use sentence structure
By the end of this level, learners will...

1. Communication
   a. Exhibit situationally appropriate interpersonal skills.
   b. Write using manuscript and cursive handwriting.

2. Consumer Economics
   a. Demonstrate ability to use banking services including ATM machines.
   b. Understand comparative shopping, coupons, guarantees, warranties, and return processes.
   c. Read and order from a menu.
   d. Identify means of locating housing.
   e. Describe household repair and maintenance problems.
   f. Read and react to safety signs and symbols.
   g. Respond to emergency situations.

3. Community Resources
   a. Locate alphabetical and topical listing information in yellow and white pages.
   b. Identify and locate local businesses, governmental and community agencies.
   c. Ask for and give directions.
   d. Read temperatures in Fahrenheit and Celsius; describe weather conditions.
   e. Identify items necessary for weather emergency preparedness.

4. Health
   a. Identify body parts and the five senses.
   b. Describe aches, pains, illnesses, injuries, and dental problems.
   c. Read and interpret medical instructions for prescriptions and over-the-counter medications.
   d. Understand concepts of personal hygiene, grooming, and healthy eating.

5. Employment
   a. Recognize and use basic work-related vocabulary.
   b. Prepare a job application and resume.
   c. Demonstrate appropriate behavior for a job interview.
   d. Demonstrate understanding of work rules for schedule, time sheets, punctuality, phoning in sick, and safety procedures.

6. Government and Law
   a. Identify the current US President and Vice-President, state, and local officials.
   b. Recognize community laws.
7. Learning to Learn
   a. Plan a schedule of activities on a calendar.
   b. Identify and compare self, family members, and others using physical characteristics and personal traits.
   c. Communicate feelings and impressions.
   d. Describe a person, place, thing, or event.
   e. Recognize the meanings of words with common prefixes and suffixes; recognize the meanings of compound words.
   f. Read and answer comprehension questions on short, multi-paragraph fiction and non-fiction pieces.
   g. Interpret simple charts, graphs, maps, tables and diagrams.

8. Grammar and Writing
   a. Write a short note, friendly letter, short paragraph, and a set of simple directions.
   b. Use common verbs, contracted forms and correct spelling in present, present continuous, past, future, present perfect, and modals.
   c. Use information questions.
   d. Use adjectives.
   e. Use adverbs.
   f. Use prepositions.
   g. Use nouns.
   h. Use sentence structure.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Basic Communication
   a. Exhibit situationally appropriate interpersonal skills.
      i. Hand shaking
      ii. Nodding
      iii. Waving
      iv. Eye contact
      v. Situational politeness
   b. Write using manuscript and cursive handwriting.

2. Consumer Economics
   a. Demonstrate ability to use banking services including ATM machines.
      i. Bank, savings and loan, credit union
      ii. Mortgage, loan, car loan, interest, principal
      iii. Savings, checking, balance, deposit, withdrawal, payment, check, check stub, check register, reconciling, balancing a checkbook, statement
      iv. ATM, PIN
   b. Understand comparative shopping, coupons, guarantees, warranties, and return processes.
      i. Comparison shop for food, clothing, and other purchases; compare prices, return policies, warranties
      ii. Read and interpret coupons; compute savings with a coupon
      iii. Read product warranties and guarantees
      iv. Read return policies
   c. Read and order from a menu.
      i. Serving, portion, children’s menu, senior citizen’s menu, senior citizen’s discount
      ii. Read and understand food names and descriptions
      iii. Read prices; understand price does not include tax or tip
   d. Identify means of locating housing.
      i. Read rental ads
         1. abbreviations—rm, rms, brm, br, bath, bsmt, lr, kit, dr, fp, fr
         2. lease, security deposit, cleaning deposit
         3. who and how to contact—phone number, address
            a. I’d like to see the apartment you have advertised.
            b. I’m interested in renting your house/apartment. Could I make an appointment to see it.
ii. Buying a house
   1. read newspaper ads
   2. realtor, open house

e. Describe household repair and maintenance problems.
   i. Plumber, electrician, roofer, handyman, gardener, plumbing, electricity
   ii. There is a problem with the ---
   iii. The --- isn’t working
   iv. The --- is broken
   v. There is no heat
   vi. There is no water
   vii. There is no electricity
   viii. I smell gas
   ix. The phone is out of order
   x. Who do I call for --- problems

f. Read and react to safety signs and symbols.
   i. Caution, slippery when wet, slow, electrical hazard, flammable, fire extinguisher, first aid kit, eye wash station, hard hat required, do not use near water, no smoking, danger, emergency shelter, tornado shelter, poison, Mr. Yuk

g. Respond to emergency situations.
   i. Severe weather—tornado watch or warning, severe thunderstorm watch or warning, blizzard warning, high winds, flood
   ii. Where to take shelter, emergency broadcast system, warning sirens
   iii. Emergency preparedness kit
   iv. What to do if there is a fire at home, school, work
   v. What to do if there is a tornado at home, school, work
   vi. Listening to severe weather reports on the radio and TV

3. Community Resources
   a. Locate alphabetical and topical listing information in yellow and white pages.
      i. What are the yellow pages? What are the white pages?
      ii. White pages—residential listings, business listings
      iii. Government pages (blue)
      iv. Find a name in the residential listings use alphabetizing skills
      v. Find a business in the white pages using alphabetizing skills
      vi. Find a business in the yellow pages by using categories

   b. Identify and locate local businesses, governmental and community agencies.
      i. Post office, driver's license station, police station, fire station, high school, elementary school, middle school, playground, library, unemployment office, INS office, immigration office, grocery store, department store, mall, drug store, pharmacy, restaurant, fast food restaurant
ii. Locate on a map
iii. Describe purpose/use

c. Ask for and give directions.
i. North, south, east, west, northwest, southwest, northeast, south east, N, E, W, S, NE, NW, SE, SW
ii. Street, boulevard, avenue, circle, road, drive
iii. Outside, inside, next to, beside
iv. Turn left, turn right
v. Could you tell me how to get to ---
vi. Where is ---
vii. How do I get to ---
ixii. Where is that?
d. Read temperatures in Fahrenheit and Celsius; describe weather conditions.
i. Read temperature in Fahrenheit and Celsius; compare Fahrenheit and Celsius temperatures
ii. Weather conditions—cold, hot, cool, warm, humid, frosty, snowy, icy, sleet, rain, hail, tornado, thunderstorm, blizzard, windy, foggy, fog, breezy
e. Identify items necessary for weather emergency preparedness.
i. Shelter, emergency preparedness kit, battery-operated radio, flashlight

4. Health
a. Identify body parts and the five senses.
i. Body parts—ankle, arm, back, blood, body, chin, eye, foot, hair, head, heart, knee, leg, nails, neck, shoulder, teeth, tongue, voice, wrist
ii. Senses—taste, touch/feel, smell, sight, hear

b. Describe aches, pains, illnesses, injuries, and dental problems.
i. Backache, black and blue, black eye, broken leg, broken, tooth, burn, cut, dislocate, feel dizzy, fever, flu, headache, heart attack, hurt, injure, measles, pain, red spots, sprain, stiff neck, stomachache, swollen knee, toothache, twist an ankle

c. Read and interpret medical instructions for prescriptions and over-the-counter medications.
i. Take daily, take twice a day, take at meal times, take before bed, take with food, take with water, take on an empty stomach, teaspoon, spoonful, tablet, pill, capsule, dose, dosage, take until gone, reactions, side effects, store in a cool place, store in the refrigerator, store in a dark place, keep away from children, tamper resistant, childproof cap
ii. Renew a prescription
iii. Over the counter vs. prescriptions
iv. Read the instructions on an over the counter medication
   1. Age appropriateness
   2. When to take
   3. When to contact doctor
   4. Side effects
   5. Uses
d. Understand concepts of personal hygiene, grooming, and healthy eating.
   i. Hygiene and grooming
      1. bath, bathing, shower, soap, shampoo, hair brush, comb
      2. washing clothes, washing self
      3. hand washing
   ii. Healthy eating
      1. food guide pyramid, serving
      2. diet, dieting, watching what you eat
      3. vitamins and minerals
      4. recommended daily allowance
      5. nutrition labels
      6. washing dishes
      7. safe food preparation
5. Employment
   a. Recognize and use bask work-related vocabulary.
      i. Time card, pay check, pay stub, deductions, taxes
      ii. Union, union dues
      iii. Insurance, disability, health insurance
      iv. Job titles
      v. Job duties
      vi. Training, interview, resume, application, skills, experience, occupation
      vii. Night shift, shift, 3rd shift, 2nd shift, 1st shift, evenings, days, nights, swing shift
      viii. Boss, employee, employer, supervisor, manager
   b. Prepare a job application and resume.
      i. Complete, without assistance, a job application listing personal information, experience, special skills, education history, and references
      ii. Complete a basic resume, word-processed
         1. objective, education, experience, references
         2. format, correct grammar, correct spelling
   c. Demonstrate appropriate behavior for a job interview.
      i. Respond appropriately to oral interview questions
         1. Where do you work now—do you have any special skills—tell me about your experience—what education or training have you had—why do want this job
ii. Respond appropriately to improper interview questions
   1. How old are you—are you married—do you have any children—do you plan to get pregnant

iii. Body language and image
   1. hand shake, eye contact, posture
   2. clothing
   3. smoking, gum chewing

d. Demonstrate understanding of work rules for schedule, time sheets, punctuality, phoning in sick, and safety procedures.
   i. Filling out a time sheet or time card
      1. noting time to the minute and to the quarter hour
      2. adding up time

ii. Work rules
   1. punctuality
   2. calling in sick
   3. filling out accident reports
   4. reporting safety problems
   5. harassment
   6. requesting vacation or time off
   7. performance reviews and promotions, raise
   8. salary, wages, hourly wage, over time, double time, sick leave, bereavement leave, union, contract, bargaining agreements

iii. Safety procedures
   1. protective apparel (hard hat, eye protection, protective suit, ear protection)
   2. hazardous chemicals
   3. first aid, fire extinguisher
   4. lifting

6. Government and Law
   a. Identify the current US President and Vice-President, state, and local officials.
      i. US president, vice president, senator, congressman, representative
      ii. Governor, state representative, state legislator, state senator
      iii. Mayor, city council, school board

   b. Recognize community laws.
      i. Curfew
      ii. Safety hazards
         1. clear sidewalks
         2. trash-free yards
      iii. Traffic laws
      iv. Mandatory schooling for children
      v. Discipline, child abuse
7. Learning to Learn
   a. Plan a schedule of activities on a calendar.
      i. Create a chart showing days and times; fill in with activities
   b. Identify and compare self, family members, and others using physical characteristics and personal traits.
      i. Physical characteristics and personal traits
         1. Hispanic, Asian, African, African-American, Native American, black, white, Caucasian, foreign, American
         2. tall, short, fat, skinny, thin, overweight, attractive, ugly, beautiful, pretty, large, small, little, tiny
         3. hair—blond, red head, brunette, black, brown, bald, curly, straight, short, long, crew cut
         4. eyes—blue, green, brown, black
         5. married, single, engaged, widowed
         6. personal traits—talkative, shy, funny, quiet, loud, happy, sad, tired, athletic, conservative, critical, lazy, intelligent, smart, liberal, nice, old, young, middle-age, outgoing, popular, successful
   c. Communicate feelings and impressions.
      i. Emotions—happy, sad, angry, love, hate, mad, ashamed, bored, confused, disappointment, embarrased, frightened, frustrated, glad, heartbroken, jealous, lonely, nervous, pride, unhappy, upset
      ii. Expressing likes, dislikes, acceptance, rejection
         1. I like
         2. I don’t like
         3. I agree
         4. I don’t agree
         5. Not me
         6. Me too
         7. I want
         8. I don’t want
         9. I dislike
   d. Describe person, place, thing, or event.
      i. Adjectives
      ii. Adverbs
      iii. Colors
      iv. Physical characteristics
      v. Emotional characteristics
      vi. Behavior
   e. Recognize the meanings of words with common prefixes and suffixes; recognize the meanings of compound words.
      i. Common prefixes—pre, ante, pro, re
      ii. Common suffixes—tion, sion, ly, ing, ed,
      iii. Compound words—(example) housework, blackboard—two words that make one new word
f. Read and answer comprehension questions on short, multi-paragraph fiction and non-fiction pieces.
   i. Brief factual and fiction pieces, multi paragraph on a variety of topics
   ii. Make predictions prior to reading based on title, pictures or graphics
   iii. Determine main idea and supporting detail
   iv. Recognize sequence

8. Grammar and Writing
a. Write a short note, friendly letter, short paragraph, and a set of simple directions.
   i. Short notes
   ii. Friendly letter
   iii. Envelope
   iv. Short paragraph
      1. Main idea, two or three details
   v. Simple directions
      1. To a location
      2. How to do something

b. Use common verbs, contracted forms, and correct spelling in present, present continuous, past, future, present perfect, and modals.
   i. Contractions
   ii. Present
   iii. Present continuous
   iv. Past
   v. Future
   vi. Present perfect
   vii. Modals

c. Use information questions.
   i. Who, what, where, when, whose, whom, why, how

d. Use adjectives.
   i. Demonstrative
   ii. Possessive
   iii. Descriptive

e. Use adverbs.
   i. Frequency
   ii. Time
   iii. Location

f. Use prepositions.
   i. Of location
   ii. Of direction
g. Use nouns.
   i. Count/non count
   ii. Possessive
   iii. Common/proper
   iv. Plural—regular/irregular

h. Use sentence structure.
   i. Subject, verb, object
   ii. Affirmative/negative/interrogative
Low Advanced ESL Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can…

- Demonstrate English skills to gain employment
- Complete a job application, resume, and cover letter
- Understand job specifications, rules, and regulations
- Understand workers’ rights
- Complete medical forms and accident reports
- Make a budget
- Know how to report a crime
- Know parts of the US justice system
- Compare and contrast types of insurance
- Use formal and informal vocabulary
- Use idioms
- Read for main idea, sequence, fact and opinion
- Skim and scan for information
- Define new vocabulary using context clues
- Interpret diagrams, tables, graphs, charts, and schedules
- Write a paragraph
- Use verbs
  - Past continuous
  - Future progressive
  - Past perfect
  - Modals
  - Conditionals
  - Gerunds
  - Participles
  - Infinitives
- Identify parts of speech in sentences
- Use sentence structure
By the end of this level, learners will...

1. Communication
   a. Paraphrase words or ideas in conversations.
   b. Understand use of formal versus informal vocabulary and basic idiomatic expressions.

2. Consumer Economics
   a. Understand banking systems and terms (loans, interest rates, investments, mortgages).
   b. Identify budget planning strategies.
   c. Discuss US driving responsibilities.
   d. Know driving safety regulations and procedures.
   e. Describe information regarding rental agreements/contracts.
   f. Describe tenant/landlord rights and responsibilities.
   g. Compare/contrast various types of insurance.

3. Community Resources
   a. Give and request information clearly by telephone.
   b. Locate and use a variety of resources in telephone directories (maps, government agencies, coupons).
   c. Describe recycling regulations.

4. Health
   a. Complete medical forms and accident reports.

5. Employment
   a. Use a variety of resources to search for job opportunities.
   b. Know about different types of training.
   c. Complete a job application, resume, and cover letter.
   d. Ask and answer questions during a job interview.
   e. Understand performance evaluations and their impact.
   f. Understand job benefits.
   g. Fill out employment forms.
   h. Demonstrate understanding of US work ethic (appropriate behavior, attitude, attire, social interaction).
   i. Demonstrate understanding of workers' rights (compensation, unionization, right to work).

6. Government and Law
   a. Describe problem to and request service from public safety personnel.
   b. Identify and report types of crime as victim or witness
   c. Demonstrate understanding of elements of US court of law (trial by jury, judge, jury, lawyers).

7. Computation
   a. Add, subtract, multiply, and divide whole numbers and decimals.
b. Add and subtract fractions.
c. Compute percent of a whole.
d. Compute interest using the interest formula.

8. Learning to Learn
   a. Read and comprehend short fiction, narratives, information articles,
      and news articles.
   b. Use context clues and dictionaries to define new vocabulary.
   c. Read and interpret graphic documents.

9. Grammar and Writing
   a. Write a paragraph focusing on one topic.
   b. Use verbs (past continuous, future progressive, past perfect,
      modals, conditionals, gerund, participles, infinitives).
   c. Identify parts of speech and use in sentences (nouns [common,
      proper, plural, possessive], pronouns [subject, object, indefinite,
      possessive, reflexive], adjectives; adverbs; prepositions, verbs).
   d. Use sentence structures (compound and complex, active and
      passive voice, clauses and phrases, direct and indirect speech).
LOW ADVANCED ESL COMPETENCY OUTLINE

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Paraphrase words or ideas in conversations.
      i. Paraphrase orally
   b. Understand use of formal versus informal vocabulary and basic idiomatic expressions.
      i. Use formal and informal vocabulary in appropriate situations—i.e. hi vs. how are you
      ii. Use common idioms in appropriate situations; understand common idioms

2. Consumer Economics
   a. Understand banking systems and terms.
      i. Loans
         1. home loan, home equity loan, mortgage
         2. car loans
         3. college loans
         4. interest rates, annual percentage rate, principal, term
      ii. Investments
         1. savings accounts
         2. stocks, stock market
         3. IRA, retirement accounts
         4. CD, Money Market
         5. checking accounts
         6. interest rates, reconciling, term, cashing in, maturity, dividends
   b. Identify budget planning strategies.
      i. Expenses, revenue, income, net loss, net income, gross, net
      ii. Budget categories—housing, food, utilities, clothing, education, transportation, entertainment, medical, vacation, savings, charitable contributions
      iii. Concept of percents, adjusting a budget to meet changes in income or expenses
   c. Discuss US driving responsibilities.
      i. Driver’s license—applying for
         1. where, how, when, why
      ii. Traffic regulations
         1. road signs—mph, speed limit, minimum, maximum, no U turn, no left turn, no turn on red, one way, no passing zone, stop sign, stop light, merge, yield, caution, men at work, work zone, pedestrian crossing, rail road crossing, school zone, hospital zone, hospital, children at play
2. road markings—solid white line, solid yellow line, dashed white line, dashed yellow line, pedestrian crossing, stop line, bike lane, HOV lane
d. Know driving safety regulations and procedures.
   i. Seat belts, child safety restraints, air bags, how to drive in icy, wet, snowy, or foggy weather
   ii. What to do
      1. flat tire
      2. accident
      3. run out of gas
      4. can’t see (snow or rain)
e. Describe information regarding rental agreements/contracts.
   i. Lease, tenant, lessee, lessor, roommate, sublet, clauses, no pets, renewal, landlord, building manager, handyman, rental, renters, rent
f. Describe tenant and landlord rights and responsibilities.
   i. Tenant
      1. rights—safety, cleanliness of common areas, timely repair, no unannounced visits
      2. responsibilities—pay rent on time, keep noise at a minimum, follow building rules for laundry/parking/play and pool areas
   ii. Landlord
      1. rights—rent paid on time, tenants follow rules, tenants report problems, tenants available for repairs to be made, tenants make apartment available for potential renters when leaving
      2. responsibilities—keep common areas clean, keep safety measures operational, make repairs, announce visits
   iii. Where to file complaints
g. Compare/contrast various types of insurances.
   i. Health, homeowners, renters, life, dental, auto
   ii. Premiums, term, beneficiary
3. Community Resources
   a. Give and request information clearly by telephone.
      i. Take phone messages in work and home environments
         1. relay message verbally and in writing
         2. note caller, phone number, reason for calling
      ii. Respond to requests for information over the phone
         1. telemarketing
         2. name—say and spell—address, phone number
      iii. Request information over the phone
         1. request a job application
         2. order a pizza
3. registration requirements for a class, training program or child’s school
4. call for when business hours

b. Locate and use a variety of resources in telephone directories.
   i. Differences between regular white pages and business white pages (gray margin)
   ii. Differences between white pages and yellow pages
   iii. Blue pages—government offices
   iv. Resources at the beginning of the phone book
      1. how to get phone service
      2. how to report phone problems
      3. maps
      4. zip code information
      5. area code information

c. Describe recycling regulations.
   i. Glass, aluminum, plastic, cardboard, office paper, newspaper, bundle
   ii. Where and when to set out
   iii. What is collected
   iv. How to personally collect recyclable materials
   v. Recyclable sign

4. Health
   a. Complete medical forms and accident reports.
      i. Medical history form
         1. immunization, operations, major illnesses, medications, complaint, vocabulary for medical conditions (hypertension, thyroid, high blood pressure, nausea, dizzy spells, abdominal, headaches, gastro-intestinal, etc.), emergency contact, next of kin
      ii. Accident report
         1. write narrative description of an accident (car or work)
            a. car vocabulary—fender, dent, ding, scrape, windshield, break, shatter, flat tire, rear ended, spin out, slid, lost control, turned 360, turned 180, skid
         2. describe actions taken (work)
         3. fill out a car accident form with name of insurance company, policy number, personal information
         4. use drawings to describe a car accident
         5. on the drawing indicate speed, direction traveling, where other vehicles were, where car was damaged, what other streets, roads, highways, off ramps were located
5. Employment
   a. Use a variety of resources to search for job opportunities.
      i. Want ads
         1. abbreviations—EOE, exp, ft, pt, req, nec, educ, ed, hs, dip, 4yr, ref
         2. vocabulary—experience necessary, experience required, apply in person, college degree, high school diploma, GED, fax resume, email resume, resume, call for an application, mail resume, references, full time, part time, first shift, second shift, third shift, swing shift
         3. locate instructions to apply for a position
            a. fax, mail, email, in person, by phone
            b. application, cover letter, resume, phone call
      ii. Internet
          1. common job search sites (Minnesota Job Bank)
          2. maneuver through screens to locate a job vacancy
          3. locate application instructions
      iii. Workforce Centers
   iv. Employment agencies
   v. Personal contacts
      1. professional people
      2. teachers
      3. religious leaders
      4. counselors
      5. friends
   vi. Cold calls
      1. phone calls
      2. drop in
      3. asking if any openings
      4. asking for an application
   b. Know about different types of training.
      i. Training types—4 year college, community college, technical college, for-profit technical schools, on-the-job training
      ii. Entrance or placement tests, TOEFL
      iii. Financial aid, grants, loans, work-study, scholarships
   c. Complete a job application, resume, cover letter.
      i. Independently complete a job application using correct spelling, grammar, punctuation, and abbreviations where appropriate
      ii. Create a resume; should be word processed
      iii. Write a cover letter following a standard format using correct spelling, grammar, and punctuation; letter should be word processed
         1. purpose of a cover letter
         2. what should be included in a cover letter
a. job applying for
b. summary of skills and qualifications
c. explanation of how individual fits job requirements
d. request for an interview
d. Ask and answer questions during a job interview.
   i. Interpersonal skills
      1. hand shake
      2. nodding
      3. eye contact
      4. posture
      5. dress and grooming
   ii. Formulate and practice answering questions from an interviewer (appropriate and inappropriate questions)
      1. Tell me about yourself
      2. What skills do you have
      3. What jobs have you held in the past
      4. Describe your experiences
      5. Why should we hire you
      6. Why do you want this job
      7. Why are you the best candidate for this job
      8. Are you married
      9. Do you plan to get pregnant
     10. Have you ever been fired from a job
     11. Why did you leave your last job
   iii. Formulate and practice asking questions of an interviewer
      1. What are the benefits
      2. What is the pay range/pay scale
      3. Do you provide for on-the-job training
      4. What training opportunities do you provide
      5. Will I be expected to work overtime
   iv. Follow up thank you
      1. written thank you note
         a. who to write it to
         b. what to include
         c. when to send
      2. thank you phone call
         a. who to call
         b. what to say
         c. when to call
   e. Understand performance evaluations and their impact.
      i. Read a job description
      ii. Performance evaluation, raises, merit pay
      iii. Being fired, being laid off, being let go
         1. unemployment rights
         2. Unemployment Compensation
a. What is it
   b. How do you get it
   c. Where do you get more information
f. Understand job benefits.
   i. Vocabulary—health insurance, medical insurance, dental insurance, vacation pay, sick pay, personal leave, funeral leave, bereavement leave, long term disability, short term disability, life insurance, dependents
   ii. Filling out various forms to enroll in benefit programs
       1. vocabulary—beneficiary, enrollee, enrollment, dependent, spouse
g. Fill out employment forms.
   i. Filling out W-4 and I-9
h. Demonstrate understanding of US work ethic.
   i. Appropriate work attire
   ii. Small talk
   iii. Punctuality
   iv. Calling in sick
   v. Taking breaks
   vi. Attitude toward coworkers, toward supervisor
   vii. Team work
i. Demonstrate understanding of workers’ rights.
   i. Minimum wage
   ii. Double time, over time
   iii. 40 hour work week, 8 hour work day
   iv. Paid and unpaid breaks
   v. Unionization
   vi. Right to work
   vii. OSHA
6. Government and Law
   a. Describe problem to and request service from public safety personnel.
      i. How to respond when stopped
         1. Verbal and physical responses
      ii. Request assistance with a problem, describe a problem
      iii. Request directions
   b. Identify and report types of crime as victim or witness.
      i. 911
      ii. Giving details of what and where orally and clearly on phone and in person
      iii. Types of crime—burglary, robbery, homicide, rape, assault, vandalism, gang, graffiti, fight, domestic abuse, break in, murder, shooting, speeding, hit and run
   c. Demonstrate understanding of elements of US court of law.
      i. Judge, jury, trial by jury, rights, Miranda warning, lawyers, bail, innocent, guilty
7. Computation
   a. Add, subtract, multiply, and divide whole numbers and decimals.
   b. Add and subtract fractions.
   c. Compute percent of a whole.
   d. Compute interest using the interest formula.

8. Learning to Learn
   a. Read and comprehend short fiction, narratives, informational articles, and news articles.
      i. Main idea
      ii. Sequence
      iii. Fact/opinion
      iv. Preview and make predictions
      v. Skim and scan for information
   b. Use context clues and dictionaries to define new vocabulary.
      i. Context clues
      ii. Dictionary—standard English language dictionary
   c. Read and interpret graphic documents.
      i. Diagrams, tables, graphs, schedules

9. Grammar and Writing
   a. Write a paragraph focusing on one topic.
      i. Topic sentence, supporting details, concluding sentence
      ii. Edit for grammar, spelling, and punctuation
   b. Use verbs.
      i. Past continuous
      ii. Future progressive
      iii. Past perfect
      iv. Modals
      v. Conditionals
      vi. Gerunds
      vii. Participles
      viii. Infinities
   c. Identify parts of speech and use in sentences.
      i. Common, proper, plural, and possessive nouns
      ii. Pronouns—subject, object, indefinite, possessive, and reflexive
      iii. Adjectives
      iv. Adverbs
      v. Prepositions
      vi. Verbs
   d. Use sentence structure.
      i. Compound
      ii. Complex
      iii. Clauses
      iv. Phrases
      v. Active and passive voice
      vi. Direct and indirect speech
High Advanced ESL Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can…

- Interpret want-ads and job announcements
- Understand job specifications, policies, standards, and forms
- Communicate orally and in writing with supervisor and co-workers
- Show comprehension of conversations by asking appropriate questions and using appropriate body language
- Identify bias, prejudice, and propaganda in conversations and in print
- Recognize problems related to nutrition and substance abuse
- Develop a monthly budget
- Understand American government structure
- Use a dictionary and a thesaurus
- Draw inferences and conclusions
- Distinguish between fact and opinion
- Summarize what has been read
- Write a multi-paragraph composition
- Use a writing process
- Edit and revise compositions for spelling, grammar, usage, and effective word choice
By the end of this level, learners will…

1. Communication
   a. Demonstrate good comprehension during a variety of conversations by verbally and nonverbally responding.
   b. Use responsive listening (paraphrasing, summarizing for elaboration and clarification).

2. Consumer Economics
   a. Reconcile a bank statement and use appropriate banking terms when inquiring about banking services.
   b. Develop and use a monthly budget.

3. Community Resources
   a. Identify community resources for mental and physical health problems.
   b. Communicate with personnel at a child’s school.
   c. Understand how to access a variety of children’s education programs.

4. Health
   a. Recognize problems related to nutrition, substance abuse, and mental health.
   b. Ask for and give advice related to nutrition and good health habits.

5. Employment
   a. Understand how to obtain a job through want ads, job announcements, and networking.
   b. Ask and answer a variety of questions in a job interview and follow-up call.
   c. Understand job specifications, policies, and standards
   d. Read, understand, and compare information on benefit options.
   e. Read, understand, and complete federal employment forms.
   f. Communicate with supervisor and co-workers orally and in writing.
   g. Demonstrate an understanding of and discuss workers’ rights.
   h. Demonstrate an understanding of safety procedures.

6. Government and Law
   a. Demonstrate an understanding of the American system of government.
   b. Understand the US election process.
7. Learning to Learn
   a. Identify bias, prejudice, or propaganda in oral messages and print materials.
   b. Use a dictionary, a thesaurus, and internet search engines.
   c. Comprehend, interpret, and summarize fiction, newspaper articles, information articles, and policy manuals.
   d. Obtain information from diagrams, tables, graphs, and schedules.

8. Grammar and Writing
   a. Write a multi-paragraph composition.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Demonstrate good comprehension during a variety of conversations by verbally and nonverbally responding.
      i. Provide appropriate verbal and nonverbal feedback in face-to-face conversations
   b. Use responsive listening.
      i. Paraphrase
      ii. Summarize
      iii. Elaborate
      iv. Clarify
   c. Gender and cultural bias issues and concerns
   d. Appropriate voice volume
2. Consumer Economics
   a. Reconcile a bank statement and use appropriate banking terms when inquiring about banking services.
      i. Reconcile a bank statement
      ii. Overage, surcharge, default, shortage, NSF, non-sufficient funds
   b. Develop and use a monthly budget.
3. Community Resources
   a. Identify community resources for mental and physical health problems.
      i. Treatment centers, AA or NA meetings, domestic violence shelters, hotlines, suicide prevention hotlines
   b. Communicate with personnel at a child’s school.
      i. Write notes to a child’s teacher
         1. explain absence
         2. request information about child’s performance
      ii. Orally discuss child’s school progress
         1. grades, grade point average, effort, mid-term, final exam, fail, detention, suspension, expulsion, principal, vice-principal, dean, counselor
   c. Understand how to access a variety of children’s education programs.
      i. Before and after school care
      ii. Early Childhood Family Education
iii. Special education
iv. Gifted and Talented
v. Extracurricular activities
   1. Sports, clubs, drama, music
vi. English-as-a-Second Language
   1. ESL, ELL, ESOL
vii. Title I

4. Health
   a. Recognize problems related to nutrition and substance abuse and mental health.
      i. Nutritional
         1. anorexia, bulimia, obesity, lack of vitamins, lack of minerals, over eating, binge, purge
      ii. Substance abuse
         1. alcoholism, AA, Alcoholics Anonymous, drug abuse, dependency, NA, Narcotics Anonymous, rehabilitation, alcoholic, addict, addict, treatment centers
      iii. Mental health
         1. insane, depression, psychiatrist, psychologist, suicide, phobia, mental illness
   b. Ask for and give advice on good nutrition and health habits.
      i. Hygiene
      ii. Balanced diet
      iii. Preventive medical care
         1. immunizations
         2. physical
         3. eye exam
         4. dental exam

5. Employment
   a. Understand how to obtain a job through want ads, job announcements, and networking.
      i. Read and interpret all kinds of wants ads
      ii. Read and interpret printed and internet job announcements
      iii. Networking—what is it, how can it get you a job
   b. Ask and answer a variety of questions in a job interview and follow-up call.
      i. Ask and answer a variety of questions
      ii. Place a follow up phone call
      iii. Ask and answer questions during the phone call
      iv. Exhibit appropriate interpersonal behavior during the interview
   c. Understand job specifications, policies, and standards.
      i. Read and understand a job description
      ii. Read and understand a performance evaluation
      iii. Read and understand policy manuals
d. Read, understand, and compare information about benefit options.
   i. Compare and contrast benefit plans
      1. costs
      2. levels of care
      3. co-pays
      4. limits
      5. types of coverage
      6. locations of coverage
   ii. Complete applications for benefits

e. Read, understand, and complete federal employment forms.
   1. W-2, I-9, W-4

f. Communicate with supervisor and co-workers orally and in writing.
   i. Written
      1. memos and reports to supervisors and co-workers
         a. describing outcome of a process or problem
         b. explaining a problem
         c. identify a problem, solution, and/or consequences
         d. requesting assistance, time off, training
         e. production results
         f. instructions on how to do a process
      2. forms
         a. accident reports
         b. training requests
         c. safety reports
         d. vacation requests
   ii. Orally to and from supervisors and co-workers
      a. identify a problem, solution, and/or consequences
      b. instructions on how to do a process
      c. request assistance, time off, training
      d. report harassment
      e. give criticism
      f. respond to criticism
      g. give and accept an apologies

g. Demonstrate understanding of and discuss workers' rights.
   i. Compensation
      1. minimum wage, overtime, double time, sick leave, severance
   ii. Unionization
      1. bargaining, collective bargaining, contract, union steward, strike, picket, scab
   iii. Right to work
   iv. Worker's compensation
   v. Unemployment compensation

h. Demonstrate an understanding of safety procedures.
i. Right to Know, OSHA, hazardous substance, asbestos, biochemical hazard

ii. Locate information on OSHA standards

iii. Know how to report a safety problem to OSHA and/or employer

6. Government and Law
   a. Demonstrate an understanding of the American system of government.
      i. Three branches—legislative, executive, judicial
      ii. Federal, state, and local government
      iii. President, Vice-President, Governor, Senator,
           Congressman, Representative, State Senator, State
           Representative, State Legislator, Mayor, Councilperson,
           School Board member
      iv. Legislature, city council, school board
   b. Understand the US election process.
      i. Voting requirements
      ii. Voter registration card
      iii. Candidates, ballot, parties, democrat, republican,
           independent, primary, caucus, electoral college,
           campaigning

7. Learning to Learn
   a. Identify bias, prejudice, or propaganda in oral messages and print materials.
      i. Gender, cultural, racial
      ii. Harassment
      iii. Bandwagon, celebrity endorsement, experts
   b. Use a dictionary, thesaurus, and internet search engines.
      i. Dictionary and thesaurus
         1. uses, formatting
      ii. Internet search engines
   c. Comprehend, interpret, and summarize fiction, newspaper articles,
      information articles, and policy manuals.
      i. Fiction (short story and novel), newspaper articles,
         informational pieces, policy manuals
         1. preview and predict
         2. recognize and restate sequence
         3. distinguish fact and opinion
         4. draw inferences
         5. draw conclusions
         6. summarize
   d. Obtain information from diagrams, tables, graphs, and schedules.
      i. Draw inferences and conclusions
      ii. Summarize
      iii. Identify bias
8. Writing
   a. Write a multi-paragraph composition.
      i. Introduction, body, conclusion
   i. Follow a writing process
      1. select and use prewriting strategies
      2. develop an outline or organizational plan
      3. draft and revise
   iii. Edit for spelling, punctuation, and grammar
   iv. Demonstrate effective word choice
   v. Employ varied and appropriate sentence structure
Beginning ABE Literacy Student Report

Name __________________________________________________________

Date _______________________________________________________________________

At end of this level you can…

• Read and write the alphabet
• Count to 100 by 2’s, 5’s, and 10’s
• Read and write numbers 0-100
• Write short simple sentences
• Write a story
• Fill out a simple personal information form
• Find the main idea and details in a story
• Tell the events of a story in order
• Read a calendar
• Read and write money amounts
• Tell time
• Add and subtract 1- and 2-digit numbers
• Fill out a job application
By the end of this level, learners will...

1. Communication
   a. Read and write personal information.
   b. Respond orally to questions regarding personal information.
   c. Sign their name.
   d. Ask questions for clarification in group communication.
   e. Read and write letters in upper and lower case.

2. Consumer Economics
   a. Recognize coins, currency, and monetary symbols.
   b. Read clothing labels for size and care.
   c. Locate size information using a height and weight chart.
   d. Recognize and interpret product safety labels.
   e. Recognize information on food safety.
   f. Read food labels and tags.

3. Community Resources
   a. Buy stamps and address a letter.
   b. Interpret clock time.
   c. Read the months of the year and the days of the week.
   d. Recognize directional and informational signs.
   e. Recognize transportation signs.
   f. Read some items on a restaurant menu.

4. Health
   a. Read an appointment card.
   b. Follow simple medical directions.
   c. Read a simple medicine label.
   d. Recognize the differences of the form different medicines take.
   e. Recognize the concepts of good nutrition.

5. Employment
   a. Complete a simple job application.
   b. Answer basic job interview questions.
   c. Complete, with assistance, federal employment forms.
   d. Ask for assistance and clarification.
   e. Read a work schedule.
   f. Locate information on a pay stub.
   g. Understand common workplace safety signs.

6. Government and Law
   a. Recognize basic government facts.
   b. Recognize basic laws.

7. Computation
   a. Read, write, and say numbers.
   b. Count by 1’s, 2’s, 5’s, and 10’s.
c. Know the math concepts of pattern, less, and more.
d. Add and subtract 1- and 2-digit whole numbers without regrouping.
e. Know basic measurement concepts.

8. Learning to Learn
   a. Read and write the alphabet.
   b. Recognize how the printed word flows on a page.
   c. Know basic phonics rules of consonants, vowels, blends, and digraphs.
   d. Listen to a story and answer comprehension questions.
   e. Narrate a picture story in sequence.
   f. Dictate and read own stories.
   g. Recognize sight words.
   h. Differentiate and classify words, shapes, and colors.

9. Grammar and Writing
   a. Recognize and use singular and plural nouns; articles, adjectives, subject, object, possessive, and demonstrative pronouns; present, present-continuous, and past tense verbs; and prepositions.
   b. Follow the simple capitalization and end punctuation rules.
   c. Write sentences in a simple pattern with subject-verb agreement.
   d. Write personal stories, sentences, and questions.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Read and write personal information.
      i. First name
      ii. Last name
      iii. Middle initial
      iv. Address
      v. City
      vi. State
      vii. Zip code
      viii. Phone number with area code
      ix. Social security number
      x. Birth date
   b. Respond orally to questions regarding personal information.
      i. What is your ---
      ii. Spell first and last name
      iii. Speak clearly
   c. Sign their name.
   d. Ask questions for clarification in group communication.
      i. Speak clearly
      ii. Could you repeat that, please
      iii. I don’t understand
   e. Read and write letters in upper and lower case.

2. Consumer Economics
   a. Recognize coins, currency, and monetary symbols.
      i. Coins and currency
         1. penny
         2. nickel
         3. dime
         4. quarter
         5. dollar bill
      ii. Signs and symbols
         1. dollar sign
         2. cent sign
         3. decimal point
   b. Read clothing labels for size and care.
      i. Clothing sizes
         1. S, M, L, XL
         2. numerical sizes
ii. Care instructions
   1. wash in cold water
   2. line dry
   3. dry clean only
   4. hand wash
   5. machine wash
   6. with like colors

c. Locate size information using a chart of heights and weights.
   i. Symbols for feet (‘) and inches (“)
   ii. Abbreviation for pounds (lbs)
   iii. Concept of between
   iv. Following across and intersecting with down

d. Recognize and interpret product safety labels.
   i. Do not use near water
   ii. Electrocution hazard
   iii. Not for consumption

e. Recognize information on food safety.
   i. Read expiration dates and understand the concept of expiration and food safety
   ii. Read purchase by dates
   iii. Differentiate between expiration dates and purchase by dates
   iv. Refrigeration

f. Read food labels and tags.
   i. Expiration dates
   ii. Price tag
      1. on packages
      2. on shelves
      3. bar code
   iii. Sales concepts
      1. price each
      2. buy one get one free
      3. half off
      4. per pound

3. Community Resources
   a. Buy stamps and address a letter.
      i. Address an envelope
         1. stamp placement
         2. return address
         3. zip codes
      ii. Cost of stamps
         1. singly
         2. in sets of 20
      iii. Address and mail a package
b. Interpret clock time.
   i. Quarter to
   ii. Quarter after
   iii. Half past
   iv. Analog and digital
   v. Write time

c. Read the months of the year and the days of the week.
   i. Months of the year
      1. in words
      2. in abbreviations
      3. in numbers
   ii. Days of the week
      1. in words
      2. in abbreviations
   iii. Write the date
      1. mm/dd/yy
      2. mm/dd/yyyy
      3. month day, year
   iv. Locate a date on a calendar

d. Recognize directional and informational signs.
   i. enter, exit, push, pull
   ii. men, women, restroom
   iii. caution, no smoking, no swimming
   iv. arrows (up, down, right turn, left turn, right, left)
   v. hospital
   vi. bus stop
   vii. walk, don’t walk
   viii. pedestrian crossing

e. Recognize transportation signs.
   i. Speed limit
   ii. Exit ramp
   iii. No u turn
   iv. Railroad crossing
   v. Stop light, stop sign
   vi. Merge, yield
   vii. Solid yellow line, broken yellow line, solid white line, broken white line
   viii. Bicycle lane, HOV lane

f. Read some items on a restaurant menu.
   i. Food sight words
      1. hamburger
      2. steak
      3. chicken
      4. salad
      5. drinks
   ii. Prices
4. Health
   a. Read an appointment card.
   b. Follow simple medical directions.
      i. Take before bedtime
      ii. Take with food, take with meals
      iii. Call if the problem continues/persists
   c. Read a simple medicine label.
      i. Dosage
         1. Take 1
         2. Take with food
         3. Teaspoon, teaspoonful
         4. Take three times a day
      ii. Cautions
         1. Do not give to children
         2. Poison, Mr. Yuk
         3. Do not exceed --- tables in 24 hours
   d. Recognize the differences of the form different medicines take.
      i. Capsule
      ii. Tablet
      iii. Liquid
      iv. Salve
      v. Cream
      vi. Injection
   e. Recognize the concepts of good nutrition.
      i. Food groups, food pyramid
      ii. Serving
         1. cup
         2. ounce
         3. bowl
         4. slice
      iii. Healthy diet
         1. calorie control
         2. vitamins
         3. minerals
         4. balanced diet

5. Employment
   a. Complete a simplified job application.
      i. Name
      ii. Address
      iii. Telephone number
      iv. Social security number
      v. Simplified list of experience
      vi. Simplified list of education
      vii. Specific words for learner-specific special skills
      viii. Names of references
      ix. Signature
b. Answer basic job interview questions.
   i. What kinds of experience do you have
   ii. Why do you want to work here
   iii. What special skills do you have
   iv. What kinds of jobs have you done before
   v. Could you work nights/days/weekends/first shift/second shift/third shift
   vi. When can you start

c. Complete, with assistance, federal employment forms.
   i. W-4 complete with assistance
   ii. I-9 complete with assistance
      1. produce required documents

d. Ask for assistance and clarification.

e. Read a work schedule.

f. Locate information on a pay stub.
   i. Locate gross, locate net
   ii. Locate deductions
      1. insurance, health insurance
      2. union dues
      3. savings
      4. disability
      5. retirement
      6. FICA
      7. federal tax, state tax

g. Understand common workplace safety signs.
   i. Slippery
   ii. Fire
   iii. Dangerous
   iv. Do not enter
   v. No smoking

6. Government and Law

   a. Recognize basic government facts.
      i. Name of the US president and Minnesota governor
      ii. US flag
         1. design
         2. colors

   b. Recognize basic laws.
      i. Speed limits
      ii. Licenses
         1. driving
         2. hunting
         3. fishing
      iii. Driving on the right side of the road
7. Computation
   a. Read, write, and say numbers.
      i. Cardinal 0-100 in numbers
      ii. Cardinal 0-20 in words
      iii. Ordinal 1\textsuperscript{st} – 10\textsuperscript{th} in numbers
   b. Count by 1’s, 2’s, 5’s, and 10’s.
   c. Know the math concepts of pattern, less, and more.
      i. More, less
      ii. Next item in a simple pattern, last item
   d. Add and subtract 1-and 2-digit whole numbers without regrouping.
      i. Add a column of 3 1-digit numbers
   e. Know basic measurement concepts.
      i. Measure using inches, feet, pounds, degrees, and cups
      ii. Length, weight, width, height
      iii. Area, volume, perimeter

8. Learning to Learn
   a. Read and write the alphabet.
   b. Recognize how printed word flows on a page.
      i. Left to right
      ii. Top to bottom
      iii. Spaces between words, letters are grouped to make words,
           words are grouped to make sentences
   c. Know basic phonics rules of consonants, vowels, blends, and digraphs.
      i. Consonants
         1. Single consonant sounds
         2. Consonant blends
            a. ending
               i. ng, nk, ck
            b. beginning
               i. l and r
         3. Digraphs
            a. ch, th, wh, sh, ph
         4. Consonant endings
         5. Consonant ending patterns
            a. dge
         6. Advanced consonant sounds
            a. y, w, j, z, v, qu
      ii. Vowels
         1. Single vowel sounds
         2. Short vowel sounds
         3. ee, ea, ai, oa, oo, ay, oy, igh, aw
         4. r controlled
         5. y as a vowel
      iii. Endings
         1. s, es, est, ing, er, ed, ly
iv. Syllable patterns
   1. CVC
   2. blend-vowel-blend
   3. VC/CV
   4. two syllable words
   5. silent-e words of one syllable
v. Rhyming patterns
d. Listen to a story and answer comprehension questions.
   i. Simple facts and details
   ii. Main idea
   iii. Who, what, where, when, why, how
   iv. Sequence
e. Narrate a picture story in sequence.
f. Dictate and read own stories.
g. Recognize sight words.
   i. Contractions
   ii. Sight words
   iii. Group words of similar definitions
h. Differentiate and classify words, shapes, and colors.
   i. Classify
   ii. Arrange in sequential patterns
9. Grammar and Writing
   a. Recognize and use singular and plural nouns; articles; adjectives;
      subject, object, possessive, and demonstrative pronouns; present,
      present-continuous verbs; and prepositions.
      i. Nouns
         1. singular
         2. plural
      ii. Articles
      iii. Pronouns
         1. subject
         2. object
         3. possessive
         4. demonstrative
   iv. Adjectives
   v. Prepositions of location
   vi. Verbs
      1. To be
      2. Present tense
         a. Affirmative
         b. Negative
         c. Questions
      3. Present continuous
      4. Past tense
         a. Regular
         b. Irregular
b. Follow the simple capitalization and end punctuation rules.
   i. Capitalize beginning of a sentence
   ii. Capitalize I
   iii. Capitalize names
   iv. End punctuation
c. Write sentences in a simple pattern with subject-verb agreements.
   i. Subject-verb agreement
   ii. Subject/verb/object
d. Write personal stories, sentences, and questions.
   i. Sentences
   ii. Questions
   iii. Personal stories
   iv. Paragraph organization
      1. main idea
      2. details
      3. topic sentence
At the end of this level you can…

- Read compound words and words with prefixes and suffixes
- Read for main idea, details, fact/opinion, and cause/effect
- Use context clues to define new words
- Write sentences with correct punctuation and capitalization
- Write a friendly letter with correct punctuation
- Write instructions
- Write dates, days of the week, and months
- Read and write numbers 0 through 100
- Know place value of ones, tens, hundreds, tenths, and hundredths
- Sort numbers as even or odd
- Multiply and divide 1 through 10
- Solve word problems using whole numbers
- Read simple charts, graphs, diagrams, and tables
- Count money and make change
By the end of this level, learners will...

1. Communication
   a. Complete a personal information form without assistance.
   b. Respond appropriately in group situations.
   c. Ask, for, give, and clarify instructions.

2. Consumer Economics
   a. Count coins and currency and make change.
   b. Fill out and cash a check.
   c. Read and interpret advertisements and coupons.
   d. Interpret charts when purchasing.
   e. Make comparisons of prices when shopping.

3. Community Resources
   a. Locate a name and address in a telephone book.
   b. Locate community and public services.
   c. Locate information on a utility bill.
   d. Order from a restaurant and calculate total.
   e. Read and interpret location and information signs and symbols.
   f. Read and interpret transportation signs and symbols.
   g. Use a map.
   h. Tell time to the minute.

4. Health
   a. Fill out a medical history form.
   b. Read a thermometer to measure body temperature.
   c. Read a medicine label.
   d. Read a product warning label.
   e. Read nutrition information.
   f. Recognize basic first aid concepts.

5. Employment
   a. Read want ads and job announcements.
   b. Complete a job application without assistance.
   c. Construct a simple resume.
   d. Follow a form to write a cover letter.
   e. Identify how to get a job application.
   f. Read and interpret workplace safety signs and symbols.
   g. Fill out an accident report.
   h. Know how to report workplace safety issues.

6. Government and Law
   a. Recognize major elected officials.
   b. Know basic government facts.
   c. Recognize illegal activities.
7. Computation
   a. Read and write the numbers 0-100.
   b. Count by 2's, 3's, 5's, 10's, 25's, and 50's.
   c. Know basic math symbols and concepts.
   d. Know place value from hundred to hundredth.
   e. Add and subtract without regrouping; understand the inverse relationship of addition and subtraction.
   f. Multiply and divide through 10; understand the inverse relationship of multiplication and division; multiply and divide without regrouping.
   g. Follow a problem solving process.
   h. Round numbers to 10's and 100's.
   i. Know basic measurement concepts.
   j. Characterize and classify two- and three-dimensional shapes.
   k. Know geometry concepts of symmetry and reflection.

8. Learning to Learn
   a. Recognize and spell words with a variety of phonetic patterns.
   b. Spell word endings with doubling, silent-e, and y.
   c. Know word parts.
   d. Define unknown words through context, phonics, and structure clues.
   e. Read and comprehend short newspaper and informational articles and fiction.
   f. Read and comprehend graphs, charts, and tables.
   g. Alphabetize.
   h. Organize and classify words.
   i. Use organizational and informational aids in texts.

9. Grammar and Writing
   a. Understand the function of paragraph structure.
   b. Use basic rules of capitalization, commas, and apostrophes.
   c. Write declarative sentences with compound subjects and/or predicates.
   d. Use singular, plural, and possessive nouns; regular and irregular verbs in the past, present continuous, and future tenses; articles; adjectives and adverbs of comparison; object and possessive pronouns.
   e. Write a short letter and address an envelope.
   f. Write a set of simple directions.
BEGINNING ABE

COMPELTENCY OUTLINE

CASAS Range: 201-210

By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Complete a personal information form without assistance.
      i. First name
      ii. Last name
      iii. Middle initial
      iv. Social security number
      v. Birth date/date of birth
      vi. Last grade completed
      vii. Address
      ix. City
      x. Zip/zip code
      xi. County
      xii. Telephone number/phone number
      xiii. Area code
     xiv. Ethnicity
         1. Caucasian
         2. Black, African, African-American
         3. Hispanic
         4. Asian
         5. Native American
      xv. Public assistance
      xvi. Signature
      xvii. Size of household
   b. Respond appropriately in group situations.
      i. Appropriate verbal and non-verbal feedback
      ii. Not interrupting others when others are speaking
      iii. Sharing information appropriate to the situation
   c. Ask for, give, follow, and clarify directions.
      i. What does that mean
      ii. Could you repeat that, please
      iii. I don’t understand
      iv. Does that mean

2. Consumer Economics
   a. Count coins and currency and make change.
      i. Count coins and currency
      ii. Make change from a one-dollar bill
      iii. Make change from a twenty-dollar bill
      iv. Determine equivalent amounts up to twenty dollars
b. Fill out and cash a check.
   i. Write a check
      1. payee
      2. date
      3. amount as numbers
      4. amount as words
      5. signature
      6. memo
   ii. Cash a check
      1. endorse

c. Read and interpret advertisements and coupons.
   i. Determine prices
   ii. Determine qualifications
      1. when sale is in effect
      2. expiration date of coupon
      3. buying restrictions or requirements
      4. quantity limits
   iii. Sales concepts
      1. half-off
      2. percent off
      3. buy one get one

d. Interpret charts when purchasing.
   i. Size charts for clothing
      1. height
      2. weight
   ii. Size and price charts for items such as tires

e. Make comparisons of prices when shopping.
   i. Compare product prices from store to store or with or without
      sales price
   ii. Compute price each for comparison of multiple-item
      packages

3. Community Resources
   a. Locate a name and address in a telephone book.
      i. Locate a name in the alphabetical listings
      ii. Locate a business in the alphabetical listings
      iii. Locate a business in the yellow pages, category listings
      iv. Interpret a listing in the white pages
         1. address
         2. phone number
   b. Locate community and public services.
      i. Hospital
      ii. Fire department
      iii. Police department
      iv. Clinic or doctor’s office
v. Food shelves
vi. Social service office
vii. Post office
c. Locate information on a utility bill.
   i. Amount due
   ii. Payment due date
d. Order from a restaurant and calculate total.
   i. Order from a menu
   ii. Compute total costs
   iii. Calculate tip
   iv. Order from a fast food menu
e. Read and interpret location and information signs and symbols.
   i. hospital
   ii. restroom
   iii. playground
   iv. elevator
   v. stairs
   vi. telephone
   vii. information desk
   viii. enter
   ix. exit
   x. automatic door
   xi. mail box
f. Read and interpret transportation signs and symbols.
   i. Rest area
   ii. Gasoline
   iii. Restaurant
   iv. Hotel
   v. No turn on red
   vi. No U turn
   vii. Lane markers and signs for allowed turns
   viii. Speed limit
   ix. School zone
   x. Pedestrian crossing
   xi. Playground
   xii. Merge
   xiii. Yield
   xiv. Stop
   xv. Stop lights
   xvi. Yellow warning lights
   xvii. Men at work, work zone
   xviii. No parking zone, no parking between signs
   xix. Handicapped parking
g. Use a map.
   i. Locate the US, Minnesota, and the city on a map
   ii. Use a street map to locate a specific location
   iii. Identify direction—north, south, east, west
h. Tell time to the minute.
4. Health
a. Fill out a medical history form.
   i. Immunizations
   ii. Medical conditions—hypertension, high blood pressure, gastro-intestinal, appendix, headache, nausea, numbness, pregnancy, sore throat, stomachache, dizzy
b. Read a thermometer to measure body temperature.
   i. Compare to “normal”
   ii. Tenths of a degree
c. Read a medicine label.
   i. Dosage amounts
   ii. Side effects
   iii. Cautions
   iv. Whether or not to give to children
d. Read a product warning label.
   i. Do not use near or in water
   ii. Grounded electrical plug
   iii. Battery sizes
   iv. Use in a ventilated area
   v. Do not mix with ---
   vi. Keep out of reach of children
   vii. Poison, poison control center, Mr. Yuk
   viii. Store in a cool/dark area
e. Read nutrition information.
   i. Serving size
   ii. Calories, calories from fat, fat calories
   iii. Ingredients list
   iv. Vitamins/minerals
   v. Recommended Daily Allowance
f. Recognize basic first aid concepts.
   i. Bandaging
   ii. Anti-bacterial ointment
   iii. Burn ointment
   iv. Anti-pain medication (aspirin, Tylenol)
   v. Taking care of a cold
   vi. Pressure on a wound
   vii. Ice or heat
5. Employment
   a. Read want ads and job announcements.
      i. Vocabulary and abbreviations
         1. experience, exp
         2. necessary, nec
         3. full time, ft
         4. part time, pt
         5. benefits, ben
         6. education, ed, educ
         7. required, req’d
      ii. Locate and interpret application instructions and procedures
   b. Complete a simple job application without assistance.
      i. Personal information
      ii. Employment history
      iii. Education
      iv. References
      v. Signature
   c. Construct a simple resume.
      i. Name and address
      ii. Employment history
      iii. Education
      iv. Word process final product
   d. Follow a form to write a cover letter.
      i. Salutation
      ii. Three paragraphs
         1. I would like to apply for ---
         2. My background
         3. Please contact me at ---
      iii. Closing with address
   e. Identify how to get a job application.
      i. Phone call
      ii. Drop in
      iii. Send a letter
   f. Read and interpret workplace safety signs and symbols.
      i. hard hat required
      ii. eye protection required
      iii. ear protection required
      iv. slippery when wet
      v. electrical hazard
      vi. biochemical hazard
      vii. asbestos
      viii. warning
      ix. fire
      x. first aid
      xi. fire extinguisher
      xii. eye wash station
g. Fill out an accident report.
   i. Narrative retelling
   ii. Causes, effects
   iii. Date/time
   iv. Witnesses

h. Know how to report workplace safety issues.
   i. Company specific procedures from a procedures manual
   ii. OSHA
   iii. Right to Know

6. Government and Law
   a. Recognize major elected officials.
      i. Sight recognition of name of US president and Minnesota governor
      ii. Photographic recognition of US president

b. Recognize basic government facts.
   i. Three branches of government
   ii. Leaders are elected
   iii. Governed by laws
   iv. Constitution

c. Recognize illegal activities.
   i. Hitting a spouse or child
   ii. Fighting in public
   iii. Allowing a child to stay home from school for no reason
   iv. Not enrolling a child in school

7. Computation
   a. Read and write the numbers 0-100.
   b. Count by 2’s, 3’s, 5’s, 10’s, 25’s, and 50’s.
   c. Know basic math symbols and concepts.
      i. Even and odd numbers
      ii. Addition, subtraction, multiplication, and division signs
      iii. Equal sign
      iv. Equal versus unequal
      v. Greater than, less than
   d. Know place value from hundred to hundredth.
      i. Ones
      ii. Tens
      iii. Hundreds
      iv. Tenths
      v. Hundredths
   e. Add and subtract without regroup; understand the inverse relationship of addition and subtraction.
      i. Add and subtract 1- or 2-digit without regrouping
      ii. Inverse relationship of addition and subtraction
   f. Multiply and divide through 10; understand the inverse relationship of multiplication and division; multiply and divide without regrouping.
i. Multiply a 2-digit by a 1-digit without regrouping
ii. Multiplication facts for 1 through 10
iii. Multiply 3 1-digit numbers
iv. Inverse relationship of multiplication and division
v. Divide a 2-digit by a 1-digit without regrouping
g. Follow a problem solving process.
h. Round to 10’s and 100’s.
   i. Solve problems with rounding
   ii. Calculate to check
i. Know basic measurement concepts.
   i. Length
      1. inches
      2. feet
      3. yard
      4. mile
   ii. Capacity
      1. cup
      2. pint
      3. quart
      4. gallon
   iii. Weight
      1. pound
      2. ounce
      3. ton
   iv. Temperature
      1. Fahrenheit
      2. Celsius
j. Characterize and classify two- and three-dimensional shapes.
   i. Square
   ii. Rectangle
   iii. Circle
   iv. Triangle
   v. Cube
   vi. Sphere
   vii. Pyramid
   viii. Cone
   ix. Cylinder
k. Know geometry concepts of symmetry and reflection.
   i. Symmetry
   ii. Reflection
8. Learning to Learn
   a. Recognize and spell words with a variety of phonetic patterns.
      i. Short vowel sounds
      ii. Silent-e patterns
      iii. Silent b, k, w
      iv. Soft c and g
v. Word endings
   1. old
   2. ight
   3. ind
   4. ound
   5. ought
   6. ive
   7. ly
   8. consonant –le
   9. ture
   10. tion
   11. sion
vi. Syllable patterns
   1. VC/CV
   2. VC/CVE
vii. Vowel digraphs
   1. ow
   2. ue
   3. ew
   4. oi
   5. ou
viii. R controlled syllables
   1. ear
   2. arr
   3. err
   4. air
   5. are
   6. ere
   7. ire
   8. ore
   9. ure
b. Spell word endings with doubling, silent-e, and y.
   i. Doubling
   ii. Silent-e
   iii. Y to i
   iv. Plural of words ending in y
c. Know word parts.
   i. Prefixes
   ii. Roots
   iii. Suffixes
d. Define unknown words through context, phonics, and structure clues.
   i. Context clues
   ii. Phonics
   iii. Structure
e. Read and comprehend short newspaper and information articles and fiction.
   i. Main idea
   ii. Detail
   iii. Implied cause or effect
   iv. Fact and opinion
   v. Sequence
   vi. Summarize and paraphrase
f. Read and comprehend graphs, charts, and tables.
   i. Main idea
   ii. Details
g. Alphabetize.
h. Organize and classify words.
   i. By part of speech
   ii. By definition
   iii. Generate headings for groups
i. Use organizational and informational aids in texts.
   i. Table of contents
   ii. Index
   iii. Headlines
   iv. Captions

9. Grammar and Writing
a. Understand the function of paragraph structure.
   i. Introduction
   ii. Conclusion
   iii. Supporting ideas
b. Use basic rules of capitalization, commas, and apostrophes.
   i. Capitalization
      1. greeting and closing of a letter
      2. proper nouns
   ii. Commas
      1. in dates
      2. in greeting and closing of a letter
      3. to set off proper names
      4. to separate a series
   iii. Apostrophe
      1. contractions
      2. possession
c. Write declarative sentences with compound subjects and/or predicates.
   i. From dictation
   ii. Identify subject and predicate
   iii. Write declarative sentences with compound subjects and/or predicates
   iv. Noun/pronoun agreement
   v. Sentences, fragments, run-ons
d. Use singular, plural, and possessive nouns; regular and irregular verbs in the past, present continuous, and future tenses; articles; adjectives and adverbs of comparison; object and possessive pronouns.
   i. Singular and plural nouns
   ii. Verbs
      1. irregular and regular
      2. past, present continuous, and future tenses
   iii. Articles
   iv. Adjectives and adverbs of comparison
   v. Object and possessive pronouns

e. Write a short letter and address an envelope.

f. Write a set of simple directions.
At the end of this level you can…

- Define words in context
- Read for main idea, details, conclusions, fact or opinion, and cause or effect
- Read stories, poetry, essays, biographies, information articles, and directions
- Find and explain information in charts, graphs, tables, maps, and pictures
- Explain story elements
- Use reference tools
- Follow capitalization and punctuation rules
- Spell common words
- Write multi-paragraph essays
- Follow a writing process when writing
- Follow standard grammar and usage rules
- Add, subtract, multiply, and divide whole numbers
- Add and subtract fractions and decimals
- Convert fractions and decimals
- Use estimation to solve problems
- Solve consumer math questions
- Solve simple algebra problems
- Find perimeter and area of geometric shapes
- Write a check and interpret a bank statement
By the end of this level, learners will...

1. Communication
   a. Practice appropriate group communication skills.
   b. Initiate conversation with a single person.

2. Consumer Economics
   a. Use banking skills
   b. Write a check and a deposit form.
   c. Read and interpret housing availability through want ads and signs.
   d. Interpret information on landlord and tenant rights.
   e. Interpret information on driving regulations.
   f. Interpret information on automobile insurance.
   g. Interpret information on automobile maintenance.
   h. Compare and contrast shopping payment options.
   i. Interpret product ads.
   j. Interpret product labels.
   k. Recognize elements of comparison shopping.
   l. Create a simple family budget.
   m. Complete a 1040EZ tax form.

3. Community Resources
   a. Locate information about community agencies and services.
   b. Use maps to locate places and travel directions.
   c. Interpret time zone information.
   d. Use a thermometer to measure temperature.

4. Health
   a. Compute dosage using a chart or table.
   b. Interpret nutrition information.
   c. Identify information on substance abuse problems.

5. Employment
   a. Identify places to obtain information about employment vacancies.
   b. Interpret job vacancy information.
   c. Complete a detailed job application without assistance.
   d. Create a resume.
   e. Write a cover letter in response to a specific job
   f. Ask and answer questions at a job interview.
   g. Fill out a time card or time sheet.
   h. Interpret information on a pay stub.
   i. Compare information about benefit plans and fill out enrollment forms.
   j. Fill out a productivity chart.
   k. Locate information on a procedure chart or diagram.

6. Government and Law
   a. Know basic American history and government facts.
b. Know information on basic economic systems.
c. Know consequences for breaking the law.

7. Computation
   a. Know number names up to 7-digits.
   b. Add or subtract three or four 3-digit or 4-digit numbers with or without regrouping.
   c. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping and with and without remainders.
   d. Associate verbal names with fraction names and numbers and write numbers as fractions.
   e. Convert mixed numbers and improper fractions, reduce fractions, and find equivalent fractions.
   f. Add and subtract fractions with common denominators and multiply proper fractions.
   g. Associate verbal names with decimal names and numbers and understand place value to thousandths.
   h. Convert decimals to fractions and fractions to decimals.
   i. Add and subtract decimals and solve decimal word problems.
   j. Solve real word problems with estimation and rounding of fractions and whole numbers.
   k. Write abbreviations for standard units of measurement, use a ruler, and add or subtract measurements.
   l. Use the formulas for perimeter and area.
   m. Describe, classify, compare, and sort geometric figures.
   n. Solve real world problems with the interest formula.
   o. Solve real world problems with the distance formula.
   p. Find averages.

8. Learning to Learn
   a. Spell and read words with a variety of sound patterns, accents, and syllabication patterns.
   b. Use synonyms, antonyms, and homonyms.
   c. Follow a reading process.
   d. Differentiate between different genres.
   e. Evaluate information from graphic documents.
   f. Comprehend main idea, details, stated and implied cause and effect, sequence, conclusions, fact or opinion, and author's purpose.
   g. Use standard reference materials, including the internet.

9. Grammar and Writing
   a. Use Edited American English.
   b. Follow spelling rules for adding suffixes and prefixes.
   c. Utilize a writing process.
   d. Organize writing using organization patterns and transitions.
   e. Identify parts of speech in text.
   f. Use verbs in the present, past, and future tenses.
   g. Write and identify sentences with various sentence structures.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Practice appropriate group communication skills.
      i. Verbal and nonverbal feedback
      ii. Consensus building
      iii. Active listening
   b. Initiate conversation with a single person.

2. Consumer Economics
   a. Use banking skills.
      i. Recognize how to apply for a loan
      ii. Savings account interest
      iii. Reconcile a bank statement
   b. Write a check and deposit form.
   c. Read and interpret housing availability through want ads and signs,
      i. Abbreviations
      ii. Contact information
      iii. Match housing description to housing needs and payment abilities and evaluate specific residence as an appropriate choice
   d. Interpret information on landlord and tenant rights,
      i. Read and understand a lease
      ii. Read and understand informational pamphlets on landlord/tenant rights
      iii. Know where to file complaints
      iv. Fair Housing
   e. Interpret information on driving regulations.
      i. Comprehend driver's license preparation material
      ii. Read and interpret traffic and driving informational and directional signs and symbols
   f. Interpret information on automobile insurance.
      i. Fill out an automobile insurance application form
      ii. Comprehend written material explaining automobile insurance
      iii. Compare and contrast insurance plans
         1. what is covered
         2. cost of coverage
   g. Interpret information on automobile maintenance.
      i. Interpret a chart showing scheduled automobile maintenance
ii. Interpret a bill for automobile maintenance
   1. estimate
   2. final bill

h. Compare and contrast shopping payment options.
   i. Credit cards
      1. annual percentage rate, APR
      2. minimum payment
      3. compounded interest
      4. in arrears
      5. past due
   ii. Debit cards
      1. from a checking account
      2. no interest
      3. works like a check
      4. PIN
      5. ATM
   iii. Cash
   iv. Check
   v. Store financing
      1. percentage rate
      2. down payment
      3. payment plans

i. Interpret product ads.
   i. Locate price
   ii. Locate conditions of/restrictions for purchase
   iii. Identify sales tactic
      1. celebrity endorsement
      2. going out of business sale
      3. limited quantity
      4. everybody’s got it

j. Interpret product labels.
   i. Read and interpret instructions
      1. for use
      2. for assembly
      3. to prepare
   ii. Interpret price labels
      1. price per ounce
      2. price per item
      3. sales tags

k. Recognize elements of comparison shopping.
   i. Methods to gain information about products
      1. manufacturer information
      2. reviews and reports by independent evaluators
      3. word of mouth
ii. Information to compare
   1. price
   2. warranties
   3. guarantees
   4. return policies
   5. performance

l. Create a simple family budget.
   i. Budget categories
   ii. Income and expenses

m. Complete a 1040EZ tax form.
   i. Read a W-2 form
   ii. Read and follow instructions in a tax booklet

3. Community Resources
   a. Locate information about community agencies and services.
      i. Locate names, addresses, and phone numbers in the phone book
      ii. Interpret information in pamphlets as to appropriateness of service for a problem
      iii. Know the name and contact information for
         1. legal information
         2. social service information
         3. educational programs for children
         4. food shelves
         5. city information
         6. county information
         7. driver’s license office
         8. library
         9. domestic violence shelter or hotline
         10. hospital

   b. Use maps to locate places and travel directions.
      i. Locate county
      ii. Locate addresses of local businesses
      iii. Identify a travel route from one location to another using a street map
      iv. Identify a travel route from one city to another using a highway map

   c. Interpret time zone information.
      i. Identify time zones on a map of the US
      ii. Figure out the time in one area of the US when it is another time in a different area

   d. Use a thermometer to measure temperature.
      i. Above and below zero
      ii. Above and below freezing
      iii. Fahrenheit and Celsius
4. Health
   a. Compute dosage using a chart.
      i. Height
      ii. weight
   b. Interpret nutrition information.
      i. Percentage of Recommended Daily Allowance met by a serving
      ii. Subjective understanding if there is too much or too little of an ingredient, vitamin, or mineral
   c. Identify information on substance abuse problems.
      i. Location of places to assist with alcohol, tobacco, or drug abuse
      ii. Recognition of symptoms of alcohol, tobacco, or drug abuse
      iii. Read pamphlets on abuse problems and treatment centers for information on symptoms and assistance

5. Employment
   a. Identify places to obtain information about employment vacancies.
      i. Want ads
      ii. Networking
      iii. Internet job search sites
      iv. Job postings
      v. Employment agencies
   b. Interpret job vacancy information.
      i. Read and understand qualifications and duties of the position
      ii. Evaluate job appropriateness
         1. qualifications match what candidate is able to do
         2. duties are of interest
         3. pay and hours meet lifestyle requirements
   c. Complete a detailed job application without assistance.
   d. Create a resume.
      i. Objective
      ii. Education
      iii. Experience
      iv. Special skills
      v. References
   e. Write a cover letter in response to a specific job.
      i. Formal letter format
      ii. Specific information
      iii. Word processed
   f. Ask and answer questions at a job interview.
      i. Job interview format
      ii. Practice appropriate interpersonal skills
         1. hand shake
         2. eye contact
         3. posture
4. active listening
5. responding to the question asked

iii. Demonstrate job related behavior.
   1. punctuality
   2. good grooming
   3. hygiene

g. Fill out a time card or time sheet.
   i. Enter time in appropriate manner
   ii. Add up time

h. Interpret information on a pay stub.
   i. Deductions
   ii. Gross pay
   iii. Net pay
   iv. Compute net pay when given gross pay and deductions
   v. Vacation and sick leave balances
   vi. Overtime computations
   vii. Calculate hourly, daily, weekly, monthly, and yearly wage rates

i. Compare information about benefit plans and fill out enrollment forms.
   i. Fill out benefit enrollment forms
   ii. Read information about benefit options
   iii. Compare and select benefit options that meet personal needs

j. Fill out a productivity chart.

k. Locate information on a procedure chart or diagram.

6. Government and Law
   a. Know basic American history and government facts.
      i. Constitution
      ii. Bill of Rights
      iii. Elected officials
         1. national
         2. state
         3. local

   b. Know information on basic economic systems.
      i. Capitalism
      ii. Supply and demand
      iii. Profit and loss

   c. Know consequences for breaking the law.
      i. Trial, trial by jury
      ii. Probation
      iii. Work release
      iv. Prison/jail
7. Computation
   a. Know number names up to 7-digits.
      i. Whole numbers up to 7-digits
      ii. Associate verbal name with written name
   b. Add or subtract three or four 3-digit or 4-digit numbers with or without regrouping.
      i. Add three or four 3-digit or 4-digit numbers with or without regrouping
      ii. Subtract 3-, 4-, or 5-digit numbers with or without regrouping
   c. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping and with and without remainders.
      i. Multiply a 2-digit number by a 2-digit number
      ii. Multiply a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with regrouping
      iii. Divide a 3-, 4-, or 5-digit number by a 1-, 2-, or 3-digit number with and without remainders
   d. Associate verbal names with fraction names and numbers and write numbers as fractions.
      i. Associate verbal names with word names and numerals
      ii. Understand comparative size of common fractions
      iii. Write numbers as fractions
   e. Convert mixed numbers and improper fractions, reduce fractions, and find equivalent fractions.
      i. Convert mixed and improper fractions
      ii. Reduce fractions
      iii. Equivalent fractions
   f. Add and subtract fractions with common denominators and multiply proper fractions.
      i. Add and subtract fractions with common denominators
      ii. Multiply proper fractions
   g. Associate verbal names with decimals names and numbers and understand place value to thousandth.
      i. Associate verbal names with word names and numbers
      ii. Understand relative size of common decimals
      iii. Place value to thousandths
   h. Convert decimals to fractions and fractions to decimals.
      i. Convert decimals to fractions
      ii. Convert fractions to decimals
   i. Add and subtract decimals to solve decimal word problems.
      i. Add and subtract decimals
      ii. Decimal word problems
         1. shopping
         2. banking
         3. unit pricing
         4. mileage
j. Solve real word problems with estimation and rounding of fractions and whole numbers.
   i. Solve real word problems with estimation
   ii. Round fractions and mixed numbers to whole numbers
k. Write abbreviations for standard units of measurement, use a ruler, and add or subtract measurements.
   i. Write abbreviations for standard units of measurement
   ii. Use a ruler to measure to the $\frac{1}{4}$ inch
   iii. Add or subtract measurements with no conversions
l. Use the formulas for perimeter and area.
   i. Perimeter
   ii. Area
m. Describe, classify, compare, and sort geometric figures.
   i. Two-dimensional
      1. circle
      2. triangle
      3. angles
      4. square
      5. rectangle
      6. parallelogram
      7. trapezoid
      8. pentagon
      9. hexagon
     10. octagon
   ii. Three-dimensional
      1. sphere
      2. pyramid
      3. cube
      4. rectangular solid
      5. cylinder
      6. cone
n. Solve real world problems with the interest formula.
o. Solve real world problems with the distance formula.
p. Find averages.
8. Learning to Learn
a. Spell and read words with a variety of sound patterns, accents, and syllabication patterns.
   i. Tu, ture, ti, ci
   ii. Schwa
   iii. Accent
   iv. War, wor
   v. Open syllable V/CV
b. Use synonyms, antonyms, and homonyms.
   i. Define words using synonyms and antonyms
   ii. Differentiate between synonyms, antonyms, and homonyms
   iii. Spell homonyms correctly
c. Follow a reading process.
   i. Predicting
   ii. Pre-reading
   iii. Questioning
   iv. Re-reading
   v. Summarizing

d. Differentiate between different genres.
   i. Fiction
   ii. Drama
   iii. Poetry
   iv. Fables
   v. Legends
   vi. Biography
   vii. Essay

e. Evaluate information from graphic documents.
   i. Pictures
   ii. Maps
   iii. Signs
   iv. Diagrams
   v. Tables
   vi. Graphs
   vii. Schedules

f. Comprehend main idea, details, stated and implied cause and effect, sequence, conclusions, fact or opinion, and author's purpose.
   i. Main idea
   ii. Details
   iii. Cause and effect (state and implied)
   iv. Sequence
   v. Conclusions
   vi. Fact or opinion
   vii. Author's purpose

g. Use standard reference materials, including the internet.
   i. Dictionary
   ii. Encyclopedia
   iii. Atlases
   iv. Thesauri
   v. Internet

9. Grammar and Writing
   a. Use Edited American English.
      i. Standard capitalization
      ii. Standard use of commas
      iii. Standard use of apostrophes
      iv. Standard use of end punctuation
   b. Follow spelling rules for adding suffixes and prefixes.
c. Utilize a writing process.
   i. Prewriting
   ii. Drafting
   iii. Revising

d. Organize writing using organization patterns and transitions.
   i. Organization patterns in paragraphs
      1. sequence
      2. cause-effect
   ii. Transitions

e. Identify parts of speech in text.
   i. Subject
   ii. Predicate
   iii. Noun
   iv. Verb
   v. Pronoun
   vi. Adjective
   vii. Adverb
   viii. Conjunction
   ix. Preposition
   x. Interjection
   xi. Articles

f. Use verbs in the present, past, and future tenses.
   i. Present tenses
      1. simple present
      2. present continuous
      3. present perfect
   ii. Past tenses
      1. simple past
      2. past continuous
      3. past perfect
   iii. Future tenses
      1. simple future
      2. future continuous
      3. future perfect

g. Write and identify sentences with various sentence structures.
   i. Compound subject and predicate
   ii. Compound sentence with conjunction
   iii. Phrases
   iv. Independent clauses
   v. Dependent clauses
   vi. Complex sentences
High Intermediate ABE Student Report

Name __________________________________________________________

Date ___________________________________________________________

At the end of this level you can…

• Determine the meaning of new words in context
• Read and understand a variety of written materials
• Recognize plot elements
• Write multi-paragraph essays
• Follow a writing process
• Identify all parts of speech
• Solve fraction, decimal, and percent problems
• Solve one- and two-step algebra problems
• Find squares and square roots
• Find perimeter, area, and volume
• Solve measurement problems
• Interpret and compare data from graphs and charts
• Compute sales tax, unit prices, and sales prices
• Reconcile a checkbook
By the end of this level, learners will...

1. Communication
   a. Provide appropriate verbal and nonverbal feedback in face-to-face conversations.
   b. Use responsive listening.

2. Consumer Economics
   a. Interpret and compare information on savings plans.
   b. Create a personal and family budget.
   c. Fill out an order form.
   d. Evaluate products through comparison shopping.
   e. Interpret return policies.
   f. Complete a credit card application and interpret information on a credit card statement.
   g. Interpret information on a utility bill.
   h. Interpret information on home safety and security and develop an emergency plan.
   i. Read and interpret information on consumer protection.

3. Community Resources
   a. Communicate with a child’s school and know information about children’s educational programs.
   b. Locate information on free or low cost legal information and services.
   c. Locate information on community assistance agencies.
   d. Plan a vacation.

4. Health
   a. Use advanced medical vocabulary to describe medical conditions, medical personnel, and body systems.
   b. Interpret written medical instructions and information.
   c. Interpret information on substance abuse problems.
   d. Develop a meal plan following food pyramid recommendations.

5. Employment
   a. Read and interpret job-related information.
   b. Interpret and compute information on time cards and pay stubs.
   c. Identify employment training opportunities.

6. Government and Law
   a. Fill out a voter registration card, compare and contrast candidates for elected office, and mark a ballot.
   b. Fill out federal and state tax forms.
   c. Identify issues of concern to a particular community and processes that can be used to address the issue.
   d. Read and interpret information on common laws and ordinances.
e. Read and discuss information about governmental activities.
f. Identify political leaders.

7. Computation
   a. Use a scientific calculator
   b. Perform multiple operations using whole numbers and decimals.
   c. Sequence, add, subtract, multiply, and divide decimals.
   d. Add, subtract, multiply, and divide fractions.
   e. Convert fractions, decimals, and percents.
   f. Calculate percent.
   g. Solve word problems using ratio and proportion.
   h. Solve word problems using the interest, distance, and cost formulas.
   i. Solve geometry problems using area, perimeter, and volume formulas.
   j. Measure using various measurement tools.
   k. Add, subtract, multiply, and divide measurements with and without regrouping.
   l. Compute mean, median, and mode.

8. Learning to learn
   a. Identify unknown words through context clues.
   b. Comprehend a variety of printed materials.
   c. Comprehend specific elements of fiction.
   d. Define and identify figurative language.
   e. Use reading strategies.

9. Grammar and writing
   a. Write a multi-paragraph narrative essay.
   b. Follow a writing process.
   c. Identify all parts of speech in a sentence.
   d. Write compound and complex sentences.
   e. Practice self-editing skills.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Provide appropriate verbal and nonverbal feedback in face-to-face conversations.
      i. Use language appropriate to situations
         1. social
         2. academic
         3. employment
      ii. Employ language sensitive to gender and cultural bias and concerns
   b. Use responsive listening.
      i. Paraphrase
      ii. Summarize
      iii. Elaborate
      iv. Clarify
      v. Ask relevant questions
      vi. Make relevant comments

2. Consumer Economics
   a. Interpret and compare information on savings plans.
      i. Interpret charts detailing interest rates
      ii. Compare savings plans
   b. Create a personal and a family budget.
      i. Create a circle graph of budget information
      ii. Express budget amounts in percentages and fractions
   c. Fill out an order form.
      i. Fill out a catalog order form
      ii. Compute sales tax
      iii. Compute shipping and handling charges
   d. Evaluate products through comparison shopping.
      i. Compare unit pricing
      ii. Evaluate products
         1. price
         2. warranty
         3. guarantee
   e. Interpret return policies
      i. Differentiate among return, exchange, and store credit
   f. Complete a credit card application and interpret information on a credit card statement.
      i. Complete a credit application
ii. Interpret information on a credit card statement
   1. beginning balance
   2. payments
   3. charges
   4. interest
   5. minimum payment
   6. total balance
   7. where to send payment
   8. what to do if unable to pay
   9. when to send payment
  10. what to do to change address

g. Interpret information on a utility bill.
   i. Information on a utility bill
      1. charges
      2. payment required
      3. where to send payment
      4. what to do if unable to pay
      5. when to send payment
   ii. Determine where to call to
      1. start service
      2. discontinue service
      3. report a service problem

h. Interpret information on home safety and security and develop an emergency plan.
   i. Read informational articles on home safety and security
   ii. Identify potential safety hazards in a home
   iii. Develop an emergency plan and emergency kit

i. Read and interpret information on consumer protection.
   i. Read informational articles on consumer protection
   ii. Know where and how to report unsatisfactory products or service
      1. Where
         a. In store
         b. Better Business Bureau
         c. Internet
      2. How
         a. Face to face
            i. Store manager
            ii. Store owner
         b. Nonpersonal
            i. Phone call
            ii. Complaint letter

3. Community Resources
   a. Communicate with a child’s school and know information about children’s educational programs.
i. Write notes to a child’s teacher
   1. explain absence
   2. request information about child’s performance

ii. Children’s educational programs
   1. before and after school care
   2. enrichment classes
   3. Early Childhood Family Education
   4. Special Education
   5. Gifted and Talented
   6. ESL, ELL, ESOL

b. Locate information on free or low cost legal information and services.
   i. Locating
      1. phone book
      2. personal referrals
      3. referrals from social service counselors
      4. flyers, posters, business cards

ii. Read informational articles about legal services

c. Locate information on community assistance agencies.
   i. Homeless shelters
   ii. Food shelves
   iii. Domestic violence shelters and hotlines
   iv. Mental illness assistance
   v. Child care assistance
   vi. Housing assistance

d. Plan a vacation.
   i. Budget
   ii. Where to go
   iii. Informational articles about places
   iv. Maps
   v. Request information about places
      1. letter
      2. phone
      3. internet

4. Health
   a. Use advanced medical vocabulary to describe medical conditions, medical personnel, and body systems.
      i. Conditions
         1. Cholesterol
         2. Hypertension
         3. Arthritis
         4. Alzheimer’s
         5. Diabetes
      ii. Medical personnel
         1. Pediatrician
         2. Gynecologist
3. Obstetrician
4. Internist
5. Oncologist
6. Dermatologist

iii. Body systems
1. respiratory
2. circulatory
3. neurological
4. muscular
5. skeletal
6. gastro-intestinal

b. Interpret written medical instructions and information.
   i. When to use a medication
   ii. Side effects
   iii. Physical therapy instructions
   iv. Nutrition instructions

c. Interpret information on substance abuse problems.
   i. Alcoholism
   ii. Eating disorders
   iii. Drug abuse
   iv. Treatment facilities and options
   v. Informational articles
      1. symptomology
      2. places to go for assistance

d. Develop a meal plan following food pyramid recommendations.
   i. Food pyramid recommendations
      1. serving, serving size
      2. categories
         a. protein
         b. sweets, oil, fat
         c. fruit, vegetables
         d. starches, bread, grain
   ii. Develop a meal plan to fit a certain calorie count

5. Employment
   a. Read and interpret job-related information.
      i. Flow charts
      ii. Organizational chart
      iii. Procedures
         1. narrative
         2. graphic
      iv. Forms
         1. accident report
         2. leave request
         3. productivity reports
b. Interpret and compute information on time cards and pay stubs.
   i. Compute overtime pay
   ii. Compute deductions based on percent
   iii. Compute yearly gross and net pay

c. Identify employment training opportunities.
   i. Identify types of training for specific jobs
   ii. Identify types of training in general
      1. vocational college
      2. community college
      3. 4-year university or college
      4. for-profit technical school
      5. continuing education courses

6. Government and Law
   a. Fill out a voter registration card, compare and contrast candidates for elected office, and mark a ballot.
      i. Fill out a voter registration card
      ii. Compare and contrast candidates for elected office
         1. background
         2. stance on issues
         3. other factors of interest
      iii. Mark a ballot
   b. Fill out federal and state tax forms.
      i. Interpret written directions on filling out tax forms
      ii. Fill out federal and state tax forms
      iii. Use a tax table to determine tax
   c. Identify issues of concern to a particular community and processes that can be used to address the issue.
      i. Sources for issues
         1. neighborhood groups, block clubs
         2. newspaper articles
         3. media reports
      ii. Identify processes that can be used to address the issue
         1. protesting
         2. petitioning
         3. city council
   d. Read and interpret information on common laws and ordinances.
      i. Read notices and posted signs
      ii. Read and interpret information on common legal rights
      iii. Read and interpret information on a traffic ticket
   e. Read and discuss information about governmental activities.
      i. International affairs
      ii. Legislative activities
      iii. Judicial activities
      iv. Executive activities
      v. Military activities
      vi. Law enforcement activity
vii. Local policy-making
   1. city, township
   2. school district
   3. county
f. Identify political leaders.
   i. Identify elected officials
      1. president
      2. vice-president
      3. senator
      4. representative
      5. governor
      6. state senator
      7. state representative
      8. mayor
      9. council members
      10. school board members
      11. county commissioners
   ii. Identify other political leaders
      1. leaders of countries in the news
      2. federal officials in the news

7. Computation
   a. Use a scientific calculator.
   b. Perform multiple operations using whole numbers and decimals.
      i. Order of operations
      ii. Associative and distributive properties
   c. Sequence, add, subtract, multiply and divide decimals.
      i. Add
      ii. Subtract
      iii. Multiply
      iv. Divide
      v. With and without regrouping
      vi. Vertical and horizontal notations
      vii. Sequence
   d. Add, subtract, multiply, and divide fractions.
      i. Add, subtract, multiply, and divide
      ii. Proper, improper, and mixed numbers
      iii. With and without regrouping
   e. Convert fractions, decimals, and percents.
      i. Convert fractions to decimals
      ii. Convert fractions to percents
      iii. Convert decimals to fractions
      iv. Convert decimals to percents
      v. Convert percents to fractions
      vi. Convert percents to decimals
f. Calculate percent.
   i. Calculate for part, whole, and percent
   ii. Calculate sales tax
   iii. Calculate tip

h. Solve word problems using the interest, distance, and cost formulas.
   i. Interest formula
   ii. Distance formula
   iii. Cost formula

i. Solve geometry problems using area, perimeter, and volume formulas.
   i. Area
   ii. Perimeter
   iii. Volume

j. Measure using various measurement tools.
   i. Dials
   ii. Scales
   iii. Rulers
   iv. Gauges

k. Add, subtract, multiply, and divide measurements with and without regrouping.

l. Compute mean, median, and mode.

8. Learning to Learn
a. Identify unknown words through context clues.
b. Comprehend a variety of printed materials.
   i. Comprehension
      1. main idea, stated and implied
      2. details
      3. facts
      4. predict outcomes
      5. author’s point of view
      6. validity of information
   ii. Types of material
      1. newspapers
      2. magazines
      3. directions
      4. fiction
      5. nonfiction
c. Comprehend specific elements of fiction.
   i. Plot
   ii. Setting
   iii. Characters

d. Define and identify figurative language.
   i. Symbolism
   ii. Metaphor
   iii. Simile
   iv. Irony

e. Use reading strategies.
   i. Skimming and scanning
   ii. Outlining
   iii. SQ3R
   iv. Note-taking

9. Grammar and writing
   a. Write a multi-paragraph narrative essay.
      i. Narrative
      ii. Transitions
      iii. Consistent point of view
      iv. Consistent verb tense
   b. Follow a writing process.
      i. Prewriting
         1. brainstorming
         2. clustering
      ii. Drafting
      iii. Revising
   c. Identify all parts of speech in a sentence.
   d. Write compound and complex sentences.
      i. Compound sentences
         1. with conjunction
         2. with conjunctive adverb
         3. with semicolon
      ii. Complex sentences with dependent clauses
   e. Practice self-editing skills.
      i. Consistent verb tense
      ii. Punctuation use
      iii. Subject/verb agreement
      iv. Spelling
At the end of this level you can...

• Fill out personal information forms for a variety of situations
• Practice effective group communication
• Interpret information about mortgages, credit, and purchasing
• Compare savings plans
• Communicate with health care providers and insurers
• Develop a career plan
• Understand elements of job performance and evaluation
• Interpret information on workplace discrimination and harassment
• Understand common workplace technology and systems
• Communicate effectively orally and in writing in the workplace
• Understand the legislative process
• Identify historical documents
• Identify the US states, major countries and regions of the world, and geographical features
• Understand information on basic legal and civic rights
• Calculate percent
• Solve algebraic equations
• Convert between metric units
• Interpret a scale drawing
• Know different types and relationships of angles and triangles including the Pythagorean relationship
• Solve real world problems using probability
• Demonstrate critical thinking skills
• Demonstrate inductive and deductive reasoning
• Use a decision making and problem solving process
• Analyze fiction, drama, poetry, non-fiction, and graphic documents
• Write paragraphs and essays of various types
• Evaluate writing for errors and clarity
By the end of this level, learners will...

1. Communication
   a. Fill out personal information forms for a variety of situations.
   b. Practice effective group communication.
2. Consumer Economics
   a. Interpret information about mortgages.
   b. Interpret information in a credit report.
   c. Research information on a major purchase and compare financing options.
   d. Interpret information on the maintenance and repair of possessions.
   e. Compare savings plans.
3. Community Resources
   a. Interpret information on business licensing and regulations.
   b. Understand aspects of culture.
4. Health
   a. Communicate with health care providers and insurers.
   b. Interpret health information.
   c. Understand health maintenance practices.
5. Employment
   a. Develop a career plan.
   b. Interpret workplace information.
   c. Understand elements of job performance and evaluation.
   d. Interpret information on workplace discrimination and harassment.
   e. Understand common workplace technology and systems.
   f. Interpret machine operating and repair instructions.
   g. Communicate effectively orally and in writing in the workplace.
   h. Understand purpose and types of workplace resources.
6. Government and Law
   a. Locate and interpret information on special interest groups.
   b. Understand the legislative process.
   c. Identify historical documents.
   d. Identify the US states, major countries, regions of the world, and geographical features.
   e. Understand information on basic legal rights.
   f. Understand information on civic responsibilities.
   g. Interpret information on recycling.
7. Computation
   a. Calculate discounts and percent of increase and decrease.
   b. Solve one- and two-step algebraic equations with one variable.
   c. Convert between metric units.
d. Solve equations with the mathematical concepts of square, square roots, parentheses, and order of operations.

e. Interpret a scale drawing.

f. Know different types and relationships of angles and triangles including the Pythagorean relationship.

g. Solve real world problems using probability.

8. Learning to Learn

a. Set personal, educational, and workplace goals.

b. Create a schedule.

c. Demonstrate critical thinking skills.

d. Demonstrate inductive and deductive reasoning.

e. Demonstrate ability to use decision making factors.

f. Demonstrate ability to use a problem solving process.

g. Interpret information on personal management.

h. Analyze fiction.

i. Analyze drama.

j. Analyze poetry.

k. Analyze non-fiction.

l. Analyze graphic documents.

9. Grammar and writing

a. Use Edited American English in all written tasks

b. Follow a writing process.

c. Write sentences correctly in a variety of structures.

d. Write paragraphs and essays of various types.

e. Evaluate writing of others for errors and clarity.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Fill out a personal information forms for a variety of situations.
      i. school enrollment
      ii. training
      iii. children’s school
      iv. financial aid
      v. census forms
      vi. Respond to questions in all areas
         1. name
         2. address
         3. phone number, fax number
         4. email
         5. gender
         6. ethnicity
         7. marital status
         8. household income
         9. educational background
        10. financial information
        11. disability status
   b. Practice effective group communication.
      i. Team building and team work
         1. team roles, positive and negative
         2. verbal and nonverbal feedback
         3. leadership
         4. consensus
      ii. Team management skills
         1. assuming leadership role
         2. materials management
         3. setting agendas
         4. note-taking

2. Consumer Economics
   a. Interpret information about mortgages.
      i. Interest rates
      ii. Payback term
      iii. Escrow
      iv. Down payment
      v. Balloon payment
      vi. Research mortgage interest rates through various sources
b. Interpret information in a credit report.
   i. Write a letter to correct credit information

c. Research information on a major purchase and compare financing options.
   i. Research sources
      1. internet
      2. non-profit organizations
      3. magazines
      4. recommendations for others
   ii. Compare product information
      1. price
      2. warranty
      3. guarantee
      4. service
      5. financing options
   iii. Compare financing options
      1. term
      2. interest rate
      3. down payment
      4. monthly payment
      5. penalty for early payback
   iv. Make a budget plan to purchase the item

d. Interpret information on the maintenance and repair of possessions.
   i. Operating instructions
   ii. Assembly instructions
   iii. Safety instructions and warnings
   iv. Warranties and guarantees
   v. Repair instructions

e. Compare savings plans.
   i. IRA
   ii. pension
   iii. 401K, 403B
   iv. savings account
   v. money market account
   vi. certificate of deposit
   vii. stocks and bonds
   viii. government bonds

3. Community Resources
   a. Interpret information on business licensing and regulations.
      i. Identify business types that need licensing (i.e. child care)
      ii. Identify licensing agencies
      iii. Complete licensing paperwork
   b. Understand aspects of culture.
      i. Ethnic groups
      ii. Religion
      iii. Social issues
iv. Cultural groups
v. Language groups

4. Health
   a. Communicate with health care providers and insurers.
      i. Make a complaint
      ii. Request service
      iii. Enroll in a plan
      iv. Question a bill
   b. Interpret health information.
      i. AIDS
      ii. Sexually transmitted diseases
      iii. Communicable diseases
      iv. Non communicable diseases
   c. Understand health maintenance practices.
      i. Immunizations
      ii. Preventive care
         1. physicals
         2. teeth cleaning
         3. eye exams
      iii. Healthy diet
   d. Interpret information on workplace discrimination and harassment.
      i. Sexual, gender, ethnic, religious
      ii. Workplace reporting
      iii. Reporting beyond the workplace
   e. Understand common workplace technology and systems.
      i. Filing
         1. alpha
         2. numeric
3. alpha-numeric
   ii. Basic computer operation
      1. keyboarding
      2. use of common software
      3. keyboard and mouse commands
   iii. Receptionist
      1. take messages
      2. answering the phone
      3. placing on hold
      4. business voice mail
f. Interpret machine operating and repair instructions.
g. Communicate effectively orally and in writing in the workplace.
   i. Give, follow, clarify, and respond to
      1. Feedback
      2. Instructions
      3. Criticism
   ii. Interpret and write
      1. memos
      2. notes
      3. reports
      4. letters
      5. email
   iii. Team work
      1. work cooperatively
      2. promote effective group interaction
      3. take personal responsibility
      4. negotiation
h. Understand purpose and types of workplace resources.
   i. Human resources
   ii. On-site medical
   iii. Employee assistance programs
   iv. Dislocated worker services
   v. Training programs
   vi. Tuition assistance
6. Government and Law
   a. Locate and interpret information on special interest groups.
      i. Funding
      ii. Lobbying
      iii. Political Action Committees
      iv. Role in making laws
   b. Understand the legislative process
      i. Role of the legislative branch of federal and state government
      ii. Who makes up the legislative system
      iii. How a law is drafted and enacted
c. Identify historical documents.
   i. US Constitution
   ii. Declaration of Independence
   iii. Bill of Rights
d. Identify the US states, major countries, regions of the world and geographical features.
   i. Locate the states
   ii. Locate major countries and regions of the world
   iii. Identify geographical features
e. Understand information on basic legal rights.
   i. Basic court procedures
   ii. Rights of the accused
   iii. Reporting a crime
   iv. Victim of a crime
f. Understand information on civic responsibilities.
   i. Voting
   ii. Jury duty
   iii. Paying taxes
g. Interpret information on recycling.
   i. Local process
   ii. Why

7. Computation
a. Calculate discounts and percent of increase and decrease.
   i. Calculate discount
   ii. Calculate percent of increase/decrease
b. Solve one- and two-step algebraic equations with one variable.
   i. One variable
   ii. One and two step equations
   iii. Set-up and solve algebraic equations from word problems.
c. Convert between metric units.
   i. Measure using metrics
   ii. Convert between metric units
d. Solve equations with the mathematic concepts of square, square roots, parentheses, and order of operations.
   i. Square
   ii. Square root
   iii. Parentheses
   iv. Order of operations
e. Interpret a scale drawing.
   i. Draw an item to scale
   ii. Interpret a scale drawing
f. Know different types and relationships of angles and triangles.
   i. Angles
      1. types
      2. degrees
      3. relationships
ii. Triangles
   1. types
   2. degrees
   3. symmetry
   4. congruency
   5. Pythagorean relationship

8. Learning to Learn
   a. Set personal, educational, and workplace goals.
      i. Personal
      ii. Educational
      iii. Workplace
   b. Create a schedule.
      i. To do lists
      ii. Prioritizing
   c. Demonstrate critical thinking skills.
      i. Paraphrase
      ii. Causal relationships
      iii. Comparisons
      iv. Classifications
      v. Fact vs opinion
      vi. Judgments
      vii. Assumptions
   d. Demonstrate inductive and deductive reasoning.
      i. Hypothesize
      ii. Predict
      iii. Conclude
      iv. Synthesize
   e. Demonstrate ability to use decision making factors.
      i. Goals
      ii. Constraints
      iii. Consequences
      iv. Alternatives
   f. Demonstrate ability to use a problem solving process.
      i. Identify a problem and causes
      ii. Hypothesize an outcome
      iii. Implement a solution
      iv. Evaluate outcome
      v. Modify
   g. Interpret information on personal management.
      i. Stress management
      ii. Self-esteem
      iii. Values
      iv. Self-image
h. Analyze fiction.
   i. Plot
   ii. Characters
   iii. Setting
   iv. Figurative language
   v. Theme
i. Analyze drama.
   i. Structure
   ii. Protagonist
   iii. Antagonist
   iv. Stage directions
   v. Theme
   vi. Characterization
j. Analyze poetry.
   i. Rhythm and rhyme
   ii. Figurative language
   iii. Use of language
   iv. Visual representation on a page
   v. Speaker
   vi. Theme
k. Analyze non-fiction.
   i. Main idea
   ii. Support
      1. cause-effect
      2. order of importance
      3. problem-solution
   iii. Author bias
   iv. Purpose
   v. Social studies and science topics
l. Analyze graphic documents.
   i. Main idea
   ii. Factual details
   iii. Opinions
   iv. Author bias
   v. Inferences
   vi. Conclusions
9. Grammar and writing
   a. Use Edited American English in all written tasks.
   b. Follow a writing process.
      i. Prewriting
         1. brainstorming
         2. clustering
         3. mapping
         4. outlining
      ii. Multiple drafts
iii. Revising
   1. content
   2. clarify
   3. tone
iv. Editing
   1. mechanics
   2. usage
   3. grammar
v. Publishing/sharing

c. Write sentences correctly in a variety of structures.
   i. Compound sentences
   ii. Complex sentences with subordination
   iii. Appositives
   iv. Parallelism
   v. Subject-verb agreement
   vi. Pronoun-antecedent agreement
d. Write paragraphs and essays of various types.
   i. Narrative
   ii. Problem-solution
   iii. Descriptive
   iv. Opinion
   v. How-to
e. Evaluate writing of others for errors and clarity.
   i. Locating and correcting errors
      1. spelling
      2. grammar
      3. usage
      4. punctuation
      5. agreement
   ii. Clarity of message
   iii. Paragraphing
At the end of this level you can…

- Practice effective interpersonal skills
- Understand information on banking and credit
- Read and understand information on housing
- Follow safety, maintenance, and repair instructions
- Understand consumer protection measures
- Know about community agencies and services
- Understand and fill out medical forms
- Read and understand medical directions and labels
- Understand how to get and keep a job
- Read and understand job-related materials
- Communicate orally and in writing on the job
- Understand the political process
- Understand historical, geographic, economic, governmental, and legal information
- Use a variety of strategies to solve all types of mathematical problems
- Use critical thinking skills
- Read and write a variety of documents for a variety of purposes and audiences
By the end of this level, learners will...

1. Communication
   a. Use appropriate non-verbal behavior.
   b. Use appropriate language for various purposes.
   c. Use appropriate language for various situations.

2. Consumer Economics
   a. Read and interpret information when making purchases of goods and services.
   b. Read and interpret information on consumer-related topics.
   c. Read and interpret credit card applications, agreements, and bills.
   d. Read and interpret information in catalogs and on order forms.
   e. Read and interpret lease and rental agreements.
   f. Read and interpret information on utilities.
   g. Read and interpret information about tenant and landlord rights.
   h. Read and interpret information on housing loans and home insurance.
   i. Read and interpret information about home and personal possession maintenance and repair.
   j. Read and interpret information about home safety and security.
   k. Read and interpret information on banking services.
   l. Read and interpret information on financial planning.
   m. Compute mileage and gasoline consumption.
   n. Read and interpret highway and traffic signs and driving regulations.
   o. Use a highway map.
   p. Read and interpret information related to automobile purchase, maintenance, and insurance.

3. Community Resources
   a. Read, locate, and interpret information in a telephone directory.
   b. Take and interpret telephone messages.
   c. Interpret transportation schedules and fares.
   d. Read, interpret, and locate information on community agencies and services.
   e. Read and interpret information about leisure activities.
      i. Vacation planning
      ii. Entertainment schedules
      iii. Ordering from a restaurant
      iv. Attractions information and schedules
   f. Read and interpret information about ethnic, cultural and language groups.
   g. Read and interpret information about the arts.
4. Health
   a. Recognize and use vocabulary related to symptoms, illnesses, and ailments.
   b. Read and interpret medical instructions.
   c. Read and interpret health information.
   d. Interpret and fill out medical history forms.
   e. Read and interpret product safety labels.
   f. Read and interpret information about measures to prevent accident and injury.
   g. Read and interpret basic first-aid instructions.
   h. Read and interpret information on communicable diseases.
   i. Read and interpret information on substance abuse.
   j. Read and interpret nutritional information and food safety.

5. Employment
   a. Know and utilize various resources to obtain employment.
   b. Read and interpret information about job training opportunities.
   c. Understand and interpret job-related information.
   d. Understand and interpret job-related safety standards and procedures.
   e. Understand information related to job performance.
   f. Communicate job-related information orally and in writing.
   g. Practice skills related to effectively working with other people.

6. Government and Law
   a. Read and interpret information on voting and the political process.
   b. Understand historical information.
   c. Understand geographical information.
   d. Read, interpret, and understand information about legal rights and responsibilities.
   e. Read, interpret, and complete tax forms.
   f. Read, interpret, and discussion information about governmental activities.
   g. Read and interpret information about civic responsibilities and activities.
   h. Read and interpret information about science and the environment.
   i. Read, interpret, and understand economic concepts.

7. Computation
   a. Use a variety of strategies to solve mathematical problems.
   b. Solve real world problems using whole numbers, decimals, fractions, and percents.
   c. Solve real world problems using consumer formulas.
   d. Recognize and apply simple geometric and algebraic formulas.
   e. Measure using a variety of instruments and measurement scales.
   f. Interpret spatial relationships.
   g. Interpret numerical data from graphs.
   h. Interpret statistical information presented by news sources.
8. Learning to Learn
   a. Read for a variety of purposes.
   b. Read a variety of materials.
   c. Demonstrate an ability to use critical thinking skills.
   d. Demonstrate study skills.
   e. Identify and utilize informational resources.
   f. Understand information about effective personal management.

9. Grammar and Writing
   a. Write for a variety of audiences.
   b. Write for a variety of purposes.
   c. Write a variety of documents.
   d. Write use the conventions of Edited American English.
By the end of this level, learners will have worked on and attained competency in the following areas:

1. Communication
   a. Use appropriate non-verbal behavior.
   b. Use appropriate language for various purposes.
      i. informational
      ii. describe
      iii. state needs
      iv. command
      v. agree/disagree
      vi. ask permission
      vii. persuade
      viii. caution
      ix. influence
      x. request
      xi. advise
      xii. negotiate
   c. Use appropriate language for various situations.
      i. Social
      ii. School
      iii. Work
      iv. Family

2. Consumer Economics
   a. Read and interpret information when making purchases of goods and services.
      i. Prices
      ii. Warranties
      iii. Guarantees
   b. Read and interpret information on consumer-related topics.
      i. Safety procedures
      ii. Recall letters
      iii. False advertising
      iv. Pyramid schemes
      v. Consumer fraud
   c. Read and interpret credit card applications, agreements, and bills.
   d. Read and interpret information in catalogs and on order forms.
   e. Read and interpret lease and rental agreements.
   f. Read and interpret information on utilities.
      i. Utility bills
      ii. Service information
      iii. Repair information
   g. Read and interpret information about tenant and landlord rights.
h. Read and interpret information on housing loans and home insurance.
i. Read and interpret information about home and personnel possession maintenance and repair.
   i. Service agreements
   ii. Repair instructions
   iii. Work estimates
   iv. Repair bills
   v. Instruction labels
   vi. Safety instructions
   vii. Care labels
   viii. Operating instructions
j. Read and interpret information about home safety and security.
   i. Crime alert letters and posters
   ii. Alarm instructions
   iii. Safety product instructions
k. Read and interpret information on banking services.
   i. Checking accounts
   ii. Savings accounts
   iii. Personal loans
   iv. Car loans
   v. Home loans
   vi. Retirement accounts
l. Read and interpret information on financial planning.
m. Compute mileage and gasoline consumption.
n. Read and interpret highway and traffic signs and driving regulations.
o. Use a highway map.
p. Read and interpret information related to automobile purchase, maintenance, and insurance.

3. Community Resources
   a. Read, locate, and interpret information in a telephone directory.
   b. Take and interpret telephone messages.
   c. Interpret transportation schedules and fares.
      i. City bus
      ii. Airplane
      iii. Train
   d. Read, interpret, and locate information on community agencies and services.
      i. Emergency assistance agencies
         1. housing
         2. food
         3. domestic violence
      ii. Governmental
         1. police
         2. fire
3. low income housing  
4. Social Security  
5. Medicare  
6. library  
7. driver’s license information  

iii. Medical and health facilities  
1. clinics  
2. hospitals  
3. treatment centers  
4. immunization clinics  

iv. Educational services  
1. K-12 schools  
2. community education  
3. colleges and universities  
4. preschools  

v. Child care services  

e. Read and interpret information about leisure activities.  
   i. Vacation planning  
   ii. Entertainment schedules  
   iii. Ordering from a restaurant  
   iv. Attractions information and schedules  

f. Read and interpret information about ethnic, cultural and language groups.  

g. Read and interpret information about the arts.  

4. Health  

a. Recognize and use vocabulary related to symptoms, illnesses, and ailments.  

b. Read and interpret medical instructions.  
   i. Doctor’s instructions  
   ii. Prescription labels  
   iii. Over-the-counter medicine labels  

c. Read and interpret health information.  
   i. Preventative health  
   ii. Immunizations  
   iii. Health alerts  
   iv. Health awareness  

d. Interpret and fill out medical history forms.  

e. Read and interpret product safety labels.  

f. Read and interpret information about measures to prevent accident and injury.  

g. Read and interpret basic first-aid instructions.  

h. Read and interpret information on communicable diseases.  

i. Read and interpret information on substance abuse.
j. Read and interpret nutritional information and food safety.
   i. Balanced diet
   ii. Food storage
   iii. Food handling

5. Employment
   a. Know and utilize various resources to obtain employment.
      i. Want ads
      ii. Networking
      iii. Job postings
      iv. Internet job sites
      v. Employment agencies
   b. Read and interpret information about job training opportunities.
   c. Understand and interpret job-related information.
      i. Work agreements
      ii. Union agreements
      iii. Union contracts
      iv. Pay stubs
      v. Benefit forms
      vi. Timekeeping forms, time clocks
      vii. Employee handbooks
      viii. Personnel policies
      ix. Job manuals
   d. Understand and interpret job-related safety standards and procedures.
      i. Safety manuals
      ii. OSHA information
      iii. Equipment instructions
   e. Understand information related to job performance.
      i. Job descriptions
      ii. Performance appraisals
      iii. Continuing education
   f. Communicate job-related information orally and in writing.
      i. Follow, clarify, or give
         1. feedback
         2. instructions
      ii. Give and respond to criticism
      iii. Correspondence
         1. letters
         2. memos
         3. email
      iv. Workplace forms
         1. status reports
         2. productive reports
   g. Practice skills related to effectively working with other people.
      i. Work cooperatively on a team
      ii. Learn from others
iii. Communication skills
iv. Initiative and resourcefulness
v. Leadership skills
vi. Respecting others
vii. Motivating others
viii. Negotiation
ix. Multicultural awareness and respect

6. Government and Law
   a. Read and interpret information on voting and the political process.
      i. Voter qualifications
      ii. Voter registration
      iii. Electoral process
      iv. Candidate information
      v. Special interest groups
   b. Understand historical information.
      i. Major events US history
      ii. US historical documents
      iii. Major events in world history
   c. Understand geographical information.
      i. Various types of maps
         1. political
         2. topographical
         3. economic
      ii. Information about US states
      iii. Information about major US and world cities
      iv. Information about geographical features
   d. Read, interpret, and understand information about legal rights and responsibilities.
      i. Common laws and ordinances
      ii. Common legal forms
      iii. Basic legal rights
      iv. Procedures for obtaining legal advice
      v. Basic court procedures
      vi. Traffic tickets
      vii. Common infractions and crimes and legal consequences
      viii. Reporting a crime
   e. Read, interpret, and complete tax forms.
      i. Income tax
      ii. Sales tax
      iii. Tax tables
      iv. Tax publications
   f. Read, interpret, and discussion information about governmental activities.
      i. International affairs
      ii. Legislative activities
      iii. Judicial activities
iv. Executive activities
v. Military activities
vi. Law enforcement activities
vii. Local policymaking
viii. Local, state, and federal governmental leaders
g. Read and interpret information about civic responsibilities and activities.
   i. Community problems and solutions
   ii. Civic organizations
   iii. Voting
   iv. Jury duty
h. Read and interpret information about science and the environment.
   i. Physics and energy
   ii. Geology and earth science
   iii. Physical science
   iv. Chemistry
   v. Biology
   vi. Technology
i. Read, interpret, and understand economic concepts.
   i. Statistics
   ii. Issues
   iii. Trends
   iv. Economic systems
7. Computation
   a. Use a variety of strategies to solve mathematical problems.
   b. Solve real world problems using whole numbers, decimals, fractions, and percents.
   c. Solve real world problems using consumer formulas.
   d. Recognize and apply simple geometric and algebraic formulas.
   e. Measure using a variety of instruments and measurement scales.
      i. US standard measurement
      ii. Metric measurement
      iii. Linear dimensions
      iv. Geometric shapes
      v. Rules, scales, gauges, dials, switches, controls
   f. Interpret spatial relationships.
   g. Interpret numerical data from graphs.
      i. Line graph
      ii. Bar graph
      iii. Picture graph
      iv. Circle graph
   h. Interpret statistical information presented by news sources.
8. Learning to Learn
   a. Read for a variety of purposes.
      i. Information
      ii. Entertainment
iii. Persuasion
iv. Education

b. Read a variety of materials
   i. Novels
   ii. Poetry
   iii. Drama
   iv. News articles
   v. Information articles
   vi. Brochures
   vii. Instruction manuals
   viii. Directions
   ix. Recipes
   x. Charts, graphs, and tables
   xi. Schedules
   xii. Textbooks
   xiii. Editorials
   xiv. Essays
   xv. Biography and autobiography

c. Demonstrate and ability to use critical thinking skills.
   i. Analysis of a situation, statement, or process
      1. component elements
      2. causal and part/whole relationships
   ii. Comparison
      1. differentiating
      2. sorting
      3. classifying
   iii. Inferences
      1. inductive and deductive reasoning
      2. hypothesize
      3. predict
      4. conclude
      5. synthesize
      6. fact vs opinion
      7. mandatory vs discretionary
   iv. Evaluation of a situation, statement, or process
      1. assemble information
      2. provide evidence
      3. make judgments
      4. examine assumptions
      5. identify contradictions
   v. Generate ideas
      1. divergent and convergent approaches
      2. creative imagination
      3. brainstorming
d. Demonstrate study skills.
   i. Study strategies
   ii. Note taking
   iii. Memorization strategies
   iv. Test taking

e. Identify and utilize informational resources
   i. Internet
   ii. Dictionaries
   iii. Encyclopedias
   iv. Indexes
   v. Tables of contents
   vi. Glossaries
   vii. Appendixes

f. Understand information about effective personal management.
   i. Personal values, qualities, interests, abilities, and aptitudes
   ii. Self-image, self-esteem
   iii. Coping with negative feedback
   iv. Stress reduction
   v. Accommodating personal, family, and work responsibilities
   vi. Dealing with change

9. Grammar and Writing
   a. Write for a variety of audiences.
      i. Employer
      ii. Co-worker
      iii. Friend
      iv. Child’s teacher
      v. General public
      vi. Family member
      vii. Teacher
      viii. Product manufacturer
      ix. Health professional

   b. Write for a variety of purposes.
      i. Instruct
      ii. Inform
      iii. Complain
      iv. Entertain
      v. Persuade
      vi. Report

   c. Write a variety of documents.
      i. Essays
      ii. Paragraphs
      iii. Letters
      iv. Memos
      v. Reports
      vi. Notes

   d. Write use the conventions of Edited American English.
Most of these titles have multiple levels. Correlations are often available for a title to CASAS competencies through the publisher’s web site. Publisher web sites are available at the end of this section. Another useful resource is the CASAS curriculum matrix that matches CASAS competencies to published materials.

**Specific to ESL**

- *Basic English Grammar*  
  - Regents Prentice Hall
- *Clear Speech*  
  - Cambridge
- *Everyday English*  
  - National Textbook Company
- *Expressways*  
  - Delta Systems
- *Fundamentals of English Grammar*  
  - Regents Prentice Hall
- *Grammar Dimensions*  
  - Delta Systems
- *Grammar in Action*  
  - Newbury House
- *Life Prints*  
  - New Readers Press
- *Longman Photo Dictionary*  
  - Longman
- *Look at the U.S.*  
  - Contemporary Books
- *Oxford Picture Dictionary*  
  - New Readers Press
- *Pronunciation Paris*  
  - Cambridge
- *Real Life English*  
  - Steck-Vaughn
- *Side by Side*  
  - Longman
- *Survival English: English through Conversations*  
  - Regents Prentice Hall
- *Understanding and Using English Grammar*  
  - Regents Prentice Hall
- *Word by Word Picture Dictionary*  
  - Regents Prentice Hall
- *Working in English: Beginning Language Skills for the World of Work*  
  - Contemporary Books

**Specific to ABE**

- *Basic Essentials of Math*  
  - Steck-Vaughn
- *Challenger*  
  - New Readers Press
- *Comprehension Skills*  
  - Steck-Vaughn
- *Foundations Math*  
  - Contemporary Books
- *Foundations Reading*  
  - Contemporary Books
- *Foundations Science*  
  - Contemporary Books
- *Foundations Social Studies*  
  - Contemporary Books
- *Foundations Writing*  
  - Contemporary Books
- *GED Language Arts Reading*  
  - Steck-Vaughn
- *GED Language Arts Writing*  
  - Steck-Vaughn
- *GED Mathematics*  
  - Steck-Vaughn
- *GED Science*  
  - Steck-Vaughn
- *GED Social Studies*  
  - Steck-Vaughn
Language Skills Books: Steck-Vaughn
Mathematics Skills Books: Steck-Vaughn
Reading for Today: Steck-Vaughn
Vocabulary Connections: Steck-Vaughn
Voyager: Reading and Writing for Today’s Adults: New Readers Press

General
Communication Skills that Work: Contemporary Books
Critical Reading Series: Jamestown
Easing into Essays: New Readers Press
Expressions: Contemporary Books
Marshal Computer Books (web site): www.marshalladulteducation.org/student
dactivities.htm

Math Skills that Work: Contemporary Books
News for You: New Readers Press
Number Power: Jamestown
Reading Skills that Work: Contemporary Books
Ready to Work: Contemporary Books
Rosetta Stone (Software): www.rosettastone.com
Step by Step: Learning Disabilities Association
True Stories: Addison-Wesley Publishing
Viewpoints: Contemporary Books

Learning Plan Web Sites
The following web sites have learning plans that match many of the competencies listed in this Scope and Sequence.

TechNet Living Library (Pre-GED): fttech1.inetu.net/lessons.asp
Florida Adult ESOL Task Force: www.floridaadultesol.org
Tennessee Adult ESOL Curriculum Resource Book: aeonline.coe.utk.edu/esolcrg.pdf
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Phone</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steck Vaughn</td>
<td>800-531-5015</td>
<td><a href="http://www.steck-vaughn.com">www.steck-vaughn.com</a></td>
</tr>
<tr>
<td>Contemporary Books</td>
<td>800-621-1918</td>
<td><a href="http://www.contemporarybooks.com">www.contemporarybooks.com</a></td>
</tr>
<tr>
<td>Glencoe</td>
<td>800-334-7344</td>
<td><a href="http://www.glencoe.com">www.glencoe.com</a></td>
</tr>
<tr>
<td>Cambridge</td>
<td>800-872-7423</td>
<td><a href="http://www.cup.org">www.cup.org</a></td>
</tr>
<tr>
<td>Globe-Fearon</td>
<td>800-526-9907</td>
<td><a href="http://www.globefearon.com">www.globefearon.com</a></td>
</tr>
<tr>
<td>Jamestown</td>
<td>800-872-7323</td>
<td><a href="http://www.glencoe.com">www.glencoe.com</a></td>
</tr>
<tr>
<td>New Readers Press</td>
<td>800-448-8878</td>
<td><a href="http://www.newreaderspress.com">www.newreaderspress.com</a></td>
</tr>
<tr>
<td>Lakeshore</td>
<td>800-421-5354</td>
<td><a href="http://www.lakeshorelearning.com">www.lakeshorelearning.com</a></td>
</tr>
<tr>
<td>Curriculum Associates</td>
<td>800-225-0248</td>
<td><a href="http://www.curricassoc.com">www.curricassoc.com</a></td>
</tr>
<tr>
<td>J. Weston Walch</td>
<td>800-341-6094</td>
<td>web.walch.com/jww1/index_jww.htm</td>
</tr>
<tr>
<td>Longman</td>
<td>866-596-7598</td>
<td><a href="http://www.longman.com">www.longman.com</a></td>
</tr>
<tr>
<td>Linmore</td>
<td>800-336-3656</td>
<td><a href="http://www.linmore.com">www.linmore.com</a></td>
</tr>
<tr>
<td>Pro Lingua</td>
<td>800-366-4775</td>
<td><a href="http://www.prolinguaassociates.com">www.prolinguaassociates.com</a></td>
</tr>
<tr>
<td>Delta Systems</td>
<td>800-323-8270</td>
<td><a href="http://www.delta-systems.com">www.delta-systems.com</a></td>
</tr>
<tr>
<td>Heinle and Heinle</td>
<td>877-633-3375</td>
<td><a href="http://www.heinle.com">www.heinle.com</a></td>
</tr>
<tr>
<td>Oxford University</td>
<td>800-451-7556</td>
<td><a href="http://www.oup-usa.org">www.oup-usa.org</a></td>
</tr>
<tr>
<td>Education ESL</td>
<td>800-375-2375</td>
<td><a href="http://www.pearson.com">www.pearson.com</a></td>
</tr>
</tbody>
</table>
### National Reporting System Functional Levels

#### Beginning ABE Literacy

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• no or minimal reading or writing skills in any language</td>
<td>• little or no recognition of numbers or simple counting skills or may have only minimal skills</td>
<td>• little or no ability to read basic signs or maps</td>
</tr>
<tr>
<td>• may be able to read and write own name or simple isolated words</td>
<td></td>
<td>• can provide limited personal information on simple forms</td>
</tr>
<tr>
<td>• may be able to write letters or numbers and copy simple words</td>
<td></td>
<td>• few or no workplace skills</td>
</tr>
<tr>
<td>• may be no or incomplete recognition of the alphabet</td>
<td>• can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology</td>
<td></td>
</tr>
<tr>
<td>• may have difficulty using a writing instrument. little or no comprehension of how print corresponds to spoken language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Beginning ABE

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can read and print numbers and letters</td>
<td>• can count, add and subtract three digit numbers</td>
<td>• able to read simple directions, signs and maps</td>
</tr>
<tr>
<td>• limited understanding of connected prose</td>
<td>• can perform multiplication through 12</td>
<td>• able to fill out simple forms requiring basic personal information</td>
</tr>
<tr>
<td>• need frequent re-reading</td>
<td>• can identify simple fractions and perform other simple arithmetic operations</td>
<td>• can write phone messages and make simple change</td>
</tr>
<tr>
<td>• can write a limited number of basic sight words and familiar words and phrases</td>
<td></td>
<td>• minimal knowledge of, and experience with, using computers and related technology</td>
</tr>
<tr>
<td>• may be able to write simple sentences or phrases, including very simple messages</td>
<td></td>
<td>• can handle basic entry level jobs that require minimal literacy skills</td>
</tr>
<tr>
<td>• narrative writing is disorganized and unclear</td>
<td></td>
<td>• can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery</td>
</tr>
<tr>
<td>• inconsistently uses simple punctuation (e.g., periods, commas, question marks)</td>
<td>• frequent errors in spelling</td>
<td>• can read want ads and complete simple job applications</td>
</tr>
<tr>
<td>• frequent errors in spelling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Low Intermediate ABE

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary</td>
<td>- can perform with high accuracy all four basic math operations using whole numbers up to three digits</td>
<td>- able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications</td>
</tr>
<tr>
<td>- can write simple notes and messages on familiar situations, but lacks clarity and focus</td>
<td>- can identify and use all basic mathematical symbols</td>
<td>- can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic</td>
</tr>
<tr>
<td>- sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization)</td>
<td>- sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization)</td>
<td>- can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation)</td>
</tr>
<tr>
<td>- can perform with high accuracy all four basic math operations using whole numbers up to three digits</td>
<td>- can perform all four basic math operations with whole numbers and fractions</td>
<td>- can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification</td>
</tr>
<tr>
<td>- can identify and use all basic mathematical symbols</td>
<td>- can determine correct math operations for solving narrative math problems</td>
<td>- can write a short report or message to fellow workers</td>
</tr>
<tr>
<td>- can perform basic operations on fractions</td>
<td>- can convert fractions to decimals and decimals to fractions</td>
<td>- can read simple dials and scales and take routine measurements</td>
</tr>
<tr>
<td>- can perform basic operations on fractions</td>
<td>- can perform basic operations on fractions</td>
<td>- can follow simple instructions for using technology</td>
</tr>
</tbody>
</table>

### High Intermediate ABE

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order)</td>
<td>- can perform all four basic math operations with whole numbers and fractions</td>
<td>- able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams</td>
</tr>
<tr>
<td>- can use context to determine meaning</td>
<td>- can determine correct math operations for solving narrative math problems</td>
<td>- can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs</td>
</tr>
<tr>
<td>- can interpret actions required in specific written directions</td>
<td>- can convert fractions to decimals and decimals to fractions</td>
<td>- can complete forms such as a job application and reconcile a bank statement</td>
</tr>
<tr>
<td>- can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures</td>
<td>- can perform basic operations on fractions</td>
<td>- can handle jobs that involve following simple written instructions and diagrams</td>
</tr>
<tr>
<td>- can self and peer edit for spelling and punctuation errors</td>
<td>- can perform basic operations on fractions</td>
<td>- can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual</td>
</tr>
<tr>
<td>- can self and peer edit for spelling and punctuation errors</td>
<td>- can perform basic operations on fractions</td>
<td>- can learn or work with most basic computer software, such as using a word processor to produce own texts</td>
</tr>
<tr>
<td>- can self and peer edit for spelling and punctuation errors</td>
<td>- can perform basic operations on fractions</td>
<td>- can follow simple instructions for using technology</td>
</tr>
</tbody>
</table>
**Adult Secondary (ASE) Low**

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can comprehend expository writing and identify spelling, punctuation and grammatical errors</td>
<td>• can perform all basic math functions with whole numbers, decimals and fractions</td>
<td>• able or can learn to follow simple multi-step directions, and read common legal forms and manuals</td>
</tr>
<tr>
<td>• can comprehend a variety of materials such as periodicals and non-technical journals on common topics</td>
<td>• can interpret and solve simple algebraic equations, tables and graphs</td>
<td>• can integrate information from texts, charts and graphs</td>
</tr>
<tr>
<td>• can comprehend library reference materials and compose multi-paragraph essays</td>
<td>• can develop own tables and graphs</td>
<td>• can create and use tables and graphs</td>
</tr>
<tr>
<td>• can listen to oral instructions and write an accurate synthesis of them</td>
<td>• can use math in business transactions</td>
<td>• can complete forms and applications and complete resumes</td>
</tr>
<tr>
<td>• can identify the main idea in reading selections and use a variety of context issues to determine meaning</td>
<td></td>
<td>• can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers</td>
</tr>
<tr>
<td>• writing is organized and cohesive with few mechanical errors</td>
<td></td>
<td>• is proficient using computers</td>
</tr>
<tr>
<td>• can write using a complex sentence structure</td>
<td></td>
<td>• can use most common computer applications</td>
</tr>
<tr>
<td>• can write personal notes and letters that accurately reflect thoughts</td>
<td></td>
<td>• can understand the impact of using different technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can interpret the appropriate use of new software and technology</td>
</tr>
</tbody>
</table>

**Adult Secondary (ASE) High**

<table>
<thead>
<tr>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals</td>
<td>• can make mathematical estimates of time and space</td>
<td>• able to read technical information and complex manuals</td>
</tr>
<tr>
<td>• can use context cues and higher order processes to interpret meaning of written material</td>
<td>• can apply principles of geometry to measure angles, lines and surfaces</td>
<td>• can comprehend some college level books and apprenticeship manuals</td>
</tr>
<tr>
<td>• writing is cohesive with clearly expressed ideas supported by relevant detail</td>
<td>• can also apply trigonometric functions</td>
<td>• can function in most job situations involving higher order thinking</td>
</tr>
<tr>
<td>• can use varied and complex sentence structures with few mechanical errors</td>
<td></td>
<td>• can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can evaluate new work situations and processes</td>
</tr>
<tr>
<td><strong>Beginning ESL Literacy</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>Basic Reading and Writing</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>cannot speak or understand English, or understands only isolated words or phrases</td>
<td>has no or minimal reading or writing skills in any language</td>
</tr>
<tr>
<td></td>
<td>has no or minimal reading or writing skills in any language</td>
<td>may be able to read and write own name or simple isolated words</td>
</tr>
<tr>
<td></td>
<td>may be able to read and write own name or simple isolated words</td>
<td>may be able to write letters or numbers and copy simple words</td>
</tr>
<tr>
<td></td>
<td>may be able to write letters or numbers and copy simple words</td>
<td>may have difficulty using a writing instrument</td>
</tr>
<tr>
<td></td>
<td>may have difficulty using a writing instrument</td>
<td>little or no comprehension of how print corresponds to spoken language</td>
</tr>
</tbody>
</table>
### Beginning ESL

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can understand frequently used words in context and very simple phrases spoken slowly and with some repetition</td>
<td>• can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading</td>
<td>• functions with difficulty in situations related to immediate needs and in limited social situations</td>
</tr>
<tr>
<td>• little communicative output and only in the most routine situations</td>
<td>• can write a limited number of basic sight words and familiar words and phrases</td>
<td>• has some simple oral communication abilities using simple learned and repeated phrases</td>
</tr>
<tr>
<td>• little or no control over basic grammar</td>
<td>• may also be able to write simple sentences or phrases, including very simple messages.</td>
<td>• may need frequent repetition</td>
</tr>
<tr>
<td>• survival needs can be communicated simply</td>
<td>• narrative writing is disorganized and unclear</td>
<td>• can provide personal information on simple forms</td>
</tr>
<tr>
<td>• some understanding of simple questions</td>
<td>• inconsistently uses simple punctuation (e.g., periods, commas, question marks)</td>
<td>• can recognize common forms of print found in the home and environment, such as labels and product names</td>
</tr>
<tr>
<td></td>
<td>• contains frequent errors in spelling</td>
<td>• can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• minimal knowledge or experience using computers or technology</td>
</tr>
</tbody>
</table>

### Low Intermediate ESL

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

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

### Low Advanced ESL

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech</td>
<td>• able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context</td>
<td>• can function independently to meet most survival needs</td>
</tr>
<tr>
<td>• can speak creatively, but with hesitation</td>
<td>• can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently</td>
<td>• can communicate on the telephone on familiar topics</td>
</tr>
<tr>
<td>• can clarify general meaning by rewording and has control of basic grammar</td>
<td>• can write simple narrative descriptions and short essays on familiar topics, such as customs in native country</td>
<td>• can interpret simple charts and graphics</td>
</tr>
<tr>
<td>• understands descriptive and spoken narrative</td>
<td>• has consistent use of basic punctuation, but makes grammatical errors with complex structures</td>
<td>• can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction.</td>
</tr>
<tr>
<td>• can comprehend abstract concepts in familiar contexts</td>
<td></td>
<td>• can use all basic software applications</td>
</tr>
</tbody>
</table>

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### High Advanced ESL

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed</td>
<td>• can read authentic materials on everyday subjects and can handle most reading related to life roles</td>
<td>• has a general ability to use English effectively to meet most routine social and work situations</td>
</tr>
<tr>
<td>• can converse and understand independently in survival, work and social situations</td>
<td>• can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics</td>
<td>• can interpret routine charts, graphs and tables and complete forms</td>
</tr>
<tr>
<td>• can expand on basic ideas in conversation, but with some hesitation</td>
<td>• uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts</td>
<td>• has high ability to communicate on the telephone and understand radio and television</td>
</tr>
<tr>
<td>• can clarify general meaning and control basic grammar, although still lacks total control over complex structures</td>
<td>• can write multiparagraph essays with a clear introduction and development of ideas</td>
<td>• can meet work demands that require reading and writing and can interact with the public</td>
</tr>
<tr>
<td></td>
<td>• writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors</td>
<td>• can use common software and learn new applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can define the purpose of software and select new applications appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can instruct others in use of software and technology</td>
</tr>
</tbody>
</table>