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The *ESOL Handbook for Adult Educators*, compiled and developed by the *Division of Adult & Workforce Education*, is designed to provide new and experienced adult ESOL educators with essential tools and resources that will facilitate instructional planning and teaching.

The intent of this handbook is to provide adult ESOL educators with important and relevant information that is easily accessible and provides essential resources and tools for all adult ESOL educators. The job of an adult ESOL educator is to guide students in the acquisition of the English language through practice and mastery of reading, writing, speaking and listening skills. The District hopes this manual will provide support to educators and to ensure every student has an opportunity to excel academically and throughout their school career. This can only be achieved through a process of continuous self-reflection and professional growth.

For your convenience, this manual has been organized alphabetically with tabs to separate each topic and begins with important CASAS documents and the Florida Curriculum Frameworks. It continues with resources provided by publishers from ESOL programs utilized within our District. Finally, it culminates with resources for technology and useful websites that can be utilized to support and enhance the work of adult ESOL educators in the classroom.

Teaching adult learners is an exciting and fulfilling experience. It is our hope this handbook will make the classroom experience more rewarding.

We hope you find these resources beneficial and informative,

*Mr. Robert G. Gorinto*

**Assistant Superintendent  
School Operations**

*Dr. Reginald H. Johnson*

**Administrative Director  
Adult and Community Education**

*Mr. Carlos A. Manrique*

**District Supervisor  
Division of Adult and Workforce Education**





## Adult ESOL Program and CASAS Assessment Matrix

<b>R = Reading</b> <b>L = Listening</b>	* For programs using the Life and Work Listening Tests: To enter the Adult ESOL Career and College Readiness course students must score above 235 in both Listening and Reading.		
COURSE	LEVEL	ENTRY – PROGRESION – EXIT	COMMENTS
<b>Adult ESOL</b> <b>CN: 9900040</b> <b>CIP: 1532.010300</b>	Foundations	≤180	R required L optional
		Students should be able to read and write in at least one language before entering Foundations.	
	Low Beginning	181-190	L + R required
	High Beginning	191-200	L + R required
	Low Intermediate	201-210	L + R required
	High Intermediate	211-220	L + R required
	Advanced*	221-235	L + R required*
<b>ELCATE</b> <b>CN: 9900050</b> <b>CIP: 1532.010301</b>	ELCATE Beginning	<b>ECS Reading B</b> 201 - 210	L + R required
	ELCATE Intermediate	<b>ECS Reading C</b> 211-220	L + R required
	ELCATE Advanced	<b>ECS Reading D</b> 221-235	L + R required
<b>Literacy Skills for Adult ESOL Learners</b> <b>CN: 9900300</b> <b>CIP: 1532.010303</b>	Literacy A  Literacy B  Literacy C	<b>Entry (to levels A, B, or C):</b> 1) CASAS Oral Screening Questions 2) 5 Practice Items from CASAS Form 27 3) <a href="http://www.fldoe.org/academics/career-adult-edu/adult-edu/native-language-literacy-screening-too.shtml">http://www.fldoe.org/academics/career-adult-edu/adult-edu/native-language-literacy-screening-too.shtml</a> <b>Progression:</b> Progress Report	Do not administer CASAS R + L pretests for placement, showing progression and/or completion of students in the Literacy Skills for Adult ESOL Learners course.
<b>Adult ESOL College and Career Readiness</b> <b>CN: 9900051</b> <b>CIP: 1532.010302</b>	One level	<b>Entry:</b> ≥236 recommended in both reading and listening <b>Progression:</b> Progress Report <b>Exit:</b> Progress Report	
<b>Citizenship</b> <b>CN: 9900090</b> <b>CIP: 1533.010200</b>	One level	<b>Entry:</b> ≥201 recommended in both reading and listening <b>Progression:</b> Progress Report <b>Exit:</b> Progress Report	



# CASAS COMPETENCIES

ESSENTIAL LIFE AND WORK SKILLS FOR YOUTH AND ADULTS



The *CASAS Competencies* along with the *CASAS Content Standards* form the basis of the CASAS integrated assessment and curriculum management system.

The *CASAS Competencies* identify more than 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce.

The *CASAS Content Standards* identify the underlying basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. The *CASAS Content Standards* for reading, listening, and math are available at [www.casas.org](http://www.casas.org).

The competencies are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training. They cover nine broad content areas:

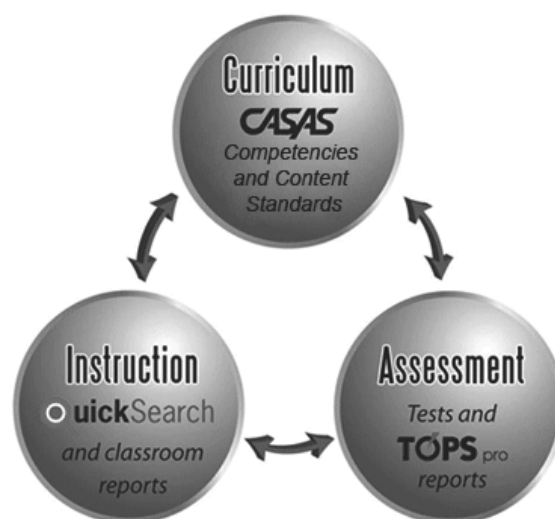
- Basic Communication
- Community Resources
- Consumer Economics
- Health
- Employment
- Government and Law
- Math
- Learning and Thinking Skills
- Independent Living

These critical competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation, and a referencing system for instructional materials. Based on field research – which began in 1980 – and recommendations from education providers, learners, business and industry representatives, and community-based agencies, the competencies have been regularly updated and validated at state and national levels. Studies conducted in several states show strong, direct links between CASAS competencies and learner needs. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level standards. See [www.casas.org](http://www.casas.org) for additional information.

### Using CASAS competencies in curriculum, assessment, and instruction

CASAS assessments measure the attainment of basic reading, math, listening, speaking, and writing skills in contexts that learners would expect to encounter in everyday situations. Assessment results provide feedback to learners and instructors to target further instruction. Incorporating *CASAS Competencies and Content Standards* into curriculum and using the CASAS assessment system can help adult education programs better meet learner, community, and program needs and fulfill federal, state, and local reporting requirements.

The CASAS resource *QuickSearch* lists more than 2,300 print, audio, visual and computer-based instructional materials, and correlates them to the *CASAS Competencies*. Through the competencies, educators and trainers can identify curriculum materials that target specific learning needs at appropriate instructional levels. See the CASAS catalog or [www.casas.org](http://www.casas.org) for more information.



#### NOTE REGARDING RECENT CHANGES TO THE CASAS COMPETENCIES

The competencies recently underwent major revalidation and revision. Competency areas that have been expanded or added include education, financial literacy, health and medical information, media literacy, and technology. The differences between the 2003 and 2008 statements are not shown in this document. CASAS users who coded materials or curriculum to the 2003 competencies and who wish to see a complete listing of old-to-new competency correlations may access the document *Correlation of CASAS Competencies – Version 2003 to Version 2008* from the CASAS Web site at [www.casas.org](http://www.casas.org).

## CASAS Competencies

### 0. Basic Communication

#### 0.1 Communicate in interpersonal interactions

- 0.1.1 Identify or use appropriate non-verbal behavior (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

#### 0.2 Communicate regarding personal information

- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

### 1. Consumer Economics

#### 1.1 Use measurement and money

- 1.1.1 Interpret recipes
- 1.1.2 *See 6.0 Math, and Math Content Standards*
- 1.1.3 *See 2.2.5*
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.5 *See 2.3.3, 3.6.3, 6.0 Math, and Math Content Standards*
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.1.8 *See 6.0 Math, and Math Content Standards*
- 1.1.9 *See 1.2.1*

#### 1.2 Use information to identify and purchase goods and services

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price, quality, and product information to determine the best buys for goods and services
- 1.2.3 Compute discounts
- 1.2.4 Interpret or compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics

- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing

#### 1.3 Understand methods and procedures used to purchase goods and services

- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 1.3.2 Interpret credit applications
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
- 1.3.7 *See 1.2.7*
- 1.3.8 *See 1.2.8*
- 1.3.9 *See 1.2.9*

#### 1.4 Understand methods and procedures to obtain housing and related services

- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.2 Select appropriate housing by reading ads, signs, and other information, and by making inquiries
- 1.4.3 Interpret lease and rental documents
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights and obligations
- 1.4.6 Interpret information about purchasing a home, including loans and insurance
- 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures

#### 1.5 Understand how to manage household finances

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Consider need, affordability, and long-term implications in making purchases
- 1.5.3 Interpret bills

#### 1.6 Understand consumer protection measures

- 1.6.1 Interpret food packaging labels such as expiration dates (see also 1.2.1, 3.5.1)
- 1.6.2 Identify consumer protection resources concerning business practices and solicitations
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Interpret sales receipts

## CASAS Competencies

- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information

### **1.7 Understand procedures for the care, maintenance, and use of personal possessions**

- 1.7.1 Interpret product guarantees and warranties
- 1.7.2 Interpret clothing care labels
- 1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
- 1.7.4 Interpret maintenance procedures for household appliances and personal possessions
- 1.7.5 Interpret information to obtain repairs
- 1.7.6 Place a notice or ad to sell items

### **1.8 Demonstrate financial literacy skills**

- 1.8.1 Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
- 1.8.2 *See 1.8.1*
- 1.8.3 Interpret information about types of bank accounts, including fees and interest
- 1.8.4 Interpret information about the types of loans available through lending institutions
- 1.8.5 Interpret information about investments and financial planning, including type and purpose of investments
- 1.8.6 Interpret information about credit and debt, including interest rates, payment terms and credit reports (see also 1.3.2)
- 1.8.7 Identify and use services to send money or exchange currency

### **1.9 Understand how to purchase and maintain an automobile and interpret driving regulations**

- 1.9.1 Interpret highway and traffic signs and signals, including parking information (see also 2.2.2)
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license
- 1.9.3 Compute mileage and gasoline consumption
- 1.9.4 *See 2.2.5*
- 1.9.5 Interpret information related to the selection and purchase of a car
- 1.9.6 Interpret information related to automobile maintenance
- 1.9.7 Identify procedures and report information regarding automobile accidents and emergencies
- 1.9.8 Interpret information about automobile insurance
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

## **2. Community Resources**

### **2.1 Use the telephone and similar communication systems**

- 2.1.1 Use a telephone directory
- 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
- 2.1.3 *See 2.3.5*
- 2.1.4 Interpret information related to telephone, cable, and other communications services, including plans, rates and billing
- 2.1.5 *Dropped*
- 2.1.6 Interpret information about using a pay telephone and phone cards
- 2.1.7 Take, interpret, and leave telephone messages
- 2.1.8 Use a telephone or similar device to make and receive calls and for other functions

### **2.2 Understand how to locate and use different types of transportation and interpret travel-related information**

- 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to public transportation (see also 1.9.1)
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.2.4 Interpret transportation schedules, fares, and payment procedures
- 2.2.5 Use maps relating to travel needs, including Internet-based map systems
- 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
- 2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport

### **2.3 Understand concepts of time and weather**

- 2.3.1 Interpret clock time
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.3.4 Interpret and write dates
- 2.3.5 Interpret information about time zones

### **2.4 Use mailing and shipping services**

- 2.4.1 Address items for mailing
- 2.4.2 Identify options for mailing and shipping, and interpret rates and types of services
- 2.4.3 Interpret postal service and other forms associated with mailing and shipping
- 2.4.4 Purchase stamps and other postal items and services
- 2.4.5 Interpret procedures for tracking shipments
- 2.4.6 Interpret a postal money order form
- 2.4.7 Interpret postal regulations and mailing and shipping procedures and requirements

## CASAS Competencies

### 2.5 Use community agencies and services

- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
- 2.5.3 See 3.1.3
- 2.5.4 See 2.2.1
- 2.5.5 See 2.8
- 2.5.6 Use library services
- 2.5.7 See 5.4.5
- 2.5.8 Identify community organizations and their purpose and functions
- 2.5.9 Identify and use child care services in the community

### 2.6 Use leisure time resources and facilities

- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Locate and Interpret information in order to plan for recreational activities and other events
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs

### 2.7 Understand aspects of society and culture

- 2.7.1 Interpret information about holidays
- 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
- 2.7.3 Interpret information about social issues
- 2.7.4 Interpret information about religion
- 2.7.5 Interpret literary materials such as poetry and literature
- 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
- 2.7.7 Obtain and interpret news from a variety of media sources (see also 7.6)
- 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see also 7.6)
- 2.7.9 Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment

### 2.8 Understand how to access and use educational systems and services

- 2.8.1 Interpret information about the educational system, from early childhood to post-secondary
- 2.8.2 Identify, evaluate, and access schools and other learning resources
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
- 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.

- 2.8.5 Interpret school-related forms, such as registration and application forms
- 2.8.6 Interpret information from schools and communicate with school personnel
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change
- 2.8.9 Identify ways to get involved or volunteer in an educational setting

## 3. Health

### 3.1 Understand how to access and use the health care system

- 3.1.1 See 3.6.1, 3.6.3, 3.6.4
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and use health care services and facilities, including interacting with staff
- 3.1.4 Identify common types of medical and health practitioners and specialists
- 3.1.5 Identify and access counseling services
- 3.1.6 Interpret information about health care plans, insurance, and benefits
- 3.1.7 Interpret information about patient rights, such as confidentiality and health care decisions

### 3.2 Understand forms related to health care

- 3.2.1 Fill out medical health history forms
- 3.2.2 See 3.4.6
- 3.2.3 Interpret forms associated with health insurance
- 3.2.4 Interpret medical bills

### 3.3 Understand how to select and use medications

- 3.3.1 Identify and use appropriate medications, including prescription, over-the-counter, and generic medications
- 3.3.2 Interpret medicine labels (see also 3.3.1)
- 3.3.3 See 3.3.1
- 3.3.4 Interpret information on medications and their proper and safe use

### 3.4 Understand basic safety measures and health risks

- 3.4.1 Interpret product label directions and safety warnings (see also 1.7.3)
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first-aid
- 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see also 3.6.3)
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 3.4.6 Interpret immunization requirements
- 3.4.7 Interpret health and danger alerts

## CASAS Competencies

- 3.4.8 Interpret information regarding disaster preparedness

### **3.5 Understand basic principles of health maintenance**

- 3.5.1 Interpret information about nutrition, including food labels (see also 1.6.1)
- 3.5.2 Identify a healthy diet
- 3.5.3 Identify how to handle, prepare and store food safely
- 3.5.4 Identify practices that promote dental health
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.6 Interpret information and identify agencies that assist with family planning (see also 3.1.3)
- 3.5.7 See 2.8.2, 3.6.5
- 3.5.8 Interpret information about mental health, including psychological problems and conditions, and stress management
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures (see also 3.5.2)

### **3.6 Understand basic health and medical information**

- 3.6.1 Identify parts of the body
- 3.6.2 Interpret medical-related vocabulary (e.g., X-ray, blood test)
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms
- 3.6.4 Communicate with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions
- 3.6.5 Interpret information on the development, care, and health and safety concerns of children
- 3.6.6 Interpret information about health issues related to aging
- 3.6.7 Interpret information about sexuality
- 3.6.8 Interpret information about medical procedures and the considerations and risks involved
- 3.6.9 Interpret and critically assess health and medical-related information from public sources such as the Internet

## **4. Employment**

### **4.1 Understand basic principles of getting a job**

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and online searches, and about the job market
- 4.1.4 Identify and use information about training opportunities (see also 2.8.2)
- 4.1.5 Identify how to interview appropriately for a job
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.1.9 Identify procedures for career planning, including self-assessment

### **4.2 Understand wages, benefits, employee rights, and concepts of employee organizations**

- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.2.2 Interpret information about employee organizations
- 4.2.3 Interpret employment contract and union agreements
- 4.2.4 Interpret employee handbooks, personnel policies, and job manuals
- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

### **4.3 Understand work-related safety standards and procedures**

- 4.3.1 Interpret safety signs found in the workplace
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

### **4.4 Understand concepts and materials related to job performance and training**

- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.3.1)
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.4.5 Identify job training needs and set learning goals
- 4.4.6 Interpret work specifications and quality standards



## CASAS Competencies

- 4.4.7 Demonstrate the ability to apply or transfer skills learned in one job situation to another
- 4.4.8 Interpret job-related technical information, such as from service manuals and training classes

### **4.5 Effectively use common workplace tools and technology**

- 4.5.1 Identify and use common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate ability to enter information using keyboards, keypads, and other devices
- 4.5.3 See 4.7.5
- 4.5.4 Demonstrate use of common business machines
- 4.5.5 Demonstrate the ability to use a computer in performing work tasks
- 4.5.6 Demonstrate ability to select, set up, and apply appropriate technology for a given task
- 4.5.7 Demonstrate ability to troubleshoot and resolve problems with machines and to follow proper maintenance procedures

### **4.6 Communicate effectively in the workplace**

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
- 4.6.5 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

### **4.7 Effectively manage workplace resources**

- 4.7.1 Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
- 4.7.2 Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
- 4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
- 4.7.4 Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
- 4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)

### **4.8 Demonstrate effectiveness in working with other people**

- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
- 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills
- 4.8.3 Demonstrate effective communication skills in working with customers and clients
- 4.8.4 Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

### **4.9 Understand how organizational systems function, and operate effectively within them**

- 4.9.1 Identify the formal organizational structure of one's work environment
- 4.9.2 Identify an organization's goals and priorities, and factors that affect its operation
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

## **5. Government and Law**

### **5.1 Understand voting and the political process**

- 5.1.1 Identify voter qualifications
- 5.1.2 Interpret a voter registration form
- 5.1.3 Interpret a ballot
- 5.1.4 Interpret information about electoral politics, political parties, and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Identify, interpret, and express opinions on political and other public issues
- 5.1.7 Identify how to contact public officials about issues and concerns

## CASAS Competencies

### 5.2 Understand historical and geographical information

- 5.2.1 Interpret information about U.S. history
- 5.2.2 Identify or interpret U.S. historical documents
- 5.2.3 Interpret information about world history
- 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
- 5.2.5 Interpret information about world geography
- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments

### 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

- 5.3.1 Interpret common laws and ordinances, and legal forms and documents
- 5.3.2 Identify individual legal and civil rights and procedures for obtaining legal advice
- 5.3.3 Interpret basic court procedures
- 5.3.4 See 1.6.2, 1.6.6
- 5.3.5 See 5.3.7
- 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
- 5.3.7 Identify common infractions and crimes, and legal consequences
- 5.3.8 Identify procedures for reporting a crime
- 5.3.9 Identify rights, responsibilities, and legal obligations in domestic relationships (e.g., parental, spousal) and how to report problems

### 5.4 Understand information about taxes and fees

- 5.4.1 Interpret and complete income tax forms
- 5.4.2 Identify or compute sales tax
- 5.4.3 Interpret tax tables (see also 5.4.1)
- 5.4.4 Interpret tax information from articles and publications
- 5.4.5 Interpret permit and license requirements (see also 1.9.2)

### 5.5 Understand the functions of government

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about the legislative branch and its activities
- 5.5.3 Interpret information about the judicial branch and its activities
- 5.5.4 Interpret information about the executive branch and its activities
- 5.5.5 Interpret information about the military
- 5.5.6 Interpret information about law enforcement
- 5.5.7 Interpret information about local policy-making groups
- 5.5.8 Identify local, state and federal government leaders
- 5.5.9 Interpret information about the structure of government and the political system, including federal, state, and local

### 5.6 Understand civic responsibilities and activities

- 5.6.1 Interpret information about neighborhood or community problems and their solutions
- 5.6.2 Interpret information about civic organizations and public service groups
- 5.6.3 Identify civic responsibilities such as voting, jury duty, and paying taxes
- 5.6.4 Identify ways of conserving resources, including recycling and using energy efficiently
- 5.6.5 Identify volunteer agencies and opportunities in the community

### 5.7 Understand issues related to science and ethics

- 5.7.1 Interpret information related to environmental issues
- 5.7.2 Interpret information related to energy issues
- 5.7.3 Interpret information about issues related to natural sciences, such as biology
- 5.7.4 Interpret information related to technological issues
- 5.7.5 Interpret information about issues related to social sciences, such as psychology
- 5.7.6 Interpret information related to ethical and philosophical issues

### 5.8 Understand concepts of economics

- 5.8.1 Interpret economic information and statistics
- 5.8.2 Interpret information on economic issues and trends
- 5.8.3 Interpret information on world economic systems

## 6. Math

### *See also Math Content Standards*

### 6.0 Demonstrate pre-computation skills

- 6.0.1 Identify and classify numeric symbols
- 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing
- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.0.5 Demonstrate use of a calculator.

### 6.1 Compute using whole numbers

- 6.1.1 Add whole numbers
- 6.1.2 Subtract whole numbers
- 6.1.3 Multiply whole numbers
- 6.1.4 Divide whole numbers
- 6.1.5 Perform multiple operations using whole numbers

### 6.2 Compute using decimal fractions

- 6.2.1 Add decimal fractions
- 6.2.2 Subtract decimal fractions
- 6.2.3 Multiply decimal fractions
- 6.2.4 Divide decimal fractions

## CASAS Competencies

- 6.2.5 Perform multiple operations using decimal fractions
- 6.2.6 Convert decimal fractions to common fractions or percents

### 6.3 Compute using fractions

- 6.3.1 Add common or mixed fractions
- 6.3.2 Subtract common or mixed fractions
- 6.3.3 Multiply common or mixed fractions
- 6.3.4 Divide common or mixed fractions
- 6.3.5 Perform multiple operations using common or mixed fractions
- 6.3.6 Convert common or mixed fractions to decimal fractions or percents
- 6.3.7 Identify or calculate equivalent fractions

### 6.4 Compute with percents, rate, ratio, and proportion

- 6.4.1 Apply a percent to determine amount of discount
- 6.4.2 Apply a percent in a context not involving money
- 6.4.3 Calculate percents
- 6.4.4 Convert percents to common, mixed, or decimal fractions
- 6.4.5 Use rate to compute increase or decrease
- 6.4.6 Compute using ratio or proportion

### 6.5 Use expressions, equations, and formulas

- 6.5.1 Recognize and evaluate simple consumer formulas
- 6.5.2 Recognize and apply simple geometric formulas
- 6.5.3 Recognize and apply simple algebraic formulas
- 6.5.4 Recognize and evaluate logical statements

### 6.6 Demonstrate measurement skills

- 6.6.1 Convert units of U.S. standard measurement and metric system
- 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles
- 6.6.3 Measure area and volume of geometric shapes
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
- 6.6.5 Interpret diagrams, illustrations, and scale drawings
- 6.6.6 Calculate with units of time
- 6.6.7 Solve measurement problems in stipulated situations
- 6.6.8 Interpret mechanical concepts or spatial relationships
- 6.6.9 Use or interpret switches and controls

### 6.7 Interpret data from graphs and compute averages

- 6.7.1 Interpret data given in a line graph
- 6.7.2 Interpret data given in a bar graph
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph
- 6.7.5 Compute averages, medians, or modes

### 6.8 Use statistics and probability

- 6.8.1 Interpret statistical information used in news reports and articles
- 6.8.2 Interpret statements of probability

### 6.9 Use estimation and mental arithmetic

- 6.9.1 Use computation short cuts
- 6.9.2 Estimate answers

## 7. Learning and Thinking Skills

### 7.1 Identify or demonstrate effective skills and practices in accomplishing goals

- 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.1.3 Demonstrate initiative and persistence in accomplishing goals
- 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists (see also 4.7.5)

### 7.2 Demonstrate ability to use critical thinking skills

- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using various approaches, such as brainstorming
- 7.2.7 Consider factors involved in making decisions, such as goals, constraints, consequences, alternatives, and input from others
- 7.2.8 Demonstrate abstract thinking, such as understanding symbolism and metaphors

### 7.3 Demonstrate ability to use problem-solving skills

- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

## CASAS Competencies

- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

### 7.4 Demonstrate study skills

- 7.4.1 Identify and use effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify and use strategies for remembering information
- 7.4.4 Identify, evaluate and use appropriate informational resources, including the Internet (see also 4.9.3)
- 7.4.5 Use reference materials, such as dictionaries and encyclopedias
- 7.4.6 Use an index or table of contents
- 7.4.7 Identify and use test-taking skills and strategies
- 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
- 7.4.9 Identify personal learning style

### 7.5 Understand aspects of and approaches to effective personal management

- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
- 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
- 7.5.3 Identify or use strategies to cope with negative feedback
- 7.5.4 Identify sources of stress, and resources for stress reduction
- 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
- 7.5.6 Identify or use strategies for communicating more successfully
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

### 7.6 Demonstrate the ability to view the media critically

- 7.6.1 Identify the different forms of media, sources and purposes of media messages, and how content is determined and shaped
- 7.6.2 Interpret literal and indirect media messages and the influence of factors such as popular culture and sensationalism
- 7.6.3 Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations
- 7.6.4 Interpret rating systems for media content

### 7.7 Demonstrate the ability to use information and communication technology

- 7.7.1 Identify common information and communication technology and other electronic devices and their uses, and how they work together

- 7.7.2 Demonstrate basic skills in using a computer, including using common software applications
- 7.7.3 Demonstrate ability to use the Internet
- 7.7.4 Demonstrate ability to use e-mail and other messaging systems
- 7.7.5 Identify safe and responsible use of information and communication technology
- 7.7.6 Interpret operating and maintenance procedures for information and communication equipment and devices

## 8. Independent Living

### 8.1 Perform self-care skills

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)
- 8.1.2 Recognize and/or demonstrate dressing skills
- 8.1.3 Recognize and/or demonstrate dining skills and manners
- 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

### 8.2 Perform home-care skills

- 8.2.1 Recognize and/or demonstrate meal and snack preparation tasks and activities (see 1.1.1, 3.5.2)
- 8.2.2 Recognize and/or demonstrate dishwashing and meal clean-up activities (see 3.5.5)
- 8.2.3 Recognize and/or demonstrate housekeeping and house cleaning tasks
- 8.2.4 Recognize and/or demonstrate laundry skills and related clothing-care skills (see 1.7.2, 1.7.3)
- 8.2.5 Recognize and/or demonstrate yard and garden tasks and activities
- 8.2.6 Recognize and/or demonstrate general household repair and maintenance (see 1.4.7, 1.7.4)

### 8.3 Use support services to assist in maintaining independence and achieving community integration

- 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g., family, friends, caregivers)
- 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, contacts from human service agencies and recreation facilities)

# Reading Basic Skills Content Standards by Instructional Level - Advanced

## Categories

R1 Beginning literacy / Phonics  
R2 Vocabulary  
R3 General reading comprehension  
R4 Text in format

R5 Reference materials  
R6 Reading Strategies  
R7 Reading and thinking skills  
R8 Academic-oriented skills

R9 Literary analysis

CS #	Content Standard	ESL NRS Level	
		CASAS Level	6 – Advanced
<b>R2</b>	<b>Vocabulary</b>		
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)		•
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>impossible</u> , <u>anti</u> -war, <u>attende</u> )		•
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		•
<b>R3</b>	<b>General reading comprehension</b>		
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		•
R3.5	Read and understand complex texts (e.g., newspaper and magazine articles, technical materials, literature)		•
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)		•
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)		•
R3.11	Make connections between related information across different sections of a text		•
R3.12	Use supporting illustrations to interpret text		•
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)		•
R3.15	Interpret idioms and collocations from context		•
R3.16	Interpret figurative meanings of words from context (e.g., flooded with calls)		•
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)		•
R3.18	Interpret analogies in familiar contexts		•
<b>R4</b>	<b>Text in format</b>		
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)		•

## Reading Basic Skills Content Standards by Instructional Level - Advanced

R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)	•
R4.9	Interpret maps, diagrams, and graphs	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•
<b>R5</b>	<b>Reference materials</b>	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	•
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)	•
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)	•
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word	•
<b>R6</b>	<b>Reading strategies</b>	
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information	•
R6.5	Skim complex text for general meaning or to determine subject matter or organization	•
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•
R6.7	Increase reading fluency (accuracy, speed)	•
<b>R7</b>	<b>Reading and thinking skills</b>	
R7.2	Identify the main idea of a multi-paragraph text	•
R7.3	Identify supporting points or details for a statement, position or argument on a familiar topic	•
R7.5	Determine the sequence of events in a complex narrative	•
R7.6	Paraphrase information	•
R7.7	Summarize a text	•
R7.9	Make inferences and draw conclusions from complex text	•
R7.10	Differentiate fact from opinion in a written text	•
R7.11	Identify the writer, audience, and purpose of a text	•
R7.12	Determine a writer's point of view	•

## Reading Basic Skills Content Standards by Instructional Level - Advanced

R7.13	Compare related information from various sources (e.g., consumer ads)	•
R7.14	Verify and clarify facts in written information (e.g., advertising claims)	•
<b>R9</b>	<b>Literary analysis</b>	
R9.8	Identify the impact of language such as literary devices that are characteristic of an author's work	•
R9.9	Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his/her life	•
R9.10	Identify the major theme in increasingly more complex stories	•
R9.11	Use specifics from literary passages to support his/her ideas formed from reading literary text	•
R9.12	Identify historical and cultural perspectives in reading selections (i.e., the impact of beliefs, attitudes, and values on a literary work)	•
R9.13	Interpret a work of literature and relate the information to contemporary experiences	•
R9.14	Identify more complex elements of plot, setting, character development, conflict, and resolution	•
R9.15	Recognize universal themes in literature (e.g., tragic hero, man versus nature, triumph over adversity, coming of age)	•

# Reading Basic Skills Content Standards by Instructional Level -Foundations

## Categories

R1	Beginning literacy / Phonics	R5 Reference materials	R9 Literary analysis
R2	Vocabulary	R6 Reading Strategies	
R3	General reading comprehension	R7 Reading and thinking skills	
R4	Text in format	R8 Academic-oriented skills	
CS #	Content Standard	ESL NRS Level	1 - FOUNDATIONS/BEGINNING LITERACY
<b>R1</b>	<b>Beginning literacy / Phonics</b>	<b>CASAS Level A</b>	
R1.1	Identify the letters of the English alphabet (upper and lower case)		•
R1.2	Recognize that letters make words and words make sentences		•
R1.3	Read from left to right, top to bottom, front to back		•
R1.4	Relate letters to sounds		•
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)		•
<b>R2</b>	<b>Vocabulary</b>		
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)		•
R2.2	Read basic sight words (e.g., the, is)		•
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)		•
<b>R3</b>	<b>General reading comprehension</b>		
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)		•
R3.12	Use supporting illustrations to interpret text		•
R4.1	Read numbers		•
R4.2	Read clock times		•
R4.3	Read dates		•
R4.4	Read money amounts		•
R5.4	Use a picture dictionary		•



# Reading Basic Skills Content Standards by Instructional Level - High Beginning

## Categories

R1 Beginning literacy / Phonics  
 R2 Vocabulary  
 R3 General reading comprehension  
 R4 Text in format

R5 Reference materials  
 R6 Reading Strategies  
 R7 Reading and thinking skills  
 R8 Academic-oriented skills

R9 Literary analysis

CS #	Content Standard	ESL NRS Level	
		CASAS Level	3 – High Beginning
<b>R1</b>	<b>Beginning literacy / Phonics</b>		
R1.1	Identify the letters of the English alphabet (upper and lower case)		•
R1.2	Recognize that letters make words and words make sentences		•
R1.3	Read from left to right, top to bottom, front to back		•
R1.4	Relate letters to sounds		•
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)		•
<b>R2</b>	<b>Vocabulary</b>		
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)		•
R2.2	Read basic sight words (e.g., the, is)		•
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)		•
R2.5	Interpret contractions		•
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)		•
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		•
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)		•
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)		•

## Reading Basic Skills Content Standards by Instructional Level - High Beginning

R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)	•
<b>R3</b>	<b>General reading comprehension</b>	
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)	•
R3.2	Read and understand simple sentences that contain familiar vocabulary	•
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)	•
R3.6	Interpret simple written instructions	•
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)	•
R3.12	Use supporting illustrations to interpret text	•
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)	•
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)	•
<b>R4</b>	<b>Text in format</b>	
R4.1	Read numbers	•
R4.2	Read clock times	•
R4.3	Read dates	•
R4.4	Read money amounts	•
R4.5	Read simple handwriting	•
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)	•
R4.9	Interpret maps, diagrams, and graphs	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•
<b>R5</b>	<b>Reference materials</b>	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	•

## Reading Basic Skills Content Standards by Instructional Level - High Beginning

R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)	•
R5.4	Use a picture dictionary	•
R5.5	Use a simplified dictionary or glossary	•
<b>R6</b>	<b>Reading strategies</b>	
R6.1	Predict the content of a text from title, pictures, type of material	•
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	•
R7.1	Identify the main idea of a simple paragraph	•
R7.4	Determine the sequence of events in a simple narrative	•
R7.8	Make inferences and draw conclusions from simple text	•
R7.13	Compare related information from various sources (e.g., consumer ads)	•

# Reading Basic Skills Content Standards by Instructional Level - High Intermediate

## Categories

R1	Beginning literacy / Phonics	R5 Reference materials	R9 Literary analysis
R2	Vocabulary	R6 Reading Strategies	
R3	General reading comprehension	R7 Reading and thinking skills	
R4	Text in format	R8 Academic-oriented skills	
CS #	Content Standard	ESL NRS Level	5 – High Intermediate
R2	Vocabulary	CASAS Level	B
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)		•
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		•
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)		•
R2.10	Interpret less common prefixes and suffixes to determine the meaning of words (e.g., <u>impossible</u> , <u>anti-war</u> , <u>attendee</u> )		•
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)		
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		•
R3	General reading comprehension		
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		•
R3.7	Interpret detailed instructions (e.g., workplace procedures, operating instructions, consumer materials)		•
R3.9	Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)		•
R3.11	Make connections between related information across different sections of a text		•
R3.12	Use supporting illustrations to interpret text		•
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)		•
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first...then; however; it's important that...)		•
R3.15	Interpret idioms and collocations from context		•
R3.17	Interpret the connotative meaning of a word (e.g., inexpensive vs. cheap)		•

## Reading Basic Skills Content Standards by Instructional Level - High Intermediate

<b>R4</b>	<b>Text in format</b>	
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)	•
R4.7	Interpret complex forms (e.g., rental, insurance, pay statements)	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)	•
R4.9	Interpret maps, diagrams, and graphs	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•
<b>R5</b>	<b>Reference materials</b>	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	•
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)	•
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)	•
R5.6	Use a standard dictionary to distinguish between multiple meanings of a word	•
<b>R6</b>	<b>Reading strategies</b>	
R6.1	Predict the content of a text from title, pictures, type of material	•
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	•
R6.3	Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information	•
R6.4	Skim simple text for general meaning	•
R6.5	Skim complex text for general meaning or to determine subject matter or organization	•
R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•
R6.7	Increase reading fluency (accuracy, speed)	•
<b>R7</b>	<b>Reading and thinking skills</b>	
R7.2	Identify the main idea of a multi-paragraph text	•
R7.5	Determine the sequence of events in a complex narrative	•
R7.6	Paraphrase information	•

# Reading Basic Skills Content Standards by Instructional Level - High Intermediate

R7.7	Summarize a text	•
R7.8	Make inferences and draw conclusions from simple text	•
R7.10	Differentiate fact from opinion in a written text	•

R7.13	Compare related information from various sources (e.g., consumer ads)	•
<b>R8</b>	<b>Academic-oriented skills</b>	
R9.7	Identify cause-and-effect relationships in literary texts	•

# Reading Basic Skills Content Standards by Instructional Level – Low Intermediate

## Categories

R1 Beginning literacy / Phonics  
R2 Vocabulary  
R3 General reading comprehension  
R4 Text in format

R5 Reference materials  
R6 Reading Strategies  
R7 Reading and thinking skills  
R8 Academic-oriented skills

R9 Literary analysis

CS #	Content Standard	ESL NRS Level	
		CASAS Level	4 – Low Intermediate
<b>R1</b>	<b>Beginning literacy / Phonics</b>		
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms		•
<b>R2</b>	<b>Vocabulary</b>		
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)		•
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)		•
R2.5	Interpret contractions		•
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)		•
R2.7	Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)		•
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)		•
R2.9	Interpret common prefixes and suffixes to determine the meaning of words (e.g., un-happy, work-er)		•
R2.11	Interpret familiar words used in a new context (e.g., enter a room, enter data on a computer)		•
R2.12	Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)		•
<b>R3</b>	<b>General reading comprehension</b>		
R3.2	Read and understand simple sentences that contain familiar vocabulary		•
R3.3	Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)		•
R3.4	Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)		•
R3.6	Interpret simple written instructions		•

## Reading Basic Skills Content Standards by Instructional Level – Low Intermediate

R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)	•
R3.12	Use supporting illustrations to interpret text	•
R3.13	Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next <i>purchase</i> .)	•
R3.14	Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)	•
R3.15	Interpret idioms and collocations from context	•
<b>R4</b>	<b>Text in format</b>	
R4.2	Read clock times	•
R4.3	Read dates	•
R4.4	Read money amounts	•
R4.5	Read simple handwriting	•
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)	•
R4.9	Interpret maps, diagrams, and graphs	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•
<b>R5</b>	<b>Reference materials</b>	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	•
R5.2	Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)	•
R5.3	Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)	•
R5.5	Use a simplified dictionary or glossary	•
<b>R6</b>	<b>Reading strategies</b>	
R6.1	Predict the content of a text from title, pictures, type of material	•
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	•
R6.4	Skim simple text for general meaning	•



## Reading Basic Skills Content Standards by Instructional Level – Low Intermediate

R6.6	Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information	•
R6.7	Increase reading fluency (accuracy, speed)	•
<b>R7</b>	<b>Reading and thinking skills</b>	
R7.2	Identify the main idea of a multi-paragraph text	•
R7.4	Determine the sequence of events in a simple narrative	•
R7.8	Make inferences and draw conclusions from simple text	•
R7.13	Compare related information from various sources (e.g., consumer ads)	•
<b>R9</b>	<b>Literary analysis</b>	
R9.1	Identify the story elements such as setting, character, plot, and resolution	•
R9.2	Draw from personal experiences in responding to a work of literature (i.e., the learner recognizes similarities between the experiences of fictional characters in non-complex events and his/her own experiences)	•
R9.3	Identify uncomplicated themes in reading selections	•
R9.4	Differentiate between factual and fictional elements	•
R9.5	Identify story elements including setting, plot, character, conflict, and resolution increasingly more complex fiction	•
R9.6	Identify the function of introductory and concluding paragraphs in an essay	•

# Reading Basic Skills Content Standards by Instructional Level - Low Beginning

## Categories

R1	Beginning literacy / Phonics	R5 Reference materials	R9 Literary analysis
R2	Vocabulary	R6 Reading Strategies	
R3	General reading comprehension	R7 Reading and thinking skills	
R4	Text in format	R8 Academic-oriented skills	

CS #	Content Standard	CASAS Level	ESL NRS Level	2 – Low Beginning
<b>R1</b>	<b>Beginning literacy / Phonics</b>			
R1.1	Identify the letters of the English alphabet (upper and lower case)			•
R1.2	Recognize that letters make words and words make sentences			•
R1.3	Read from left to right, top to bottom, front to back			•
R1.4	Relate letters to sounds			•
R1.5	Relate letters to a range of possible pronunciations, including recognizing common homonyms			•
R1.6	Use common phonological patterns to sound out unfamiliar words (e.g., man/van)			•
<b>R2</b>	<b>Vocabulary</b>			
R2.1	Interpret common symbols (e.g., restroom signs, traffic signs; #, ►, ↑)			•
R2.2	Read basic sight words (e.g., the, is)			•
R2.3	Interpret common high-frequency words and phrases in everyday contexts (e.g., signs, ads, labels)			•
R2.4	Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)			•
R2.5	Interpret contractions			•
R2.6	Interpret basic abbreviations (e.g., Mr., apt., lb.)			•
R2.8	Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)			•
<b>R3</b>	<b>General reading comprehension</b>			
R3.1	Interpret common punctuation and sentence-writing conventions (e.g., capitalized first word)			•
R3.2	Read and understand simple sentences that contain familiar vocabulary			•

## Reading Basic Skills Content Standards by Instructional Level - Low Beginning

R3.6	Interpret simple written instructions	•
R3.8	Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)	•
R3.10	Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)	•
R3.12	Use supporting illustrations to interpret text	•
<b>R4</b>	<b>Text in format</b>	
R4.1	Read numbers	•
R4.2	Read clock times	•
R4.3	Read dates	•
R4.4	Read money amounts	•
R4.5	Read simple handwriting	•
R4.6	Interpret simple forms (e.g., appointment sign-in sheet, class registration)	•
R4.8	Interpret information in charts and tables (e.g., bus schedules)	•
R4.10	Interpret written materials using formatting clues (e.g., headings, captions, bullets, print features such as bold)	•
<b>R5</b>	<b>Reference materials</b>	
R5.1	Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)	•
R5.4	Use a picture dictionary	•
R5.5	Use a simplified dictionary or glossary	•
<b>R6</b>	<b>Reading strategies</b>	
R6.1	Predict the content of a text from title, pictures, type of material	•
R6.2	Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information	•
<b>R7</b>	<b>Literary analysis</b>	
R7.4	Determine the sequence of events in a simple narrative	•



# Listening Task Areas & Item Types

## Life and Work 980 Listening Series

	LEVEL A Forms 981L, 982L 49 minutes		LEVEL B Forms 983L, 984L 52 minutes		LEVEL C Forms 985L, 986L 51 minutes	
ITEM TYPE	No. of items	Repeat	No. of items	Repeat	No. of items	Repeat
Photo Prompt	10	Yes				
Comprehension	15	Yes	11	Yes	11	No
Next Line	13	Yes	15	Yes	12	No
Which is correct?			12	No	15	No
Total test items	38		38		38	

# Listening Task Areas & Item Types

## ***LISTENING ITEM TYPES:***

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

## ***LISTENING TEST FORMS:***

### ***Level A:***

All items are repeated

### ***Level B:***

Two item types are repeated

### ***Level C:***

All items are presented only once

# Reading Task Areas & Item Types

## ***READING TASK AREAS:***

1. Forms
2. Charts, maps, consumer billings, matrices, graphs, or tables
3. Stories, articles, paragraphs, sentences, directions, or pictures
4. Signs, price tags, ads, or product labels
5. Measurement scales & diagrams

## ***READING TEST FORMS:***

### ***Clarification***

**Each test question presents one of the reading task areas (e.g., a job ad) followed by a question and four multiple choice answers.**

**Prepare your students for the CASAS test by practicing with a variety of tasks areas and formats.**





## **CASAS Sample Test Links**

### **CASAS Reading Sample Test Link:**

<https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-reading>

### **CASAS Listening Sample Test Link:**

<https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items/life-and-work-listening>



Life and Work Listening

Sample Items

Administration Packet

## CASAS

### Life and Work Listening Sample Items – Levels A, B, C

*for Instructional Use Only*

#### Purpose

The purpose of these sample items is to familiarize students with CASAS listening items and give students practice in taking a CASAS listening test. They contain typical questions students will encounter in the Life and Work Listening Series, levels A, B, and C (Forms 81-86). Practicing with these sample items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### Use

The Life and Work Listening Sample Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample items form appropriate for your students' skill level.

#### Testing

To use the sample items in the classroom: download, print and copy test booklets for use by students (Level A only); download the audio portion of the test onto a CD. Download test administration directions and scripts for instructor use only. Answer sheets are also needed. Answer keys appear below.

#### Answer Keys

Level A	Level B	Level C
1. A	1. C	1. B
2. C	2. B	2. B
3. A	3. C	3. A
4. C	4. C	4. A
5. B	5. C	5. B
6. C	6. B	6. C

#### QUESTIONS?

If you have any questions regarding the CASAS Life and Work Listening Sample Items, please contact the Item and Test Development Department at 800-255-1036.

# Directions for Administering CASAS Life and Work Listening

## Level A Sample Items

### Testing materials needed:

- one test booklet per examinee
- answer sheets
- number 2 pencils with erasers
- CD

### BEFORE TESTING

1. Review the test materials.
2. Make sure there is a functioning CD player to use. Locate START and PAUSE buttons.  
NOTE: You can only pause the CD when you hear a beep. The purpose for pausing at the beep is to check for understanding and make sure everyone is in the right place. Be sure to hit **PAUSE**, not **STOP**, or the CD will go back to the beginning. If this occurs, refer to the track description (on back) to see which **track** to go to to return to where you were. Do not replay any test question on the CD or read the script instead of playing the CD.
3. Check the volume to make sure it is at an appropriate level.

### TEST INSTRUCTIONS

1. Allow adequate space between students. Even though students are not taking an actual test, it is important to simulate the testing experience.
2. Ask students to turn off their cell phones.
3. Tell students not to talk or get help from other students during the test.
4. Explain to students they will practice taking a test. The purpose is to find out their ability to listen to and understand spoken English. There are three parts. They will listen to a CD and mark answers A, B or C on an answer sheet. It will take about 15 minutes.
5. Pass out the answer sheets and pencils.
6. Have students fill out their name and other information on the answer sheet.
7. Demonstrate on the whiteboard how to fill in the bubbles properly.
8. Pass out the test booklets. [The test booklet is used in Part 1 only.] Tell students not to mark in the test booklet and not to open the test booklet until they are told to do so on the CD.

### GIVING THE TEST

1. When the class is ready, start the CD. Every time you hear a beep, pause (not stop) the CD. (See NOTE above.)
2. At the end of the practice for each part of the test, make sure students are on the correct number on their answer sheets.
3. At the end of Part 1 pick up the test booklets and explain that for the rest of the test the questions and answers are only said on the CD.
4. When everyone is finished, collect the test booklets. You may discard the answer sheets.

## **LW Listening Track Descriptions - Level A Sample Items**

### **PART 1**

#### **Picture prompt – repeated**

##### **Tracks 1-4: Practice**

Track 1 – Do not write answer to practice question on the answer sheet.

Track 2 – Practice one time, open test booklet, look at pictures and listen.

Track 3 – Practice directions, practice question and answer.

Track 4 – End of practice. Find where to mark question number 1 on the answer sheet.

**Track 5: Begin test**, questions 1-2.

---

### **PART 2**

#### **Comprehension question – repeated**

##### **Tracks 6-8: Practice**

Track 6 – Reminder: do not write answer to practice question on the answer sheet.

Track 7 – Practice one time, practice directions, practice question and answer.

Track 8 – End of practice. Find where to mark question number 3 on the answer sheet.

**Track 9: Continue test**, questions 3-4.

---

### **PART 3**

#### **Predict next line (*Finish the conversation*) – repeated**

##### **Tracks 10-13: Practice**

Track 10 – Reminder: do not write answer to practice question on the answer sheet.

Track 11 – Practice one time, practice directions, practice question and answer.

Track 12 – End of practice. Find where to mark question number 5 on the answer sheet.

**Track 13: Continue test**, questions 5-6.

Life and Work Listening

Level A

## **SAMPLE ITEMS**

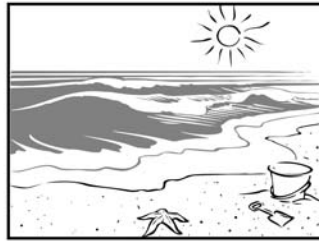


# Part 1

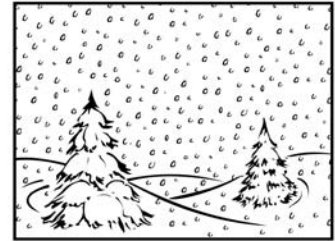
## Practice



**A**



**B**



**C**

**1.**



**A**



**B**



**C**

**2.**



**A**



**B**



**C**

**Close the test booklet and continue. Listen to Part 2.**

Comprehensive Adult Student Assessment Systems  
Life and Work Listening Level A – Sample Items

[Track 1]  
CASAS Life and Work Listening Level A

Part 1

Do not write the answer to the practice question on your answer sheet, only listen. Again, do not write the answer to the practice question on your answer sheet. <BEEP>

[Track 2]  
You will practice one time.

Open your test booklet to page 1.

Look at the Practice pictures and listen. <BEEP>

[Track 3]  
Choose the correct answer: A, B, or C.

You will hear everything two times.

Listen.

Practice

- Is it still raining?
- Yeah, it's raining really hard.

*Pictures:*

- A. street scene: raining really hard, people holding umbrellas
- B. beach setting: sunny out
- C. rural setting: snowing really hard, snow on trees

[Repeat]

Is the answer A, B, or C? A is correct. <BEEP>

[Track 4]  
This is the end of the practice. Now find where to mark question number 1 on your answer sheet.  
<BEEP>

[Track 5]  
Let's begin.

- 1.
- How do you like your new apartment?
  - I really like it. It has big windows.

*Pictures:*

- A. apartment bldg w/big windows
- B. apartment bldg w/very small windows
- C. house with big trees

[Repeat]

- 2.
- I like this shirt but the sleeves are too long.

*Pictures:*

- A. woman wearing a long dress
- B. woman wearing a short-sleeved shirt
- C. woman wearing a shirt with sleeves too long

[Repeat]



This is the end of Part 1. Close your test booklet. You do not need it. <BEEP>

[Track 6]  
Part 2

Remember, do not write the answer to the practice question on your answer sheet, only listen.  
<BEEP>

[Track 7]  
You will practice one time.

First, you will hear a question. Next, listen carefully to what is said. You will hear the question again. Then choose the correct answer: A, B, or C.

You will hear everything two times.

Listen.

Practice

How many children does the man have?

- How many children do you have?
- Three...two boys and one girl.

How many children does the man have?

- A. one
- B. two
- C. three

[Repeat all]

Is the answer A, B, or C? C is correct. <BEEP>

[Track 8]  
This is the end of the practice. Now find where to mark question number 3 on your answer sheet.  
<BEEP>

[Track 9]  
Let's continue.

3. What time will the man get home?

- What time will you be home?
- 5:00.

What time will the man get home?

- A. 5:00
- B. 5:30
- C. 6:00

[Repeat all]

4. What does the man want to do?

- I'm moving next week, can I borrow your truck?
- Sure, no problem.

What does the man want to do?

- A. fix the woman's truck
- B. park the woman's truck
- C. use the woman's truck

[Repeat all]

This is the end of Part 2. <BEEP>

[Track 10]  
Part 3

Remember, do not write the answer to the practice question on your answer sheet, only listen.  
<BEEP>

[Track 11]  
You will practice one time.

You will hear part of a conversation. To finish the conversation, listen and choose the correct answer: A, B, or C.

You will hear everything two times.

Listen.

Practice

- Hi, how are you?
  - A. My name's Ben.
  - B. See you later.
  - C. Fine, thanks.

[Repeat all]

Is the answer A, B, or C? (5) C is correct. <BEEP>

[Track 12]  
This is the end of the practice. Now find where to mark question number 5 on your answer sheet.  
<BEEP>

[Track 13]  
Let's continue.

- 5.
- I've lived here for 6 years.
    - How do you like it?
  - A. Yes, I am.
  - B. It's nice.
  - C. A long time.

[Repeat all]

- 6.
- Look out! There's broken glass on the floor.
    - A. Okay. I'll try not to break it.
    - B. Yes, I'll have a glass of water
    - C. Thanks, I didn't see it.

[Repeat all]

This is the end. <BEEP>



Life and Work Listening

Sample Items

Administration Packet

## CASAS

### Life and Work Listening Sample Items – Levels A, B, C

*for Instructional Use Only*

#### Purpose

The purpose of these sample items is to familiarize students with CASAS listening items and give students practice in taking a CASAS listening test. They contain typical questions students will encounter in the Life and Work Listening Series, levels A, B, and C (Forms 81-86). Practicing with these sample items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### Use

The Life and Work Listening Sample Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample items form appropriate for your students' skill level.

#### Testing

To use the sample items in the classroom: download, print and copy test booklets for use by students (Level A only); download the audio portion of the test onto a CD. Download test administration directions and scripts for instructor use only. Answer sheets are also needed. Answer keys appear below.

#### Answer Keys

Level A	Level B	Level C
1. A	1. C	1. B
2. C	2. B	2. B
3. A	3. C	3. A
4. C	4. C	4. A
5. B	5. C	5. B
6. C	6. B	6. C

#### QUESTIONS?

If you have any questions regarding the CASAS Life and Work Listening Sample Items, please contact the Item and Test Development Department at 800-255-1036.

# Directions for Administering CASAS Life and Work Listening

## Level B Sample Items

### Testing materials needed:

- answer sheets
- CD
- number 2 pencils with erasers

### BEFORE TESTING

1. Review the test materials.
2. Make sure there is a functioning CD player to use. Locate START and PAUSE buttons.  
NOTE: You can only pause the CD when you hear a beep. The purpose for pausing at the beep is to check for understanding and make sure everyone is in the right place. Be sure to hit **PAUSE**, not **STOP**, or the CD will go back to the beginning. If this occurs, refer to the track description (on back) to see which **track** to go to to return to where you were. Do not replay any test question on the CD or read the script instead of playing the CD.
3. Check the volume to make sure it is at an appropriate level.

### TEST INSTRUCTIONS

1. Allow adequate space between students. Even though students are not taking an actual test, it is important to simulate the testing experience.
2. Ask students to turn off their cell phones.
3. Tell students not to talk or get help from other students during the test.
4. Explain to students they will practice taking a test. The purpose is to find out their ability to listen to and understand spoken English. There are three parts. They will listen to a CD and mark answers A, B or C on an answer sheet. It will take about 15 minutes.
5. Pass out the answer sheets and pencils.
6. Have students fill out their name and other information on the answer sheet.
7. Demonstrate on the whiteboard how to fill in the bubbles properly.

### GIVING THE TEST

1. When the class is ready, start the CD. Every time you hear a beep, pause (not stop) the CD. (See NOTE above.)
2. At the end of the practice for each part of the test, make sure students are on the correct number on their answer sheets.
3. When everyone is finished, collect the answer sheets and discard.

## LW Listening Track Descriptions - Level B Sample Items

### PART 1

#### Comprehension question – repeated

##### Tracks 1-3: Practice

Track 1 – Do not write answer to practice question on the answer sheet.

Track 2 – Practice one time, practice directions, practice question and answer.

Track 3 – End of practice. Find where to mark question number 1 on the answer sheet.

**Track 4: Begin test**, questions 1-2.

---

### PART 2

#### Predict next line (*Finish the conversation*) – repeated

##### Tracks 5-7: Practice

Track 5 – Reminder: do not write answer to practice question on the answer sheet.

Track 6 – Practice one time, practice directions, practice question and answer.

Track 7 – End of practice. Find where to mark question number 3 on the answer sheet.

**Track 8: Continue test**, questions 3-4.

---

### PART 3

#### Identify true statement (*Which is correct?*) – not repeated

##### Tracks 9-11: Practice

Track 9 – Reminder: do not write answer to practice question on the answer sheet.

Track 10 – Practice one time, practice directions, practice question and answer.

Track 11 – End of practice. Find where to mark question number 5 on the answer sheet.

**Track 12: Continue test**, questions 5-6.

Comprehensive Adult Student Assessment Systems  
Life and Work Listening Level B – Sample Items

[Track 1]

CASAS Life and Work Listening Level B

Part 1

Do not write the answer to the practice question on your answer sheet, only listen. Again, do not write the answer to the practice question on your answer sheet. <BEEP>

[Track 2]

You will practice one time.

First, you will hear a question. Next, listen carefully to what is said. You will hear the question again. Then choose the correct answer: A, B, or C.

You will hear everything two times.

Listen.

Practice

How many children does the man have?

- How many children do you have?
- Three...two boys and one girl.

How many children does the man have?

- A. one
- B. two
- C. three

[Repeat all]

Is the answer A, B, or C? C is correct. <BEEP>

[Track 3]

This is the end of the practice. Now find where to mark question number 1 on your answer sheet. <BEEP>

[Track 4]

Let's begin.

1. What does the woman say?

- Let's go for a walk at lunchtime.
- I can't go today. I have too much work to do.

What does the woman say?

- A. She can't eat.
- B. She can't walk too far.
- C. She needs to work.

[Repeat all]

2. What button should you press for your credit card balance?

- You have reached Town & Country Bank. For your current checking or savings balance press "1". For your credit card balance, press "2". To report a lost or stolen ATM card or credit card, press "3". For information about other services, or to speak to a representative, press "zero" at any time.

What button should you press for your credit card balance?

- A. Press 1
- B. Press 2
- C. Press 3

[Repeat all]

This is the end of Part 1. <BEEP>

[Track 5]

Part 2

Remember, do not write the answer to the practice question on your answer sheet, only listen.

<BEEP>

[Track 6]

You will practice one time.

You will hear the first part of a conversation. To finish the conversation, listen and choose the correct answer: A, B, or C.

You will hear everything two times.

Listen.

Practice

- Good morning.
- Hi, how are you?
- A. My name's Ben.
- B. See you later.
- C. Fine, thanks.

[Repeat all]

Is the answer A, B, or C? C is correct. <BEEP>

[Track 7]

This is the end of the practice. Now find where to mark question number 3 on your answer sheet.

<BEEP>

[Track 8]

Let's continue.

3.

- Doctor Khan says I need to lose weight.
- A. Where did you lose it?
- B. When did you lose it?
- C. How many pounds?

[Repeat all]

4.

- What's wrong with Lupe?
- A. She really likes her new job.
- B. She's at lunch now.
- C. She's worried about her son.

[Repeat all]

This is the end of Part 2. <BEEP>



[Track 9]  
Part 3

Remember, do not write the answer to the practice question on your answer sheet, only listen.  
<BEEP>

[Track 10]  
You will practice one time.

Listen to what is said. When you hear the question, *Which is correct?*, listen and choose the correct answer: A, B, or C.

You will hear everything only one time.

Listen.

Practice

- Do we need onions?
- Yeah...get five or six.
- Well then...let's buy a whole bag. It's less expensive.
- OK.

Which is correct?

- A. They're going to buy the expensive onions.
- B. They're going to buy a bag of onions.
- C. There's a hole in the bag of onions.

Is the answer A, B, or C? (5) B is correct. <BEEP>

[Track 11]  
This is the end of the practice. Now find where to mark question number 5 on your answer sheet.  
<BEEP>

[Track 12]  
Let's continue.

- 5.
- Where's Nancy?
  - She's on vacation. She won't be back until the 10<sup>th</sup>.
  - Oh, really. Where'd she go?
  - She went to Wisconsin to see her family.

Which is correct?

- A. Nancy just came back from vacation.
- B. Nancy's going to Wisconsin on the 10<sup>th</sup>.
- C. Nancy's visiting her family.

- 6.
- Hello. I'm Dr. Meade. What brings you here today?
  - I'm feeling very run down. I'm getting a lot of sleep, but when I get up to go to work, I still feel tired.

Which is correct?

- A. The woman has trouble sleeping.
- B. The woman is always tired.
- C. The woman goes to bed too late.

This is the end. <BEEP>



Life and Work Listening

Sample Items

Administration Packet

## CASAS

### Life and Work Listening Sample Items – Levels A, B, C

*for Instructional Use Only*

#### Purpose

The purpose of these sample items is to familiarize students with CASAS listening items and give students practice in taking a CASAS listening test. They contain typical questions students will encounter in the Life and Work Listening Series, levels A, B, and C (Forms 81-86). Practicing with these sample items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### Use

The Life and Work Listening Sample Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample items form appropriate for your students' skill level.

#### Testing

To use the sample items in the classroom: download, print and copy test booklets for use by students (Level A only); download the audio portion of the test onto a CD. Download test administration directions and scripts for instructor use only. Answer sheets are also needed. Answer keys appear below.

#### Answer Keys

Level A	Level B	Level C
1. A	1. C	1. B
2. C	2. B	2. B
3. A	3. C	3. A
4. C	4. C	4. A
5. B	5. C	5. B
6. C	6. B	6. C

#### QUESTIONS?

If you have any questions regarding the CASAS Life and Work Listening Sample Items, please contact the Item and Test Development Department at 800-255-1036.

## Directions for Administering CASAS Life and Work Listening

### Level C Sample Items

#### Testing materials needed:

- answer sheets
- CD
- number 2 pencils with erasers

#### BEFORE TESTING

1. Review the test materials.
2. Make sure there is a functioning CD player to use. Locate START and PAUSE buttons.  
NOTE: You can only pause the CD when you hear a beep. The purpose for pausing at the beep is to check for understanding and make sure everyone is in the right place. Be sure to hit **PAUSE**, not **STOP**, or the CD will go back to the beginning. If this occurs, refer to the track description (on back) to see which **track** to go to to return to where you were. Do not replay any test question on the CD or read the script instead of playing the CD.
3. Check the volume to make sure it is at an appropriate level.

#### TEST INSTRUCTIONS

1. Allow adequate space between students. Even though students are not taking an actual test, it is important to simulate the testing experience.
2. Ask students to turn off their cell phones.
3. Tell students not to talk or get help from other students during the test.
4. Explain to students they will practice taking a test. The purpose is to find out their ability to listen to and understand spoken English. There are three parts. They will listen to a CD and mark answers A, B or C on an answer sheet. It will take about 15 minutes.
5. Pass out the answer sheets and pencils.
6. Have students fill out their name and other information on the answer sheet.
7. Demonstrate on the whiteboard how to fill in the bubbles properly.

#### GIVING THE TEST

1. When the class is ready, start the CD. Every time you hear a beep, pause (not stop) the CD. (See NOTE above.)
2. At the end of the practice for each part of the test, make sure students are on the correct number on their answer sheets.
3. When everyone is finished, collect the answer sheets and discard.

## LW Listening Track Descriptions - Level C Sample Items

### PART 1

**Comprehension question – not repeated**

#### Tracks 1-3: Practice

Track 1 – Do not write answer to practice question on the answer sheet.

Track 2 – Practice one time, practice directions, practice question and answer.

Track 3 – End of practice. Find where to mark question number 1 on the answer sheet.

**Track 4: Begin test**, questions 1-2.

---

### PART 2

**Predict next line (*Finish the conversation*) – not repeated**

#### Tracks 5-7: Practice

Track 5 – Reminder: do not write answer to practice question on the answer sheet.

Track 6 – Practice one time, practice directions, practice question and answer.

Track 7 – End of practice. Find where to mark question number 3 on the answer sheet.

**Track 8: Continue test**, questions 3-4.

---

### PART 3

**Identify true statement (*Which is correct?*) – not repeated**

#### Tracks 9-11: Practice

Track 9 – Reminder: do not write answer to practice question on the answer sheet.

Track 10 – Practice one time, practice directions, practice question and answer.

Track 11 – End of practice. Find where to mark question number 5 on the answer sheet.

**Track 12: Continue test**, questions 5-6.

Comprehensive Adult Student Assessment Systems  
Life and Work Listening Level C – Sample Items

[Track 1]  
CASAS Life and Work Listening Level C

Part 1

Do not write the answer to the practice question on your answer sheet, only listen. Again, do not write the answer to the practice question on your answer sheet.  
<BEEP>

[Track 2]  
You will practice one time.

First, you will hear a question. Next, listen carefully to what is said. You will hear the question again. Then choose the correct answer: A, B, or C.

You will hear everything one time.

Listen.

Practice

What's the problem?

- Joe, where's your hard hat?
- Oh...sorry! I forgot to wear it.

What's the problem?

- A. Joe can't find his hard hat.
- B. Joe doesn't want to wear a hard hat.
- C. Joe isn't wearing a hard hat.

Is the answer A, B, or C? C is correct. <BEEP>

[Track 3]  
This is the end of the practice. Now find where to mark question number 1 on your answer sheet.  
<BEEP>

[Track 4]  
Let's begin.

1. What problem does the woman have?

- I need to talk to Payroll about my pay statement.
- What's wrong?
- They used vacation time for the days I was sick.

What problem does the woman have?

- A. She was sick on her vacation.
- B. Payroll used the wrong leave time.
- C. She was not paid during her sick leave.

2. What is the man asking about?

- Hi, I'm interested in your summer soccer camp program for kids. Can you give me some information?
- Sure! It's a half day program and...let's see... it starts next week...no, sorry...next month. You need to register by this Friday. It's really popular. Last year we had to turn a lot of kids away.

What is the man asking about?

- A. summer school
- B. soccer camp
- C. camping trips

This is the end of Part 1. <BEEP>

[Track 5]

Part 2

Remember, do not write the answer to the practice question on your answer sheet, only listen.  
<BEEP>

[Track 6]

You will practice one time.

You will hear the first part of a conversation. To finish the conversation, listen and choose the correct answer: A, B, or C.

You will hear everything one time.

Listen.

Practice

- Hi, Sonia! How's it goin'?
- Great! How about you?
- Oh, fine. Whaddaya doin' this week-end?
- A. Oh, I'm doin' just fine, thanks.
- B. This weekend? Sure!
- C. Not much...just stayin' home.

Is the answer A, B, or C? C is correct. <BEEP>

[Track 7]

This is the end of the practice. Now find where to mark question number 3 on your answer sheet.  
<BEEP>

[Track 8]

Let's continue.

3.

<RING>

- Sammy's Pizza.
- Where are you located?
- We're on Third Avenue just west of Imperial.
- Did you say Third Avenue?
- A. That's right.
- B. No, Third Avenue.
- C. No, west of Imperial.

4.

- Andrew, the printer keeps jamming again. Could you get someone to come and repair it right away?
- Again? We had a guy out here last week to fix it!
- A. Maybe we should use a different repair service.
- B. I think he didn't keep it.
- C. Make sure you print me a copy.

This is the end of Part 2. <BEEP>

[Track 9]  
Part 3

Remember, do not write the answer to the practice question on your answer sheet, only listen.  
<BEEP>

[Track 10]  
You will practice one time.

Listen to what is said. When you hear the question, *Which is correct?*, listen and choose the correct answer: A, B, or C.

You will hear everything only one time.

Listen.

Practice

- Do we need onions?
- Yeah...get five or six.
- Well then...let's buy a whole bag. It's less expensive.
- OK.

Which is correct?

- A. They're going to buy the expensive onions.
- B. They're going to buy a bag of onions.
- C. There's a hole in the bag of onions.

Is the answer A, B, or C? B is correct. <BEEP>

[Track 11]  
This is the end of the practice. Now find where to mark question number 5 on your answer sheet.  
<BEEP>

[Track 12]  
Let's continue.

- 5.
- When was the last time you visited your sister?
  - I saw her in June.

Which is correct?

- A. The man is visiting his sister.
- B. The man visited his sister in June.
- C. The man is going to visit his sister in June.

- 6.
- Your lab results will be ready in about 3 days. You can call this number to find out if they've come in.

Which is correct?

- A. The lab results are late.
- B. The lab results were lost.
- C. The lab results are not ready.

This is the end. <BEEP>





# **Reading**

Sample Test Items

Levels A, B, C, D

Administration Packet

## **CASAS**

### **Reading Sample Test Items – Levels A, B, C, D**

*For Instructional Use Only*

#### **Purpose**

The purpose of these sample test items is to familiarize students with CASAS reading items and give students practice in taking a CASAS reading test. They contain typical items students will encounter in the Life and Work Reading Series, levels A, B, C and D (Forms 81-188). Practicing with these sample test items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### **Use**

The Reading Sample Test Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample test form appropriate for your students' skill level.

#### **Testing**

To use the sample test items in the classroom, download, print and copy the test booklets for use by students. Answer sheets are also needed. Answer keys are on page 3 of these instructions.

### **TO ADMINISTER THE READING SAMPLE TEST ITEMS IN THE CLASSROOM**

#### **Before testing**

1. Make sure all testing materials are ready:
  - Reading Sample Test Items booklets for Level A, B, C or D (Staple the pages together.)
  - TOPSpro Test Record (Note: CASAS gives permission to duplicate the TOPSpro Test Record for use only with these Sample Test Items.)
  - Pencils
2. Review the test materials to familiarize yourself with them.

#### **Testing**

1. Allow adequate space between students. (Even though the students are not taking an actual test, it's important to simulate the testing environment.) Have students turn off their cell phones.
2. Explain to students they will practice taking a test. The purpose is to find out their ability to read in English. Explain that they will read something, answer a question, and mark their answers A, B, C or D on an answer sheet. It will take about 15 minutes.

## CASAS Reading Sample Test Items for Instructional Use

3. Pass out the answer sheets. Make sure everyone has a pencil. Have them write their name and other information on the answer sheet. Demonstrate on the board or overhead projector how to fill in the bubbles correctly.
4. Tell students there are two practice questions and five test questions. (Note: For the level D Sample Test Items there is only one practice item.) Point out the Practice question area on the answer sheet: *You will mark your answers to the practice questions here. Only the practice questions. Mark A, B, C or D.* Then point out Test column, number 1: *You will mark your answers to the test questions here.*
5. Hand out the test booklets and ask students not to open them until you tell them to. Tell them not to write in the test booklets.
6. When everyone has a test booklet and is ready to begin, tell students to open their booklets. Point out the two practice questions. Explain that they will read the selection and then the question and answers, and will mark their answers in the Practice area of the answer sheet. Have them begin with the first practice item.
7. When most students are finished with the first practice item, give the answer and discuss the item. Then do the same with the second practice item.
8. Show students again where they will mark the answers to the test questions on their answer sheet (Test column, number 1). Tell them to work by themselves – no talking, no helping one another. Have them begin.
9. When everyone is finished, discuss each item, writing the correct answer on the board. Collect the test booklets and answer sheets. You may discard the answer sheets.

### QUESTIONS?

If you have any questions regarding the CASAS Reading Sample Test Items, please contact the Item and Test Development Department at 800-255-1036.

## **CASAS Reading - Sample Test Items**

### **Answer Keys**

#### **Level A**

1. B
2. A
3. C
4. D
5. D

#### **Level B**

1. D
2. B
3. D
4. C
5. A

#### **Level C**

1. B
2. A
3. C
4. B
5. D

#### **Level D**

1. D
2. B
3. C
4. C
5. A

# **Level A**

Reading

## **SAMPLE TEST ITEMS**



## DIRECTIONS

1. Mark your answers on the answer sheet. Please do **not** write in the test booklet. Use a number 2 pencil only.
  2. Try to answer the question. Choose the **one** best answer. If you want to change an answer, be sure to erase the first mark completely. If you don't know an answer, you can go to the next question. Follow the numbers carefully.
- 

## Practice 1



What is he doing?

- ☐ (A) He's washing the dishes.
- ☐ (B) He's watching the children.
- ☐ (C) He's watering the plants.
- ☐ (D) He's cleaning the table.

## PRACTICE



1	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
2	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)

## Practice 2

**DO NOT ENTER**

---

What does this sign mean?

- ☐ (A) Go in here.
- ☐ (B) Go out here.
- ☐ (C) Don't go in.
- ☐ (D) Come back later.

### PRACTICE

1	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
2	<input type="radio"/> (A)	<input type="radio"/> (B)	<input checked="" type="radio"/> (C)	<input type="radio"/> (D)



---

1.

- ☐ (A) bag
- ☐ (B) box
- ☐ (C) book
- ☐ (D) bottle





---

**2.** Where is she going?

- ☐ (A) into the store
- ☐ (B) into the post office
- ☐ (C) into the bank
- ☐ (D) into the library

## SHUTTLE BUS

### Arrivals

Route A1	10:00
Route A2	10:30
Route B1	12:00
Route B2	12:30

---

**3.** What time does the Route B1 bus arrive?

- ☐ (A) 10:00
- ☐ (B) 10:30
- ☐ (C) 12:00
- ☐ (D) 12:30

Name	①
Address	②
Telephone	③
ID #	④

---

**4.** Where do you write your identification number?

- ☐ A ①
- ☐ B ②
- ☐ C ③
- ☐ D ④

John works in Lakeview. He rides the bus to work every day. It usually takes him about 20 minutes to get to work.

---

**5.** How does John get to work?

- ☐ (A) He drives.
- ☐ (B) He works in Lakeview.
- ☐ (C) It takes 20 minutes.
- ☐ (D) He rides the bus.



# **Reading**

Sample Test Items

Levels A, B, C, D

Administration Packet

## **CASAS**

### **Reading Sample Test Items – Levels A, B, C, D**

*For Instructional Use Only*

#### **Purpose**

The purpose of these sample test items is to familiarize students with CASAS reading items and give students practice in taking a CASAS reading test. They contain typical items students will encounter in the Life and Work Reading Series, levels A, B, C and D (Forms 81-188). Practicing with these sample test items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### **Use**

The Reading Sample Test Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample test form appropriate for your students' skill level.

#### **Testing**

To use the sample test items in the classroom, download, print and copy the test booklets for use by students. Answer sheets are also needed. Answer keys are on page 3 of these instructions.

### **TO ADMINISTER THE READING SAMPLE TEST ITEMS IN THE CLASSROOM**

#### **Before testing**

1. Make sure all testing materials are ready:
  - Reading Sample Test Items booklets for Level A, B, C or D (Staple the pages together.)
  - TOPSpro Test Record (Note: CASAS gives permission to duplicate the TOPSpro Test Record for use only with these Sample Test Items.)
  - Pencils
2. Review the test materials to familiarize yourself with them.

#### **Testing**

1. Allow adequate space between students. (Even though the students are not taking an actual test, it's important to simulate the testing environment.) Have students turn off their cell phones.
2. Explain to students they will practice taking a test. The purpose is to find out their ability to read in English. Explain that they will read something, answer a question, and mark their answers A, B, C or D on an answer sheet. It will take about 15 minutes.

## CASAS Reading Sample Test Items for Instructional Use

3. Pass out the answer sheets. Make sure everyone has a pencil. Have them write their name and other information on the answer sheet. Demonstrate on the board or overhead projector how to fill in the bubbles correctly.
4. Tell students there are two practice questions and five test questions. (Note: For the level D Sample Test Items there is only one practice item.) Point out the Practice question area on the answer sheet: *You will mark your answers to the practice questions here. Only the practice questions. Mark A, B, C or D.* Then point out Test column, number 1: *You will mark your answers to the test questions here.*
5. Hand out the test booklets and ask students not to open them until you tell them to. Tell them not to write in the test booklets.
6. When everyone has a test booklet and is ready to begin, tell students to open their booklets. Point out the two practice questions. Explain that they will read the selection and then the question and answers, and will mark their answers in the Practice area of the answer sheet. Have them begin with the first practice item.
7. When most students are finished with the first practice item, give the answer and discuss the item. Then do the same with the second practice item.
8. Show students again where they will mark the answers to the test questions on their answer sheet (Test column, number 1). Tell them to work by themselves – no talking, no helping one another. Have them begin.
9. When everyone is finished, discuss each item, writing the correct answer on the board. Collect the test booklets and answer sheets. You may discard the answer sheets.

### QUESTIONS?

If you have any questions regarding the CASAS Reading Sample Test Items, please contact the Item and Test Development Department at 800-255-1036.

## **CASAS Reading - Sample Test Items**

### **Answer Keys**

#### **Level A**

1. B
2. A
3. C
4. D
5. D

#### **Level B**

1. D
2. B
3. D
4. C
5. A

#### **Level C**

1. B
2. A
3. C
4. B
5. D

#### **Level D**

1. D
2. B
3. C
4. C
5. A



# **Level B**

Reading

## **SAMPLE TEST ITEMS**



## DIRECTIONS

1. Mark your answers on the answer sheet. Please do **not** write in the test booklet. Use a number 2 pencil only.
  2. Try to answer the question. Choose the **one** best answer. If you want to change an answer, be sure to erase the first mark completely. If you don't know an answer, you can go to the next question. Follow the numbers carefully.
- 

## Practice 1

Please sign in and  
have a seat. We will  
call your name.

What do you do first?

- A. call in
- B. sign in
- C. sit down
- D. say your name

PRACTICE QUESTIONS				
1	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

## Practice 2

Norma has been working for six years. Her first job was in a factory. Now she works part-time at a neighborhood clinic. The pay is good but she wants to get a full-time job. Norma has two children. She picks them up at school after she leaves work.

Where does Norma work?

- A. in a factory
- B. at a school
- C. at a clinic
- D. at a full-time job

PRACTICE QUESTIONS				
1	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D

### **KEEP YOUR WORK AREA CLEAN**

At the end of each day:

- Put extra materials back on the shelves in the supply room.
- Store your tools in the drawers under your worktable.
- Sweep the floor around your work area.
- Empty your waste container into the trash bin.

- 
1. According to the instructions, where should workers put their tools at the end of the day?
- A. on the shelves in the supply room
  - B. in the tool room for their work area
  - C. on the back of their worktable
  - D. in the drawers under their worktable

<b>Name</b>	<b>Dept.</b>	<b>Ext.</b>
David Alves	Sales	324
Jennifer Franconi	Advertising	338
Monica Tan	Development	312
Tanya Menon	Sales	316

2. How do you talk to Monica Tan?

- A. call extension 316
- B. call extension 312
- C. go to the Sales Department
- D. go to the Advertising Department

**FROM** John Lang

**TO** Susan Meyer

**SUBJECT** Raises

Susan,

Dave and two other employees talked to me today about the possibility of getting a raise. What do you think about this? I'll call you this afternoon. Thanks.

3. Who will John call?

- A. Dave
- B. the employees
- C. Mr. Lang
- D. Susan Meyer

### **New Policy for Vocational Classes**

According to a new regulation, all students registering for vocational classes are required to attend safety training before beginning their course of study. They must pass a safety test and sign a statement certifying that they received safety instruction. Only then will their name be added to the class roster.

- 
4. What is the new requirement for vocational students?
- A. early registration
  - B. signing the class roster
  - C. safety training
  - D. passing the beginning-level class

Jason and Amanda are married and have a 7-year-old son named Ben. Jason works as a cook in a restaurant full-time during the day. Amanda has a part-time job five days a week as a cashier. Amanda begins work at 8:00 in the morning and finishes at 2:30 in the afternoon. On the way home from work, she picks Ben up from school. She likes her schedule because she is able to work and still be home with Ben after school. In the future she would like to work full-time but wants to wait until Ben is older.

- 
5. What does Amanda like about her work schedule?
- A. She can be with Ben after school.
  - B. She likes working in a restaurant.
  - C. She has time to attend school.
  - D. She is able to work full-time.





# **Reading**

Sample Test Items

Levels A, B, C, D

Administration Packet

## **CASAS**

### **Reading Sample Test Items – Levels A, B, C, D**

*For Instructional Use Only*

#### **Purpose**

The purpose of these sample test items is to familiarize students with CASAS reading items and give students practice in taking a CASAS reading test. They contain typical items students will encounter in the Life and Work Reading Series, levels A, B, C and D (Forms 81-188). Practicing with these sample test items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### **Use**

The Reading Sample Test Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample test form appropriate for your students' skill level.

#### **Testing**

To use the sample test items in the classroom, download, print and copy the test booklets for use by students. Answer sheets are also needed. Answer keys are on page 3 of these instructions.

### **TO ADMINISTER THE READING SAMPLE TEST ITEMS IN THE CLASSROOM**

#### **Before testing**

1. Make sure all testing materials are ready:
  - Reading Sample Test Items booklets for Level A, B, C or D (Staple the pages together.)
  - TOPSpro Test Record (Note: CASAS gives permission to duplicate the TOPSpro Test Record for use only with these Sample Test Items.)
  - Pencils
2. Review the test materials to familiarize yourself with them.

#### **Testing**

1. Allow adequate space between students. (Even though the students are not taking an actual test, it's important to simulate the testing environment.) Have students turn off their cell phones.
2. Explain to students they will practice taking a test. The purpose is to find out their ability to read in English. Explain that they will read something, answer a question, and mark their answers A, B, C or D on an answer sheet. It will take about 15 minutes.

## CASAS Reading Sample Test Items for Instructional Use

3. Pass out the answer sheets. Make sure everyone has a pencil. Have them write their name and other information on the answer sheet. Demonstrate on the board or overhead projector how to fill in the bubbles correctly.
4. Tell students there are two practice questions and five test questions. (Note: For the level D Sample Test Items there is only one practice item.) Point out the Practice question area on the answer sheet: *You will mark your answers to the practice questions here. Only the practice questions. Mark A, B, C or D.* Then point out Test column, number 1: *You will mark your answers to the test questions here.*
5. Hand out the test booklets and ask students not to open them until you tell them to. Tell them not to write in the test booklets.
6. When everyone has a test booklet and is ready to begin, tell students to open their booklets. Point out the two practice questions. Explain that they will read the selection and then the question and answers, and will mark their answers in the Practice area of the answer sheet. Have them begin with the first practice item.
7. When most students are finished with the first practice item, give the answer and discuss the item. Then do the same with the second practice item.
8. Show students again where they will mark the answers to the test questions on their answer sheet (Test column, number 1). Tell them to work by themselves – no talking, no helping one another. Have them begin.
9. When everyone is finished, discuss each item, writing the correct answer on the board. Collect the test booklets and answer sheets. You may discard the answer sheets.

### QUESTIONS?

If you have any questions regarding the CASAS Reading Sample Test Items, please contact the Item and Test Development Department at 800-255-1036.

## **CASAS Reading - Sample Test Items**

### **Answer Keys**

#### **Level A**

1. B
2. A
3. C
4. D
5. D

#### **Level B**

1. D
2. B
3. D
4. C
5. A

#### **Level C**

1. B
2. A
3. C
4. B
5. D

#### **Level D**

1. D
2. B
3. C
4. C
5. A

# **Level C**

## Reading

### **SAMPLE TEST ITEMS**

## DIRECTIONS

1. Mark your answers on the answer sheet. Please do **not** write in the test booklet. Use a number 2 pencil only.
  2. Try to answer the question. Choose the **one** best answer. If you want to change an answer, be sure to erase the first mark completely. If you don't know an answer, you can go to the next question. Follow the numbers carefully.
- 

## Practice 1

### *TeleHealth Service*

Now you can obtain health information 24 hours a day directly from your home telephone. Call in to our toll-free number and choose one of over 200 recorded messages that give you information on everything from common diseases to immunizations to lowering cholesterol.

---

What does TeleHealth offer?

- A. home health care
- B. information on health
- C. a 24-hour appointment line
- D. direct access to medical staff

➔

PRACTICE				
1	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

## Practice 2

### INSTRUCTIONS

1. Take out the screw that holds down the cover. Lift off the cover.
2. Pull out the filter and discard it. Put in a new filter.
3. Replace the cover and fasten it with the screw.

What do you do after you put in a new filter?

- A. take the cover off
- B. pull the filter out
- C. remove the screw
- D. put the cover back on

### PRACTICE QUESTIONS

- |   |                         |                                    |                         |                                    |
|---|-------------------------|------------------------------------|-------------------------|------------------------------------|
| 1 | <input type="radio"/> A | <input checked="" type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D            |
| 2 | <input type="radio"/> A | <input type="radio"/> B            | <input type="radio"/> C | <input checked="" type="radio"/> D |



FITNESS TODAY MEMBERSHIP FEES		
MEMBERSHIP CATEGORY	DUE UPON JOINING	
	Monthly	One Time Joiners Fee
Adult	\$36	\$100
Family*	\$51	\$150
Single Parent Family**	\$42	\$100
Senior Adult (60+ yrs.)	\$30	\$100
Student (18-22 yrs.)***	\$23	
* Includes 2 adults and all children under 18 within the same household ** Includes 1 adult and all children under 18 within the same household *** Full-time student with ID		

- 
1. What is the monthly fee for a family with one adult and two young children living in the same house?
- A. \$51.00  
B. \$42.00  
C. \$150.00  
D. \$100.00



**City Health Services** announces a new project to educate young people on maintaining good health. CHS will coordinate with local schools to reach out to teens identified as having potential health issues. Teens aged 13 to 18 will receive a complete health appraisal. Training topics will include nutrition, exercise, and healthy weight-loss strategies. The focus will be on self-image, fitness, and food. Participants will identify healthy meals, develop exercise plans, and examine lifestyle choices.

- 
2. What is the purpose of the new project?
- A. to teach young people how to stay healthy
  - B. to identify schools with unhealthy conditions
  - C. to provide nutritious meals for young people
  - D. to interest teenagers in health care careers

From: Gary Tan  
To: Building tenants  
Subject: Status of the elevator

As you may know, over the last few months I have received complaints from tenants in many of the offices in our building that the elevator has been malfunctioning. When the elevator first stopped working in June, I called the service manager at the elevator company, who sent out a technician. The technician got the elevator working again, but three weeks later I received more reports of employees getting stuck in the elevator. I again called in a technician for repairs.

After another breakdown two weeks ago I asked for a thorough assessment of the elevator to see why problems are recurring. The company reported that they would need to replace a set of relays in the controller and said they had ordered the parts. Repairs are scheduled for next week.

I am very concerned that your employees, a number of whom are disabled, still cannot use the elevator. I understand that this situation is frustrating for all, and I apologize for the inconvenience to your staff. I do hope the next repair will be the last one.

Gary Tan  
Property Manager

3. What is delaying the next repairs on the elevator?
- A. The elevator company has not responded.
  - B. The technicians are not available now.
  - C. The parts needed are not in stock.
  - D. The exact problem needs to be identified.

Handy Hardware store is a small, family-owned business that has managed to survive despite the fact that there are several large chain hardware stores throughout East City. Handy's has a loyal customer base and they do a good business. Many people go to Handy's because of the friendly service and fair prices. It is located not far from a residential area, so many people can walk there. The owner, Ed Handy, knows many of his customers and they like and trust him.

Ed has heard that a large chain store, Home Helper, is opening a new store not far from Handy's, and he is very concerned that he won't be able to compete. His prices are reasonable, but because his store is small, he doesn't have the huge volume of merchandise and the many selections that Home Helper has. His store cannot carry large items such as lumber and appliances, and it doesn't have nursery or gardening supplies either. Ed realizes it is convenient for shoppers to be able to buy many things in one store.

- 
4. According to the situation described, what is Mr. Handy's concern?
- A. He may not be able to maintain his prices.
  - B. He will lose customers to the larger store.
  - C. His store may not be able to carry many large items.
  - D. The larger store will buy up all the merchandise.

5. What is one reason people shop at Handy Hardware?
- A. The store has a very large volume of sales.
  - B. The store sells many products besides hardware.
  - C. The store has many locations in East City.
  - D. The store is owned by someone they know.



# Reading

Sample Test Items

Levels A, B, C, D

Administration Packet

## **CASAS**

### **Reading Sample Test Items – Levels A, B, C, D**

*For Instructional Use Only*

#### **Purpose**

The purpose of these sample test items is to familiarize students with CASAS reading items and give students practice in taking a CASAS reading test. They contain typical items students will encounter in the Life and Work Reading Series, levels A, B, C and D (Forms 81-188). Practicing with these sample test items should make future testing go more smoothly and may help reduce student test-taking anxiety.

#### **Use**

The Reading Sample Test Items are not intended to be a predictor of any kind for any CASAS test, and should not be used for level placement or as an assessment of ability. They cannot be used for standardized reporting of scores. They are meant only to familiarize students with CASAS testing. Use the sample test form appropriate for your students' skill level.

#### **Testing**

To use the sample test items in the classroom, download, print and copy the test booklets for use by students. Answer sheets are also needed. Answer keys are on page 3 of these instructions.

### **TO ADMINISTER THE READING SAMPLE TEST ITEMS IN THE CLASSROOM**

#### **Before testing**

1. Make sure all testing materials are ready:
  - Reading Sample Test Items booklets for Level A, B, C or D (Staple the pages together.)
  - TOPSpro Test Record (Note: CASAS gives permission to duplicate the TOPSpro Test Record for use only with these Sample Test Items.)
  - Pencils
2. Review the test materials to familiarize yourself with them.

#### **Testing**

1. Allow adequate space between students. (Even though the students are not taking an actual test, it's important to simulate the testing environment.) Have students turn off their cell phones.
2. Explain to students they will practice taking a test. The purpose is to find out their ability to read in English. Explain that they will read something, answer a question, and mark their answers A, B, C or D on an answer sheet. It will take about 15 minutes.

## CASAS Reading Sample Test Items for Instructional Use

3. Pass out the answer sheets. Make sure everyone has a pencil. Have them write their name and other information on the answer sheet. Demonstrate on the board or overhead projector how to fill in the bubbles correctly.
4. Tell students there are two practice questions and five test questions. (Note: For the level D Sample Test Items there is only one practice item.) Point out the Practice question area on the answer sheet: *You will mark your answers to the practice questions here. Only the practice questions. Mark A, B, C or D.* Then point out Test column, number 1: *You will mark your answers to the test questions here.*
5. Hand out the test booklets and ask students not to open them until you tell them to. Tell them not to write in the test booklets.
6. When everyone has a test booklet and is ready to begin, tell students to open their booklets. Point out the two practice questions. Explain that they will read the selection and then the question and answers, and will mark their answers in the Practice area of the answer sheet. Have them begin with the first practice item.
7. When most students are finished with the first practice item, give the answer and discuss the item. Then do the same with the second practice item.
8. Show students again where they will mark the answers to the test questions on their answer sheet (Test column, number 1). Tell them to work by themselves – no talking, no helping one another. Have them begin.
9. When everyone is finished, discuss each item, writing the correct answer on the board. Collect the test booklets and answer sheets. You may discard the answer sheets.

### QUESTIONS?

If you have any questions regarding the CASAS Reading Sample Test Items, please contact the Item and Test Development Department at 800-255-1036.

## **CASAS Reading - Sample Test Items**

### **Answer Keys**

#### **Level A**

1. B
2. A
3. C
4. D
5. D

#### **Level B**

1. D
2. B
3. D
4. C
5. A

#### **Level C**

1. B
2. A
3. C
4. B
5. D

#### **Level D**

1. D
2. B
3. C
4. C
5. A

# **Level D**

Reading

## **SAMPLE TEST ITEMS**





## DIRECTIONS

1. Mark your answers on the answer sheet. Please do **not** write in the test booklet. Use a number 2 pencil only.
  2. Try to answer the question. Choose the **one** best answer. If you want to change an answer, be sure to erase the first mark completely. If you don't know an answer, you can go to the next question. Follow the numbers carefully.
- 

## Practice

The Westview Health Care Center is planning to offer a four-week program to educate teens aged 13 to 18 on healthy weight-loss strategies and good nutrition. The focus will be on self-image, fitness, and food. Participants will identify healthy meals, develop exercise plans, and examine lifestyle choices.

What is the purpose of the new program?

- A. to provide nutritious meals for children
- B. to interest teenagers in health care careers
- C. to learn about the health problems of teenagers
- D. to teach young people how to control their weight and eat healthy food

➔

PRACTICE				
1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

**Riverview Gas and Electric Company**

***You May Qualify for Energy Assistance***

RG&E has a variety of energy assistance plans and services to accommodate customers on a fixed or limited income, or who have certain special living situations. These include:

- 20% discount on monthly energy bills for seniors whose income meets established guidelines
- Lower rates for customers with a medical condition that requires greater energy use
- Advance notice of rolling blackouts for customers vulnerable to the health risk of extreme heat who require a constant temperature in their living space
- Flexible temporary payment plans for customers undergoing sudden and/or emergency economic hardship (please contact us immediately)
- Free energy-saving home improvements for homeowners on fixed and/or limited incomes

Visit **[www.riverviewge.com](http://www.riverviewge.com)** or call **1-800-RGE-HELP (1-800-743-4357)**.

- 
1. Which of the following does RG&E offer?
- A. advance notice of rate increases for customers on a fixed income
  - B. special equipment for customers requiring a constant room temperature
  - C. lower rates for low-income homeowners who conserve energy
  - D. discounted rates for customers who use more energy for health reasons

## What Are Today's Employers Looking For?

What are today's employers looking for in a new employee? Why does candidate A get the job when candidate B seems better qualified? The answer may lie in the fact that, in addition to traditional job qualifications, personal qualities are now often being given substantial weight in the hiring process. Technical skills, education, and work experience in themselves may not be enough to land a particular job. Employers are looking for more, and have improved their hiring process to gain the information they need to make what they feel is the right choice in a new hire.

Skilled job interviewers ask questions that provide insight into an applicant's ability to problem-solve and to perform under stress. They try to gain a sense of the person's flexibility, motivation and self-direction, and how well they would fit in and work with others. They assess oral communication skills and writing skills. Finally, interviewers factor in whether or not the attributes and skills of the prospective employee are transferable in the event of a promotion or relocation.

Don't underestimate a job interview. Even though you may have exactly the résumé an employer is looking for, it's only one part of the process.

- 
- |   |  |
|---|--|
| <p>2. Which of the following statements is supported by the above information?</p> <ul style="list-style-type: none"><li>A. Employers are often unrealistic in what they expect of job applicants.</li><li>B. An interview is still an important part of the hiring process.</li><li>C. Many of today's employers have relaxed their hiring standards.</li><li>D. Interviewers tend to focus too much on personality in the questions they ask.</li></ul> |  |
|---|--|

## **AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING**

### **Employee's Agreement**

1. I AGREE that, upon completion of the Government-sponsored training described in this authorization, if I receive salary covering the training period, I will serve in the agency three (3) times the length of the training period. If I received no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week).

- 
3. What obligation does an employee agree to in point 1?
    - A. to complete at least one month of unpaid training
    - B. to serve in the agency at least three times during the training period
    - C. to continue working for a specified period of time after training
    - D. to attend training classes part-time or full-time as assigned

## Coffee – To Drink or Not to Drink?

Most of us know little about caffeine other than that it is in coffee, tea, cola and chocolate and that it is stimulating. Is it healthy? Is it unhealthy? Some people drink bottomless cups of coffee, while others avoid caffeine because they fear potential health risks. The most common and accurate perception is that caffeine is not exactly good for you, but it isn't really bad for you either.

Caffeine is a stimulant, however, and a mild form of addiction can occur with heavy consumption. There is no question that the coffee habit produces withdrawal symptoms when people suddenly quit. They experience drowsiness, headaches, and restlessness for a short time after abruptly stopping. Even with moderate

consumption, its stimulant effects cause most people, especially as they age, to limit their intake of caffeine and not drink it too late in the day so it does not interfere with their sleep. The most negative aspect of caffeine seems to be that it can create nervousness or stomach discomfort in some individuals. Researchers state that there is no link between coffee and high blood pressure, although people with those conditions should check with their physician about whether or not to drink coffee. For most people, though, moderate consumption has no ill effects, and that cup of coffee first thing in the morning or as a late afternoon "pick-me-up" is just fine.

- 
4. What claim is supported by the above information?
- A. Caffeine addiction poses considerable health risks.
  - B. The benefits of caffeine outweigh perceived risks to health.
  - C. There is no reason for most people to fear caffeine.
  - D. Not enough research has been done on the positive effects of caffeine.

5. What is the tone of the article?
- A. objective and balanced
  - B. uncertain and tentative
  - C. generally biased towards caffeine
  - D. generally biased against caffeine



Adult and Community Education  
Adult ESOL Program



---

## CASAS for Students in the Classroom



## What is CASAS?

CASAS stands for:

The **C**omprehensive **A**dult **S**tudent **A**ssessment **S**ystem (CASAS)

CASAS measures English skills in:

• **Reading**



• **Listening**



## Who has to take the CASAS Test?



The Florida Department of Education (DOE) requires students take placement tests before entering an ESOL program, and post-test after classroom instruction to measure learning gains.

**All students registered in Miami- Dade County Public Schools (M-DCPS) Adult ESOL Programs will take the proper standardized Comprehensive Adult Students Assessment System (CASAS) assessment.**

**You can enroll in ESOL no matter what score you earn in CASAS.**

## Adult Centers use your CASAS score to:



Determine your English skill level



Place you in the appropriate level to begin your studies





**Beginning at the right level is critical to learning English. We want you to succeed. By knowing what areas you need help in, your instructors can work with you to strengthen your skills.**

## **How Can I Learn More about CASAS?**

You can talk with a school counselor or your teacher for more information

Or

Visit [www.casas.org](http://www.casas.org)



## **Assessment Process Summary:**

1. Screening
2. Pre-Test
3. Instruct
4. Post-Test

## **These are the ranges of the CASAS scores and levels:**

SCALE SCORE	ADULT ESOL COURSE LEVEL
< 180 AND LITERATE IN NATIVE LANGUAGE	FOUNDATIONS
181 – 190	LOW BEGINNING
191 – 200	HIGH BEGINNING
201 – 210	LOW INTERMEDIATE
211 – 220	HIGH INTERMEDIATE
221 – 235	ADVANCED

**For instructional purposes your placement level is based on the lower of the two scores (reading and listening).**

**Example: Reading Score = 192**

**Listening Score = 187**

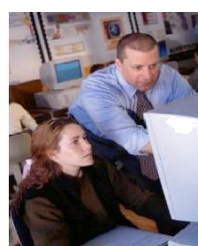
**Level= Low Beginning**

## Make-Up Exams:

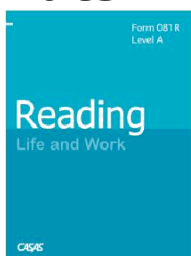


Sometimes circumstances force students to miss a scheduled test; however, arrangements can be made with instructors and the Assessment and Testing Center to make-up a missed exam. Make-up exams are very important.

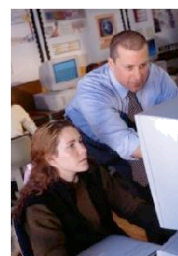
## CASAS Test Formats:



**CASAS  
eTests**






**CASAS  
Paper and  
Pencil**



**CASAS  
eTests  
Online**

## CASAS LISTENING TESTS

The listening test is used to determine a student's ability to understand spoken English. There are three levels:

 <p><b>Level A Item Types</b></p> <ul style="list-style-type: none"> <li>Picture Prompt – repeated             <ul style="list-style-type: none"> <li>Prompt in a test booklet</li> </ul> </li> <li>Comprehension Question – repeated             <ul style="list-style-type: none"> <li>Conversations between two people</li> <li>Phone message recordings and conversations</li> <li>Recorded announcements and messages</li> </ul> </li> <li>Predict Next Line – repeated             <ul style="list-style-type: none"> <li>Finish conversation between two people</li> </ul> </li> </ul> <p>Testing Time: 35 minutes</p>	 <p><b>Level B Item Types</b></p> <ul style="list-style-type: none"> <li>Comprehension Question – repeated             <ul style="list-style-type: none"> <li>Conversations between two people</li> <li>Phone message recordings and conversations</li> <li>Recorded announcements and messages</li> </ul> </li> <li>Predict Next Line – repeated             <ul style="list-style-type: none"> <li>Finish the conversation between two people</li> </ul> </li> <li>Identify True Statement – not repeated             <ul style="list-style-type: none"> <li>Which is correct?</li> <li>Interpret statements or conversations</li> </ul> </li> </ul> <p>Testing Time: 40 minutes</p>	 <p><b>Level C Item Types</b></p> <ul style="list-style-type: none"> <li>Comprehension Question – not repeated             <ul style="list-style-type: none"> <li>Conversations between two people</li> <li>Phone message recordings and conversations</li> <li>Recorded announcements and messages</li> </ul> </li> <li>Identify True Statement – not repeated             <ul style="list-style-type: none"> <li>Which is correct?</li> <li>Interpret statements or conversations</li> </ul> </li> <li>Predict Next Line – not repeated             <ul style="list-style-type: none"> <li>Finish the conversation between two people</li> </ul> </li> </ul> <p>Testing Time: 30 minutes</p>
--	---	---

### Level A

**All items are repeated**

- **Picture Prompts** and the questions.
- **Comprehension Questions**- Conversations between two people. Phone message recordings and recorded announcements.
- **Predict Next Line**- Finish conversation between two people.

**60 Minutes**

### Level B

- **Comprehension Questions- Repeated**  
Conversations between two people. Phone message recordings and recorded announcements.
  - **Predict Next Line- Repeated** Finish conversation between two people.
  - **Identify True Statement Not Repeated**- Which is correct?
- 60 Minutes**

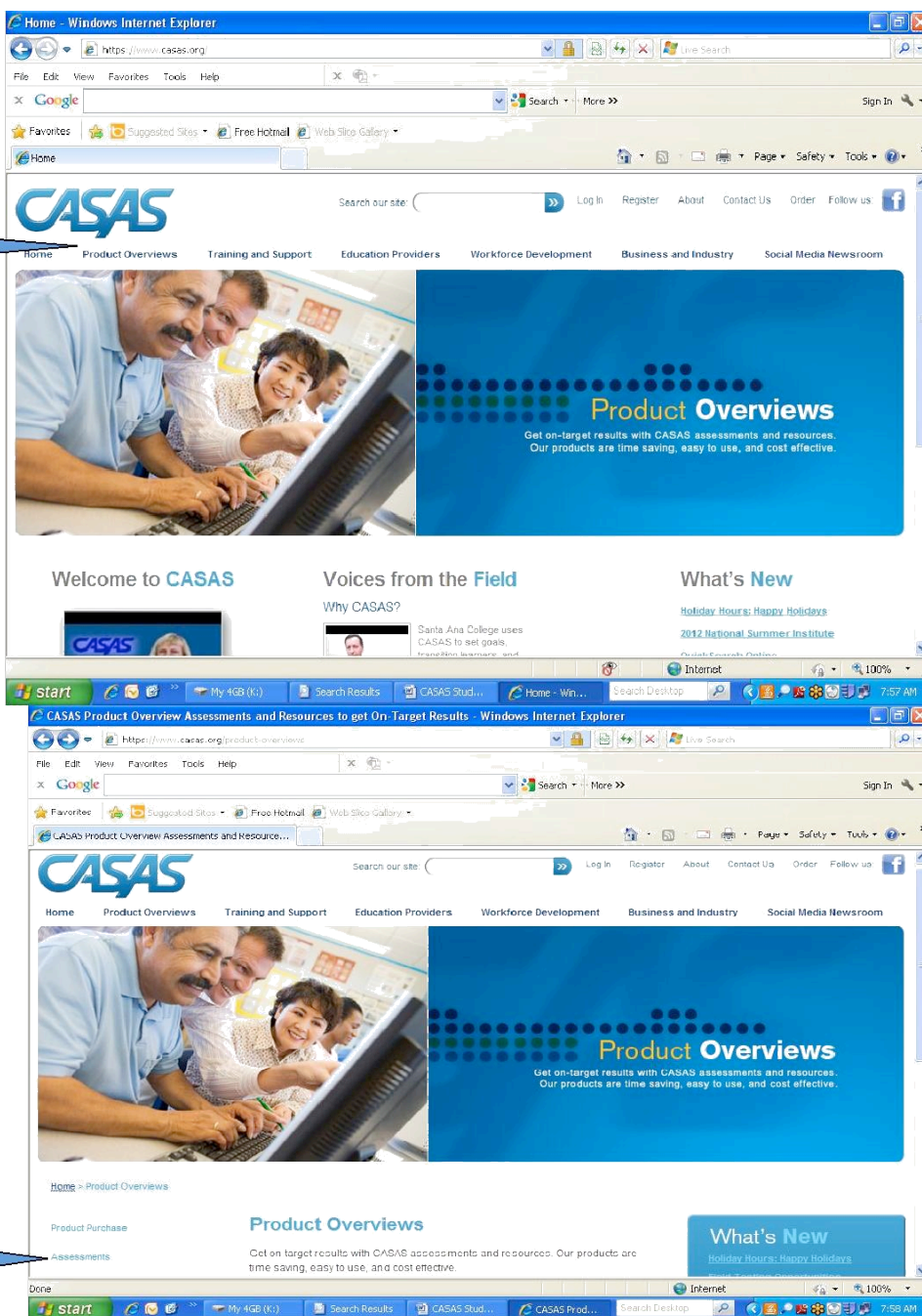
### Level C

**No repetition**

- **Comprehension Questions**- Conversations between two people. Phone message recordings and recorded announcements.
- **Identify True Statement**  
Which is correct?
- **Predict Next Line- Finish** conversation between two people.

**60 Minutes**

**You can practice sample test items online at:**  
[www.casas.org](http://www.casas.org)



**Click on Assessment.**  
**Then on Sample Test Items.**

## PREPARING FOR THE POST-TEST



- Practice sample test items on [www.casas](http://www.casas).
- Be on time.
- Think of the test as an opportunity to show what you know; it is a chance to see your progress.
- Rest the night before the test.
- Turn cell phone off.
- Do not bring any calculators, dictionaries, or books.
- Do not leave the room until you are dismissed.

# Reading-Sample Test Items - Level A

## Practice 1 (Pencil and Paper)

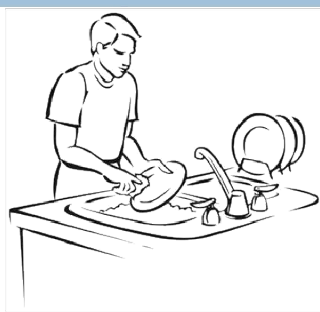


What is he doing?

- A He's washing the dishes.
- B He's watching the children.
- C He's watering the plants.
- D He's cleaning the table.

## CASAS eTest

### Practice 1



What is he doing?

<u>A</u>	He's washing dishes.	<u>C</u>	He's watering plants.
<u>B</u>	He's watching children.	<u>D</u>	He's cleaning the table.

# Reading-Sample Test Items - Level B

## Practice 1 (Pencil and Paper)

Please sign in and  
have a seat. We will  
call your name

What do you do first?

- A. Call in.
- B. Sign in.
- C. Sit down.
- D. Say your name.

## CASAS eTest

### Practice 1

Please sign in and  
have a seat. We will  
call your name.

What do you do first?

<b>A</b>	call in	<b>C</b>	sit down
<b>B</b>	sign in	<b>D</b>	say your name

# Reading-Sample Test Items - Level C

## Practice 1 (Pencil and Paper)

### ***TeleHealth Service***

Now you can obtain health information 24 hours a day directly from your home telephone. Call in to our toll-free number and choose one of over 200 recorded messages that give you information on everything from common diseases to immunizations to lowering cholesterol.

#### **What does TeleHealth offer?**

- A. Home health care.
- B. Information on health.
- C. A 24-hour appointment line.
- D. Direct access to medical staff.

## CASAS eTest

### Practice 1

#### ***TeleHealth Service***

Now you can obtain health information 24 hours a day directly from your home telephone. Call in to our toll-free number and choose one of over 200 recorded messages that give you information on everything from common diseases to immunizations to lowering cholesterol.

#### **What does TeleHealth offer?**



<b>A</b>	home health care	<b>C</b>	a 24-hour appointment line
<b>B</b>	information on health	<b>D</b>	direct access to medical staff



## PREPARE FOR THE TEST

Here are some additional online sites you can use to increase your reading and listening skills:

[www.esl-lab.com](http://www.esl-lab.com) (reading and listening)

[www.eflclub.com](http://www.eflclub.com) (reading)

[www.livemocha.com](http://www.livemocha.com) (reading and listening)

[www.mansioningles.com](http://www.mansioningles.com) (reading and listening)

[www.englishclub.com](http://www.englishclub.com) (reading and listening)

[www.a4esl.org](http://www.a4esl.org) (reading)

<https://www.seminolestate.edu/adult-ed/els/pett/reading-tests>  
(reading)

<https://www.seminolestate.edu/adult-ed/els/pett/listening>  
(listening)

<http://www.pbclibrary.org/mousing/mousercise.htm>  
(to practice using a computer mouse)

[www.thewclc.ca](http://www.thewclc.ca)  
(Learning Edge)

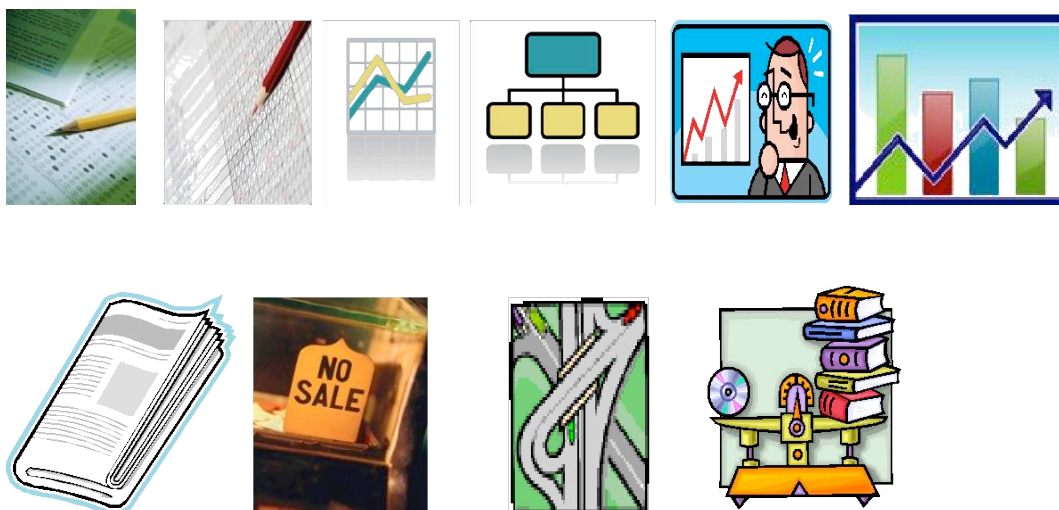
## PREPARE FOR THE TEST

Test questions are presented in a variety of task areas, or display formats.

**You can prepare for the test by practicing using the different formats.**

**Reading questions could have:**

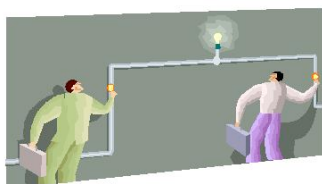
1. Forms.
2. Charts, maps, consumer billings, matrices, graphs, or tables.
3. Stories, articles, paragraphs, sentences, directions, or pictures.
4. Signs, price tags, ads, or product labels.
5. Measurement scales and diagrams.



## PREPARE FOR THE TEST

### **Listening questions could have:**

1. Picture prompt.
2. Comprehension question.
3. Predict next line of dialogue.
4. Identify true statement based on prompt.



### **Example:**

#### **1. Who is speaking?**

Listen to a conversation where you will identify the speaker.

"This is the office of Dr. Perez, we are sorry but we have to cancel your appointment for tomorrow and re-schedule it for next week."

Who is speaking?

- a. A nurse.
- b. A doctor.
- c. An office assistant.
- d. A patient.

#### **2. Which is the best answer to the following statement?**

Good Morning, how are you?

1. It is a good day.
2. I'm fine thank you and you?
3. My sister is doing well.

## GOALS

Setting goals will help you focus and accomplish your dreams. Students are encouraged to write down an educational goal at the beginning of their studies.

### MY EDUCATIONAL GOAL

**What:**

**When:**

**How:**

**Where:**



**This report will tell you how you did on your test. Ask your teacher to discuss it with you.**

02/02/2004  
14:10:34

**Student Performance by Competency**  
4908 - Rolling Hills Adult School  
Test Dates between 07/01/2003 and 06/30/2004

Agency: 4908 - Rolling Hills Adult School  
Site: 2 - South Campus  
Class: 6612 - ESL Intermediate  
Course:  
Form: 033R - Life Skills Reading Level B  
Student: Barroscio, Manuel - 599661104

Instructional Program: ESL  
Test Date: 09/04/2003  
Raw Score: 15  
Scale Score: 204

Item	Comp. No.	Correct?	Competency Description
1	2.2.1.2	Yes	Ask for, give, follow, or clarify directions
2	2.2.1.2	Yes	Ask for, give, follow, or clarify directions
3	2.1.1.2	Yes	Use phone directory and related publications to locate info.
4	2.1.1.2	Yes	Use phone directory and related publications to locate info.
5	1.8.2.1	Yes	Interpret bank procedures, forms, writing checks
6	1.8.2.1	Yes	Interpret bank procedures, forms, writing checks
7	1.2.1.4	No	Interpret ads, labels, charts, etc to select goods, services
8	1.2.1.4	No	Interpret ads, labels, charts, etc to select goods, services
9	2.6.4.2	Yes	Interpret, order from restaurant menus, and compute costs
10	2.6.4.2	No	Interpret, order from restaurant menus, and compute costs
11	4.1.2.1	Yes	Follow proc. for applying for a job, incl. application forms

**This column shows the description of the item.**

**This column shows if the answer was correct.**

**Ask your teacher if you have questions about this report.**

*Congratulations*

*You Are on  
Your Way to*

*Success*



# ESOL Program Overview:

## ESOL LEVEL



FOUNDATION	LOW BEGINNING	HIGH BEGINNING	LOW INTERMED.	HIGH INTERMED.	ADVANCED
R ≤180 L 169 - 180	181 - 190 181 - 189	191 - 200 190 - 199	201 - 210 200 - 209	211 - 220 210 - 218	221 - 235 219 - 227
CASAS TEST A		CASAS TEST B		CASAS TEST C	
Reading: 81R, 82R, 81RX, 82RX		Reading: 83R, 84R		Reading: 85R, 86R, 185R, 186R	
Listening: 981L, 982L		Listening: 983L, 984L		Listening: 985L, 986L	

For training purposes only. Test form cut score ranges vary by test modality. Revised 3/16

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Submitted by Mr. Julian Cazañas, Jr., Principal



# CASAS LIFE AND WORK READING TEST SERIES COMPETENCY CONTENT

Level	TEST FORM	FL ESOL STANDARDS	Communication	Consumer Education	Civics, Family and Community Resources	Health and Nutrition	Employment	Transportation and Travel	Safety and Security	Learning Skills	Independent Living
		CASAS	Basic Communication .0	Consumer Economics 1.	Community Resources 2.	Health 3.	Employment 4.	Gov't and Law 5.	Math 6.	7.	8.
A		Total Items									
	81	24	3	8	7	2	3	1	1		
	81X	28	2	3	10	4	7		1		
	82	24	3	9	6	1	4	1	1		
	82X	28	2	9	7	0	9				
B	83	32	2	7	3	3	7	1		6	
	84	32	2	4	5	6	10	1		5	
	85	37	2	1	3	2	15			5	
C	86	37	2	1	3	2	18			4	
	185	38	2	6	11	3	14	4		3	
	186	38	2	5	10	2	16	4		3	
D	187	32	2	3	6	4	10	4	2	3	
	188	32	2	4	6	5	7	4	3	4	



## CASAS Test-Taking Tips

- ✓ *Keep in mind that the reading and listening tests are timed. It is of extreme importance that students are taught to manage their time as they answer.*
- ✓ *Reading strategies like skimming and scanning are extremely useful in navigating through text and locating information quickly.*
- ✓ *Become familiar with the listening and reading tasks, since this is how the questions are presented in the test.*
- ✓ *Test-Taking strategies are to be done following the Gradual Release of Responsibility Model (GRR). They are to be modeled by the teacher first, then students are asked to practice with the teacher, and finally the students practice on their own.*

### Reading Tasks:

**Reading Task Areas & Item Types**

**READING TASK AREAS:**

1. Forms
2. Charts, maps, consumer billings, matrices, graphs, or tables
3. Stories, articles, paragraphs, sentences, directions, or pictures
4. Signs, price tags, ads, or product labels
5. Measurement scales & diagrams

**READING TEST FORMS:**

Each test question presents one of the reading task areas (E.g. a job ad ) followed by a question and four multiple choice answers.

### Best Practices: CASAS Reading Test-taking Strategies

1. Identify the type of format for the question is asked (picture, announcement, chart, ad, product label, etc.).
2. Read heading or title (if available) and skim through most visible text features (bold letters, subheadings). Stop. *Students should not read everything at this point; only recognize prominent text features and get back to the text later, since time is limited.*
3. Read the question. Identify key words.
4. Scan through the text to find specific information that is asked in the question. Locate area where the answer may be.
5. Read answer choices. Use process of elimination and other text clues to determine correct answer.
6. Choose correct answer.

*This method may assist in answering correctly many of the questions in the reading text. In those cases when it does not help, allow students to continue scanning for information. Keep in mind time restraints, and balance available time between answering easier questions and those that may require additional time to respond.*

### Sample Casas Level A:

Heading

#### SHUTTLE BUS Arrivals

Route A1	10:00
Route A2	10:30
Route B1	12:00
Route B2	12:30

Reading Task: Chart

Answer Area

What time does the Route B1 bus arrive? → Key Words

A 10:00

B 10:30

C 12:00

D 12:30

Correct Choice

### Sample Casas Level B:

Heading

#### New Policy for Vocational Classes

According to a new regulation, all students registering for vocational classes are required to attend safety training before beginning their course of study. They must pass a safety test and sign a statement certifying that they received safety instruction. Only then will their name be added to the class roster.

Reading Task:  
Paragraph

Answer Area

What is the new requirement for vocational students? → Key Words

A. Early registration.

B. Signing the class roster.

C. Safety training.

D. Passing the beginning-level class.

Correct Choice

## Listening Tasks:

**Listening Task Areas & Item Types**

**LISTENING ITEM TYPES:**

1. Picture prompt
2. Comprehension question
3. Predict next line of dialogue
4. Identify true statement based on prompt

**LISTENING TEST FORMS:**

**Level A:**  
All items are repeated

**Level B:**  
Two item types are repeated

**Level C:**  
All items are presented only once

## Best Practices: CASAS Listening Test-taking Strategies

1. Explain to the students that there are four types of listening questions:
  - a. Picture prompt.
  - b. Comprehension question.
  - c. Predict next line of dialogue.
  - d. Identify true statement based on prompt.
2. Make students aware that three items type questions are asked per listening test:

**Test Level A:** Picture Prompt/Comprehension Questions/Predict Next Line of Dialogue.

**Test Level B:** Comprehension Questions/Predict Next Line of Dialogue/Identify True Statement (this last one is not repeated).

**Test Level C:** Comprehension Questions/Predict Next Line of Dialogue/Identify True Statement.
3. The listening questions types are not sprinkled throughout the test, they are separated into three distinct sections.
4. Teach the students to first identify listening test directions' cues according to the test item. For example: A question regarding predicting the next line of dialogue would start with the question: **What comes next?** This is followed by the conversation and later the same question is asked again. Students need to pay close attention to completing or continuing the conversation according to the phrase that would logically come next. This is not a considered a comprehension question; it is, rather, the continuation of a conversation.
5. Apply similar concepts from the test-taking skills for reading into listening. For example, paying attention to key words in the question/dialogue, in addition to managing time wisely during testing.



**Florida Department of Education  
Adult General Education- ESOL  
Curriculum Frameworks**

ADULT ESOL LITERACY SKILLS	
Program Title	Adult Speakers of Other Languages Literacy Skills
Program/Course Number	9900300
CIP Number	1532.010303
Grade Level	30, 31
Standard Length	540 hours maximum recommended

- I. **PURPOSE:** The purpose of this course is to provide English language and literacy instruction for English language learner adults whose first language is other than English and who are non-literate or semi-literate in their home language, in order to increase their ability to communicate in English.

The content is compatible with principles of literacy and language acquisition for adult learners of English and includes skills useful in the workplace, life and academic applications. Skills are integrated into reading, writing, speaking and listening formats.

- II. **LABORATORY ACTIVITIES:** Language laboratory and computer-assisted instructional activities should consist of simple exercises since many literacy students will not be able to function independently.

- III. **PROGRAM STRUCTURE:** Literacy Skills for Adult ESOL Learners is a non-credit course that is designed to prepare students to communicate effectively, including reading and writing, in a multi-faceted society. This course is divided into three levels, with a Literacy Completion Point (LCP) awarded for each level completed. Progress through levels is measured by attainment of the competencies noted in the student performance standards below.

Other courses in this program include Adult English for Speakers of Other Languages (ESOL), Academic Skills for Adult ESOL Learners, English Literacy for Career and Technical Education, Workplace Readiness Skills for Limited English Proficient Adults, and Citizenship.

- IV. **SPECIAL NOTES:** With the exception of literacy skills, it is not intended that students must progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate skills from several areas.

Curriculum materials chosen for this course should be adult oriented, at the appropriate language and literacy proficiency levels, current and culturally sensitive.

Classroom activities and materials which appeal to students with a variety of learning styles and which incorporate the previous knowledge and experience of the learners are suggested.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Adult Education Instructor Certification Requirements:** As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

### **Career and Education Planning Standards**

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

#### **Standards:**

- CP.01      Develop skills to locate, evaluate, and interpret career information.
- CP.02      Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03      Identify career cluster and related pathways that match career and education goals.
- CP.04      Develop and manage a career and education plan.

### **Technology Standards**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace.

#### **Standards:**

- TN.01      Develop basic keyboarding and numerical keypad skills.
- TN.02      Produce documents using word processing programs.
- TN.03      Use Internet search engines such as Google, Bing, or Yahoo to collect information.
- TN.04      Practice safe, legal, and responsible sharing of information online.



	1. Basic Literacy Skill Anchors	
	1. Basic Literacy Skill Anchors A. Sound Discrimination	
	Literacy Level B	Literacy Level C
A1-1 Identify familiar sounds as same or different in short words (e.g., <i>fine/mine, see/say</i> )	B1-1 Isolate and identify familiar initial sounds in words	C1-1 Isolate and identify most vowel sounds in short words
	B1-2 Isolate and identify familiar final sounds in consonant-vowel-consonant (CVC) words (e.g., <u>h</u> at, <u>z</u> ip)	
A1-2 Recognize familiar words in a short, spoken sentence	B1-3 Repeat/reproduce word emphasis in a short (2 to 4 word) sentence	C1-2 Repeat/reproduce word emphasis in a longer (5 to 7 word) sentence (e.g., <i>The <b>phone</b> is on the <b>table</b></i> )
A1-3 Recognize rising intonation as a question (e.g., <i>Are you married?</i> )	B1-4 Recognize intonation used to communicate a choice (e.g., <i>Are you married or single?</i> )	C1-3 Repeat/reproduce rising and falling intonation in a short sentence
	1. Basic Literacy Skill Anchors B. Reading	
A1-4 Demonstrate understanding of environmental print (e.g., signs and symbols in public areas) and written text (e.g., newspapers, flyers, magazines) as sources of information	B1-5 Identify common life skills documents and find key information (e.g., find the total on a receipt; find sender's address on an envelope)	
A1-5 Understand concept of "same" and "different" using realia		
A1-6 Recognize pictures as representations of real-world objects	B1-6 Match familiar words with pictures	C1-4 Use a simple picture dictionary
A1-7 Demonstrate knowledge of left-to-right and top-to-bottom progression		
A1-8 Place pictures in chronological order to tell a story		

A1-9	Distinguish between letter shapes and between number shapes (e.g., E/F, N/Z, 6/9)	B1-7	Match lower- to uppercase letters	C1-5	Identify familiar words in same word families (e.g., May/day/say)
A1-10	Distinguish between same and different words in print	B1-8	Identify upper and lower-case letters and numbers in various fonts and clear hand-printing		
		B1-9	Identify initial consonant sounds of known words using knowledge of sound/symbol correspondence	C1-6	Read initial consonant blends (e.g., <u>b</u> read, <u>d</u> rive, <u>f</u> rom, <u>s</u> mall)
		B1-10	Decode initial and final consonant sounds in CVC words using knowledge of sound/symbol correspondence	C1-7	Read digraphs (e.g., <u>sh</u> oe, <u>th</u> ree, <u>ch</u> air, <u>ph</u> one) and final consonant combinations (e.g., call, class, sick)
				C1-8	Read diphthongs (e.g., boy, how)
				C1-9	Use phonics to decode words with silent 'e' and long 'a' and 'i' sounds, (e.g., make, like)
A1-11	Demonstrate understanding that spaces separate words			C1-10	Demonstrate understanding that sentences begin with a capital letter and end with a period or question mark
A1-12	Demonstrate understanding that letters make up words and words make up sentences			C1-11	Demonstrate use of capital letter for names of people and places
				C1-12	Read basic tables of 2 to 4 rows and 2 to 4 columns (e.g., store hours, work schedules)
				C1-13	Use alphabetical order to locate information (e.g., names on a list)
		B1-11	Follow simple written one-word instructions in worksheets (e.g., Match, Copy, Circle, Underline)	C1-14	Follow simple instructions in sentence form on worksheets and literacy textbooks (e.g., Write the missing word)
A1-13	Recognize basic shapes, symbols and signs (e.g., common store and product logos, EXIT, CLOSED)	B1-12	Read common symbols and signs (e.g., restroom symbols, PUSH/PULL, ENTER)	C1-15	Read multi-word signs (e.g., DO NOT ENTER)

A1-14	Recognize numbers as representations of quantity; read and say 0 – 9	B1-13	Read basic sight words and phrases (e.g., the, he, she, they, be, have)	C1-16	Read an increased number of sight words (e.g., question words, prepositions)
A1-15	Read and say 10 – 99				
		B1-14	Read common abbreviations (e.g., days of week, months, Ave.)	C1-17	Demonstrate understanding of the concept of abbreviations as representations of longer words (e.g., apt. = apartment)
A1-16	Identify words for basic colors				
		<b>1. Basic Literacy Skill Anchors: C. Writing</b>			
A1-17	Demonstrate ability to hold writing tool appropriately			C1-18	Demonstrate understanding of the value of writing in everyday life (e.g., noting appointments on a calendar)
A1-18	Copy numbers 0 – 9	B1-15	Write numbers 0 – 99	C1-19	Write all lower case letters
A1-19	Copy uppercase letter forms with vertical/horizontal lines (E, F, H, I, L, T)	B1-16	Write all uppercase letters	C1-20	Write short words dictated letter by letter (e.g., “Capital M – a – i – n”)
A1-20	Copy letter forms with diagonal lines (A, K, M, N, V, W, X, Y, Z)	B1-17	Copy all lowercase letters with tails below the line using correct vertical placement (e.g., g, j, p, q, y)	C1-21	Capitalize the initial letter of the first word in a sentence
A1-21	Copy letter forms with curves (B, C, D, G, J, O, P, Q, R, S, U)			C1-22	Use periods and question marks to end sentences
A1-22	Copy short familiar words using capital letters	B1-18	Copy short sentences including spaces between words	C1-23	Given a familiar, written model (e.g., man), write words in same simple word family (e.g. can, fan)
				C1-24	Given a familiar, written model (e.g., Marie is from Haiti.), write a short sentence (e.g., I am from Haiti.)
		B1-19	Use phonics to write missing initial consonants in words (e.g., __ ick)	C1-25	Use phonics to write missing medial short-vowel sounds (e.g., h, _t)

	<b>2. Communication</b>	
	<b>2. Communication:</b>	
	<b>A. Personal Information</b>	
A2-1 State first and last name; copy name using all capital letters	B2-1 State and orally spell first and last name	C2-1 Print full name (first, middle, last) in a variety of formats (e.g., last, first, MI)
A2-2 Say and copy phone number with area code	B2-2 Read and write area code and phone number	C2-2 Sign name in signature area on forms
A2-3 Answer questions about country of origin, marital status, number of children, place of residence (house or apartment)	B2-3 State address (number, street, apt. no., city, state, zip code) and orally spell street name	C2-3 Identify titles for names (e.g., Mr., Mrs., Ms.)
A2-4 State own street address (e.g., 239 Fifth St, apartment B2)	B2-4 Answer questions regarding city, state and zip code	
	B2-5 Read and write date of birth using numbers	C2-4 Write date of birth using abbreviations and numbers (e.g., Jan. 4, 1967)
A2-6 Recognize and choose own name and address from a group of flashcards written in capital letters	B2-6 Respond orally to <i>What is your birth date?</i> using name of month	C2-5 Read and write social security number
A2-7 Match words used in forms to own personal info (e.g., ZIP CODE to 33406, CITY to PALM BEACH)	B2-7 Identify elements of, and complete, a familiar personal information form with first and last name, address and phone number (either from memory, or knowing where to find a model)	C2-6 Complete personal information forms in a variety of formats (e.g., SSN, social security number; DOB, birth date, date of birth; Phone #, Tel.)
A2-8 Answer questions about names and relationships of immediate family (e.g., <i>What is your husband's name?</i> )	B2-8 Respond to <i>How old?</i> and <i>Who?</i> questions regarding self and family	
	B2-9 Respond to questions about first language (e.g., <i>What language do you speak?</i> )	
	<b>2. Communication:</b>	
	<b>B. Social and Classroom Language</b>	

A2-9	Follow basic classroom instructions (e.g., <i>point to, ask, repeat</i> )			
A2-10	Recognize names of classroom objects (e.g., <i>pen, paper, desk, door</i> )	B2-10	Read names of classroom objects	C2-7 Write names of classroom objects
A2-11	Use greetings, simple introductions and farewells (e.g., <i>Hello, Goodbye, I'm _____, Nice to meet you</i> )	B2-11	Use greetings, introductions and farewells (e.g., <i>How are you? So long.</i> )	C2-8 Express basic emotions (e.g., <i>I'm worried/ tired/ happy</i> )
A2-12	Thank someone and acknowledge thanks (e.g., <i>You're welcome</i> )	B2-12	Introduce someone using first name, last name, plus relationship	C2-9 Tell about daily life events (e.g., <i>I pick up my son at 3:00; I work from 4:00 p.m. to 8:00 p.m.</i> )
A2-13	Apologize and respond to an apology (e.g., <i>I'm sorry, It's OK</i> )			
A2-14	Express lack of understanding and ask for clarification	B2-13	Locate the top, middle, and bottom of a page	C2-10 Identify the top and front of a textbook, open the book and locate indicated page
			<b>2. Communication: C. Time</b>	
A2-15	Tell time to the hour and half-hour using digital and analog clocks	B2-14	Tell time using digital and analog clocks; read time found in text	C2-12 Write times in response to oral cues in number form (e.g., <i>It's 11:45</i> )
A2-16	Respond to <i>What day is today/ tomorrow?</i>	B2-15	Read and copy days and months using words and abbreviations	C2-13 Write days of the week and their abbreviations
A2-17	Say the days in order	B2-16	Match months with numbers (e.g., August = 8)	C2-14 Write months of the year and their abbreviations
A2-18	Say the months in order	B2-17	Respond to <i>What's today's date?</i> and <i>When</i> questions	C2-15 Locate calendar dates with ordinal numbers (e.g., <i>What day is the 21st?</i> )
		B2-18	Read and write dates in month/day/year format using all numbers (e.g., 10/11/10)	C2-16 Write dates in month/day/year format using abbreviations and numbers (e.g., Oct. 11, 2010)
			<b>3. Employment</b>	
		B3-1	Read words for common occupations	C3-1 Read and write words for common occupations and workplaces

	B3-2	Respond to questions about employment (e.g., <i>Are you working? What's your job?</i> )	C3-2	Ask for assistance on the job
	B3-3	Show required forms of identification for employment		
			B3-4	Express lack of understanding and ask for clarification on the job
	B3-5	Read NOW HIRING and HELP WANTED signs	C3-3	Read a simple work schedule
	B3-6	Respond to availability questions (e.g., <i>Can you work nights?</i> )	C3-4	Call to explain lateness/absence from the job
	B3-7	Read basic safety symbols on the job	C3-5	Read basic safety signs on the job
	B3-8	Follow simple one-step instructions	C3-6	Follow simple multi-step instructions

4. Consumer and Community Education				
A4-1	Identify common denominations of U.S. currency (e.g., match "\$1" with picture of dollar)	B4-1	Count U.S. coins and currency (e.g., identify three quarters as 75 cents)	
A4-2	Ask the price of an item	B4-2	Read prices	C4-1 Write dollar amounts up to \$99.99
		B4-3	Identify the total and change on a receipt	C4-2 Identify methods of payment (e.g., cash, check)
A4-3	Identify basic survival signs and symbols in public buildings (e.g., No Smoking, EXIT)	B4-4	Read a simple sign showing store hours	C4-3 Locate name and address of addressee and sender on a letter
A4-4	Identify types of stores and community services (e.g., <i>drugstore, daycare</i> )	B4-5	Read types of stores and community services	C4-4 Use simple floor plans and directories to locate places in public buildings (e.g., shoe department, suite 102)
A4-5	Identify clothing items and colors of clothing	B4-6	Read names, sizes (S, M, L, XL) and prices of clothing items	C4-5 Read and write names, sizes and prices of clothing items
A4-6	Dial telephone numbers	B4-7	Read settings (e.g., ON/OFF HIGH/MED/LOW) on appliances and other devices (e.g., electric fan, oven)	C4-6 Read a fast food menu and order

5. Health and Nutrition		
A5-1	Identify common foods (e.g., dairy, produce, fruits, meat)	B5-1 Read food names
		C5-1 Write food names
		C5-2 Read simple food ads with abbreviations (e.g., lb., ea., doz., gal.)
A5-2	Identify basic names for parts of the body	C5-3 Write basic names for parts of the body
		C5-4 Write common symptoms and illnesses
A5-3	Identify common healthcare words (e.g., doctor, nurse, dentist, clinic, hospital, emergency)	C5-5 Write common healthcare words
		C5-6 Read simple medicine labels
		C5-7 Make a doctor's appointment and note the time on a calendar
A5-4	Read basic safety symbols (e.g., No Swimming, Poison)	B5-7 Read basic safety signs (e.g., DANGER, CAUTION)
A5-5	Ask for emergency assistance (e.g., <i>Help! Call 911</i> )	
A5-6	Dial 911 and state native language in English	C5-8 Dial 911 and describe an emergency (e.g., <i>accident, robbery</i> )

6. Transportation and Travel		
A6-1	Identify types of transportation (e.g., <i>walk, bus, taxi, car, bicycle, train, get a ride</i> )	B6-1 Read types of transportation
		C6-1 Write types of transportation
		B6-2 Respond to basic questions regarding transportation (e.g., <i>How do you get to school/work?</i> )
A6-2	Read basic traffic signs and symbols (e.g., STOP, "H" for hospital)	B6-3 Read pedestrian signs (e.g., BUS STOP)
		C6-2 Read basic traffic signs (e.g., ONE WAY, NO LEFT/RIGHT TURN)

A6-3	Respond to traffic signals (e.g., stoplight, caution signal, walk/don't walk)		
A6-4	Demonstrate proper use of seat belts and car seats	B6-4 Ask others to use seat belts and car seats	
A6-5	Ask for and follow simple directions to a place (e.g., <i>turn left/right, go 2 blocks</i> )	B6-5 Ask for and give simple directions to a place	C6-3 Read a very simple street map
A6-6	Describe locations of places (e.g., <i>next to, across from, between, on the corner</i> )	B6-6 Ask for local bus/train times and fare	C6-4 Use a simple local bus schedule to locate times and stops



**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Framework**

CITIZENSHIP	
Program/Course Title	Citizenship
Program/Course Number	9900090
CIP Number	1533.010200
Grade Level	30, 31
Standard Length	450 hours maximum recommended

- I. **PURPOSE:**  
The purpose of this course is to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen.
- II. **LABORATORY ACTIVITIES:**  
None required.
- III. **PROGRAM STRUCTURE:**  
This course is part of the Adult English for Speakers of Other Languages (ESOL) program. Other courses in this program include Adult ESOL, College and Career Readiness for Adult ESOL, Literacy Skills for Adult ESOL, and English Literacy for Career and Technical Education (ELCATE).
- IV. **SPECIAL NOTES:**  
The course has three parts:  
Part I: The Naturalization Pre-Interview  
Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test  
Part III: The Naturalization Post-Interview

A state-approved standardized assessment must be administered to all students prior to enrollment in the course. It is recommended that students obtain the scores indicated below. Students are not required to take a state-approved standardized assessment once they are enrolled, as progression is measured by completing the course competencies.

Tests and scores used for enrollment in the Citizenship course:			
Type of Student	State-Approved Assessments	Educational Functioning Level	Scores
ESOL Student	BEST Literacy	4 – Low Intermediate ESL	≥47
	BEST Plus	4 – Low Intermediate ESL	≥439

	CASAS Life and Work (Test in listening and reading.)	4 – Low Intermediate ESL	R ≥201 L ≥201
	TABE CLAS-E (Test in listening and reading.)	4 – Low Intermediate ESL	R ≥477 L ≥469
<b>Native or Fluent English –speaking Student</b>	CASAS Life and Work (Test in reading only.)	2 – Basic Beginning ABE	R ≥201
	TABE 9/10 (Test in reading only.)	2 – Basic Beginning ABE	R ≥368

Instruction may be provided in classroom settings, online, or distance learning. Instructors are encouraged to use instructional materials provided by the U.S. Office of Citizenship and Immigration Services (USCIS) on its website: <http://www.uscis.gov/us-citizenship>.

The instructor will document completion of curriculum competencies on the Progress Report. The instructor and the program director will sign off on the student's Progress Report, and the program will report one LCP to the State.

#### **Accommodations**

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#### **Career and Education Planning**

The following career development standards are designed to be integrated into the ESOL framework to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

**Technology**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace.

Standards:

- TN.01 Develop basic keyboarding and numerical keypad skills.
- TN.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- TN.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- TN.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

## **Part I: The Naturalization Pre-Interview**

Naturalization is the legal process through which an eligible permanent resident can become a citizen of the United States. Because the process often begins months before the actual naturalization interview, this content area contains the content and progress standards stating what naturalization applicants need to know (or in some cases, would be helpful to know) to navigate the naturalization process successfully—from understanding eligibility requirements to attending the naturalization ceremony.

### **Content Standard 1: Students know the eligibility requirements for naturalization.**

#### **Progress Standards – Students know:**

- a. The age requirements for naturalization.
- b. The permanent residency requirements for naturalization.
- c. The continuous residency requirements for naturalization.
- d. The physical presence requirements for naturalization.
- e. The length of time they are required to live in a state or USCIS district for naturalization.
- f. That good moral character is a requirement for naturalization.
- g. That attachment to the Constitution is a requirement for naturalization.
- h. That the ability to speak, read, and write the English language is required for naturalization.
- i. That knowledge of U.S. history and government (civics) is a requirement for naturalization.

### **Content Standard 2: Students know how to apply for naturalization.**

#### **Progress Standards – Students:**

- a. Know the relevant USCIS forms to use, including Form N-400, Application for Naturalization.
- b. Know the application fees (and other applicable fees) and how to send in the fees.
- c. Know the biometrics requirements for naturalization.
- d. Know that they will be notified to appear for their naturalization interview.
- e. Are able to read words and sentences in all parts of Form N-400.
- f. Are able to write words and sentences in all parts of Form N-400 in order to complete the application.

### **Content Standard 3: Students know basic information about the naturalization pre-interview and interview process.**

#### **Progress Standards – Students are able to:**

- a. Plan for and arrive at their interviews (logistics).
- b. Act on basic commands given by security guards at the USCIS facility. [Examples: remove, place, walk through, go back]
- c. Respond orally to a variety of possible questions asked by and directions given by security guards. [Examples: Should I remove my belt? Should I walk through again?]
- d. Ask for directions inside the USCIS building and follow directional signs.
- e. Recognize words and sentences possibly used by USCIS staff in the waiting room. [Examples: What time is your interview? Please wait until your name is called.]
- f. Respond orally to a variety of possible questions asked by USCIS staff in the waiting room. [Examples: Yes, that's me. Can my friend wait with me?]
- g. Engage in small talk with the USCIS Officer.
- h. Know the format of the naturalization interview and test.

## **Part II: The Naturalization Interview and Test**

At the students' interview, a USCIS Officer will explain the purpose of the interview, ask students to show identification, and place them under oath. The Officer will ask about the students' background, for evidence supporting their eligibility for naturalization, for their place and length of residence, about their character, about their attachment to the Constitution, and about their willingness to take an Oath of Allegiance to the United States. In addition, the Officer will ask other questions to make sure they meet all the eligibility requirements. Students should be prepared to explain any differences between their application and the other documents they provided to USCIS.

During the interview, students, unless exempt, will take the civics test, and an Officer will test their ability to read, write, and speak English (unless they are exempt from the English requirements.)\* After their interview, the Officer will give them a Form N-652 that provides information about the results of the interview. Based on all the information they have provided, USCIS will either grant, continue, or deny their naturalization application.

\* Note: Certain applicants, because of age and time as a permanent resident, are exempt from the English requirements for naturalization. For more information, see exceptions and accommodations at [www.uscis.gov/citizenship/learners/study-test](http://www.uscis.gov/citizenship/learners/study-test).

### **Speaking Test Component**

Students' ability to speak English is determined by their answers to questions asked by USCIS Officers during the naturalization eligibility interview on Form N-400. The Officer is required to repeat and rephrase questions until the Officer is satisfied that the applicant either fully understands the question or does not understand English. If the applicant generally understands and can respond meaningfully to questions relevant to the determination of eligibility, the applicant has demonstrated the ability to speak English.

### **Content Standard 4: Students can respond appropriately during the review of Form N-400.**

#### **Progress Standards – Students are able to:**

#### **General Interview Skills**

- 4a: Respond to possible commands used by Officers prior to, during, and after the naturalization interview. [Examples: Please be seated, Raise your right hand, Wait here.]
- 4b: Swear in.
- 4c: Respond orally and correctly to a variety of possible questions posed by Officers prior to, during, and after the naturalization interview. [Examples: Yes, I have it. Here it is. I didn't bring it.]
- 4d: Respond to oral questions posed by the Officer on Form N-400, Application for Naturalization, and other relevant USCIS forms.
- 4e: Respond to clarification questions possibly posed by USCIS staff. [Examples: Did you say...? Would you like me to repeat that?]

#### **Part 1 of Form N-400:**

- 4f: Understand the vocabulary and meaning of possible questions posed by Officers in Part 1 regarding general eligibility requirements.
- 4g: Respond orally and correctly to a variety of possible questions posed by Officers in Part 1 regarding general eligibility requirements. [Question wording will vary.]

**Part 2 of Form N-400:**

- 4h: Understand the vocabulary and meaning of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Examples: names, date of birth, etc.]
- 4i: Respond orally and correctly to a variety of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Question wording will vary.]

**Part 3 of Form N-400:**

- 4j: Understand the vocabulary and meaning of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Examples: phone numbers and email addresses.]
- 4k: Respond orally and correctly to a variety of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Question wording will vary.]

**Part 4 of Form N-400:**

- 4l: Understand the vocabulary and meaning of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Examples: date of residence (from and to), mailing address, etc.]
- 4m: Respond orally and correctly to a variety of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Question wording will vary.]

**Part 5 of Form N-400:**

- 4n: Understand the vocabulary and meaning of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Examples: mother's country of birth, father's middle name, etc.]
- 4o: Respond orally and correctly to a variety of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Question wording will vary.]

**Part 6 of Form N-400:**

- 4p: Understand the vocabulary and meaning of possible questions posed by Officers in Part 6 regarding physical characteristics. [Examples: height, weight, etc.]
- 4q: Respond orally and correctly to a variety of possible questions posed by Officers in Part 6 regarding physical characteristics. [Question wording will vary.]

**Part 7 of Form N-400:**

- 4r: Understand the vocabulary and meaning of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Examples: employer or school name, occupation, etc.]
- 4s: Respond orally and correctly to a variety of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Question wording will vary.]

**Part 8 of Form N-400:**

- 4t: Understand the vocabulary and meaning of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Examples: date you left the United States, total days outside the United States.]

- 4u: Respond orally and correctly to a variety of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Question wording will vary.]

**Part 9 of Form N-400:**

- 4v: Understand the vocabulary and meaning of possible questions posed by Officers in Part 9 regarding information about the applicant's marital history. [Examples: current spouse's country of birth, prior spouse's family name.]
- 4w: Respond orally and correctly to a variety of possible questions posed by Officers in Part 9 regarding information about an applicant's marital history. [Question wording will vary.]

**Part 10 of Form N-400:**

- 4x: Understand the vocabulary and meaning of possible questions posed by Officers in Part 10 regarding information about the applicant's children. [Examples: child's current legal name, child's date of birth, etc.]
- 4y: Respond orally and correctly to a variety of possible questions posed by Officers in Part 10 regarding information about an applicant's children. [Question wording will vary.]

**Part 11 of Form N-400:**

*Note: Part 11 contains a significant amount of information on a variety of themes and sub-themes. Instructors will need to deconstruct this part into these themes to create a longer list of progress standards.*

- 4z: Understand the vocabulary and meaning of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Examples: voting, hereditary titles, memberships in groups, arrests, serving in the U.S. Armed Forces, etc.]
- 4aa: Respond orally and correctly to a variety of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Question wording will vary.]

**Part 12 of Form N-400:**

- 4bb: Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Examples: I certify, I authorize, etc.]
- 4cc: Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Question wording will vary.]

**Part 13 of Form N-400:**

*Note: No action is required by the applicant.*

- 4dd: Demonstrate knowledge that this part is the responsibility of the person who prepares the N-400, if someone prepares it for the applicant.

**Part 14 of Form N-400:**

- 4ee: Understand the vocabulary and meaning of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Examples: if you answered "yes," language used, etc.]
- 4ff: Respond orally and correctly to a variety of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Question wording will vary.]

**Part 15 of Form N-400:**

- 4gg: Understand the vocabulary and meaning of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Examples: I know the content of, is true and correct, subscribed to and sworn to, etc.]
- 4hh: Respond orally and correctly to a variety of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Question wording will vary.]

**Part 16 of Form N-400:**

- 4ii: Understand the vocabulary and meaning of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Examples: I further renounce the title of, list order of nobility, etc.]
- 4jj: Respond orally and correctly to a variety of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Question wording will vary.]

**Part 17 of Form N-400:**

- 4kk: Understand the vocabulary and meaning of possible questions posed by the USCIS staff person as he or she reads the Oath of Allegiance. (See Part 17, Oath of Allegiance)

**Civics Test Component**

The civics portion of the naturalization test is oral. There are 100 civics questions to study. During the students' interview, students will be asked up to ten questions from the list of 100 questions. Students must answer correctly six of the ten questions to pass the civics test.

**Content Standard 5: Students can respond orally and correctly to civics test items about Principles of American Democracy.****Progress Standards – Students are able to:**

- 5a: Respond orally and correctly to civics test items related to the Declaration of Independence.
- 5b: Respond orally and correctly to civics test items related to the U.S. Constitution.
- 5c: Respond orally and correctly to civics test items related to the Bill of Rights.
- 5d: Respond orally and correctly to the civics test item related to the United States economic system.
- 5e: Respond orally and correctly to the civics test item related to the "rule of law."

**Content Standard 6: Students can respond orally and correctly to civics test items about the System of Government in the United States.****Progress standards – Students are able to:**

- 6a: Respond orally and correctly to the civics test item related to the three branches of government.
- 6b: Respond orally and correctly to the civics test item related to the separation of power/checks and balances.
- 6c: Respond orally and correctly to civics test items related to the President.
- 6d: Respond orally and correctly to civics test items related to the Vice President.
- 6e: Respond orally and correctly to civics test items related to the President's Cabinet.
- 6f: Respond orally and correctly to civics test items related to Congress.
- 6g: Respond orally and correctly to civics test items related to U.S. Senators.



- 6h: Respond orally and correctly to civics test items related to U.S. Representatives.
- 6i: Respond orally and correctly to civics test items related to the Speaker of the House.
- 6j: Respond orally and correctly to civics test items related to bills and laws.
- 6k: Respond orally and correctly to civics test items related to the Supreme Court and the judicial branch.
- 6l: Respond orally and correctly to the civics test item related to the Chief Justice of the United States.
- 6m: Respond orally and correctly to civics test items related to political parties.
- 6n: Respond orally and correctly to civics test items related to elections/voting.
- 6o: Respond orally and correctly to the civics test item related to federal powers.
- 6p: Respond orally and correctly to the civics test item related to state powers.
- 6q: Respond orally and correctly to the civics test item related to state governors.
- 6r: Respond orally and correctly to the civics test item related to state capitals.

**Content Standard 7: Students can respond orally and correctly to civics test items about Rights and Responsibilities.**

**Progress Standards – Students are able to:**

- 7a: Respond orally and correctly to civics test items related to voting rights.
- 7b: Respond orally and correctly to the civics test item related to the responsibilities of citizens.
- 7c: Respond orally and correctly to civics test items related to the rights of citizens.
- 7d: Respond orally and correctly to the civics test item related to the rights of everyone living in the United States.
- 7e: Respond orally and correctly to the civics test item related to the Pledge of Allegiance.
- 7f: Respond orally and correctly to the civics test item related to promises that naturalized citizens make.
- 7g: Respond orally and correctly to the civics test item related to participating in democracy.
- 7h: Respond orally and correctly to the civics test item related to the federal income tax.
- 7i: Respond orally and correctly to the civics test item related to the Selective Service.

**Content Standard 8: Students can respond orally and correctly to civics test items about American History during the Colonial Period and Independence.**

**Progress Standards – Students are able to:**

- 8a: Respond orally and correctly to civics test items related to the colonists in early America.
- 8b: Respond orally and correctly to civics test items related to the American Indians.
- 8c: Respond orally and correctly to civics test items related to slaves and slavery.
- 8d: Respond orally and correctly to civics test items related to Thomas Jefferson and the Declaration of Independence.
- 8e: Respond orally and correctly to the civics test item related to the 13 original states.
- 8f: Respond orally and correctly to the civics test item related to the Constitutional Convention.
- 8g: Respond orally and correctly to the civics test item related to the Federalist Papers.
- 8h: Respond orally and correctly to the civics test item related to Benjamin Franklin.
- 8i: Respond orally and correctly to civics test items related to George Washington.

**Content Standard 9: Students can respond orally and correctly to civics test items about American History during the 1800s.**

**Progress Standards – Students are able to:**

- 9a: Respond orally and correctly to the civics test item related to the Louisiana Purchase.
- 9b: Respond orally and correctly to the civics test item related to the U.S. wars of the 1800s.
- 9c: Respond orally and correctly to civics test items related to the Civil War.
- 9d: Respond orally and correctly to the civics test item related to Abraham Lincoln.
- 9e: Respond orally and correctly to the civics test item related to the Emancipation Proclamation.
- 9f: Respond orally and correctly to the civics test item related to Susan B. Anthony.

**Content Standard 10: Students can respond orally and correctly to civics test items about Recent American History and Other Important Historical Information.**

**Progress Standards – Students are able to:**

- 10a: Respond orally and correctly to the civics test item related to the U.S. wars of the 1900s.
- 10b: Respond orally and correctly to the civics test item related to Woodrow Wilson.
- 10c: Respond orally and correctly to the civics test item related to Franklin Roosevelt.
- 10d: Respond orally and correctly to the civics test item related to Dwight Eisenhower.
- 10e: Students can respond orally and correctly to civics test items related to World War II.
- 10f: Respond orally and correctly to the civics test item related to the Cold War and communism.
- 10g: Respond orally and correctly to civics test items related to the civil rights movement and Martin Luther King, Jr.
- 10h: Respond orally and correctly to the civics test item related to September 11, 2001.
- 10i: Respond orally and correctly to civics test items related to American Indian tribes.

**Content Standard 11: Students can respond orally and correctly to civics test items about U.S. Geography.**

**Progress Standards – Students are able to:**

- 11a: Respond orally and correctly to the civics test item related to rivers in the United States.
- 11b: Respond orally and correctly to civics test items related to coasts of the United States.
- 11c: Respond orally and correctly to the civics test item related to U.S. territories.
- 11d: Respond orally and correctly to the civics test item related to states that border Canada.
- 11e: Respond orally and correctly to the civics test item related to states that border Mexico.
- 11f: Respond orally and correctly to the civics test item related to Washington, DC.
- 11g: Respond orally and correctly to the civics test item related to the Statue of Liberty.

**Content Standard 12: Students can respond orally and correctly to civics test items about U.S. Symbols and Holidays.**

**Progress Standards – Students are able to:**

- 12a: Respond orally and correctly to civics test items related to the U.S. flag.
- 12b: Respond orally and correctly to the civics test item related to the national anthem.
- 12c: Respond orally and correctly to civics test items related to Independence Day.
- 12d: Respond orally and correctly to the civics test item related to national U.S. holidays.

**Reading Test Component**

To demonstrate the ability to read in English, students must read one sentence, out of three sentences, in a manner suggesting to the USCIS Officer that they appear to understand the meaning of the

sentence. Once the student reads one of the three sentences correctly, USCIS procedures require that the Officer stop administering the reading test. For more information, see the scoring guidelines for the naturalization test at [www.uscis.gov/citizenship/teachers/naturalization-information](http://www.uscis.gov/citizenship/teachers/naturalization-information). The list of reading vocabulary words is available to the public, but the actual sentences are not.

**Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.**

**Progress Standards – Students are able to:**

- 13a: Correctly read aloud people's names within written interrogative sentences: *Abraham Lincoln, George Washington*.
- 13b: Correctly read aloud civic words within written interrogative sentences: *American flag, Bill of Rights, capital, citizen, city, Congress, country, Father of Our Country, government, President, right, Senators, state/states, White House*.
- 13c: Correctly read aloud place names within written interrogative sentences: *America, United States, and U.S.*
- 13d: Correctly read aloud holidays within written interrogative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving*.
- 13e: Correctly read aloud question words within written interrogative sentences: *How, What, When, Where, Who, Why*.
- 13f: Correctly read aloud verbs within written interrogative sentences: *can, come, do/does, elects, have/has, is/are/was/be, lives/lived, meet, name, pay, vote, and want*.
- 13g: Correctly read aloud other function words within written interrogative sentences: *a, for, here, in, of, on, the, to, we*.
- 13h: Correctly read aloud other content words within written interrogative sentences: *colors, dollar bill, first, largest, many, most, north, one, people, second, south*.

**Writing Test Component**

To demonstrate the ability to write in English, students must write one sentence, out of three sentences, in a manner that is understandable as written to the USCIS Officer. Once the student writes one of the three sentences correctly, USCIS procedures require that the Officer stop administering the writing test. For more information, see the scoring guidelines for the naturalization test at [www.uscis.gov/citizenship/teachers/naturalization-information](http://www.uscis.gov/citizenship/teachers/naturalization-information). The list of writing vocabulary words is available to the public, but the actual sentences are not.

**Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List.**

**Progress Standards – Students are able to:**

- 14a: Correctly write people's names within dictated declarative sentences: *Adams, Lincoln, and Washington*.
- 14b: Correctly write civic words within dictated declarative sentences: *American Indians, capital, citizens, Civil War, Congress, Father of Our Country, flag, free, freedom of speech, President, right, Senators, state/states, and White House*.
- 14c: Correctly write place words within dictated declarative sentences: *Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, and Washington, D.C.*
- 14d: Correctly write months within dictated declarative sentences: *February, May, June, July, September, October, and November*.

- 14e: Correctly write holidays within dictated declarative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.*
- 14f: Correctly write verbs within dictated declarative sentences: *can, come, elect, have/has, is/was/be, lives/lived, meets, pay, vote, and want.*
- 14g: Correctly write other function words within dictated declarative sentences: *and, during, for, here, in, of, on, the, to, and we.*
- 14h: Correctly write other content words within dictated declarative sentences: *blue, dollar bill, fifty/50, first, largest, most, north, one, one hundred/100, people, red, second, south, taxes, and white.*

### **Part III: The Naturalization Post-Interview**

If USCIS approves the students' application for naturalization, they must attend a ceremony and take an Oath of Allegiance to the United States. The content and progress standards for the Naturalization Post-Interview Components are:

#### **Content Standard 15: Students know the basic information about the naturalization post-interview process.**

##### **Progress Standards – Students are able to:**

- 15a: Understand the vocabulary and meaning of sentences used by Officers regarding post-interview instructions.
- 15b: Demonstrate their knowledge of the logistics and requirements for the naturalization ceremony.
- 15c: Recognize words and sentences of the Oath of Allegiance, and know that they will recite it at the naturalization ceremony.
- 15d: Check in at the naturalization ceremony.
- 15e: State the Oath of Allegiance at the naturalization ceremony.

**PROGRESS REPORT CERTIFICATION  
CITIZENSHIP COURSE**

School District Course #9900090

College Classification of Instructional Program #1533.010200

<b>ADULT EDUCATION AGENCY</b>		
<b>Program Year</b>		
<b>Student Name:</b>		
<b>Student Identifier Number:</b>		
<b>Date Student Completed Course:</b>		
<b>The instructor and program director whose signatures appear below certify that the student identified herein has satisfactorily completed the Content and Progress Standards of the Citizenship Course.</b>		
<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>

**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Frameworks**

<b>English Literacy for Career and Technical Education (ELCATE)</b>	
Program Title	English Literacy for Career and Technical Education (ELCATE)
Program/Course Number	9900050
CIP Number	1532.010301
Grade Level	30, 31
Standard Length	1350 hours maximum recommended

**PURPOSE:**

To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.

**LABORATORY ACTIVITIES:**

Students should have access to computers equipped with relevant instructional programs.

**PROGRAM STRUCTURE:**

The ELCATE standards are divided into three levels, A, B, and C. The standards address reading, writing, listening, speaking, grammar, career and technical classroom and workplace skills, technology, and test-taking. The standards have been written to correlate to the CASAS Life and Work Reading and Listening 80 Series. It is recommended that students in ELCATE Level C be tested with the CASAS Reading Life and Work 85/86 because these tests correlate to CTE topics more closely.

ELCATE is one of six programs within the Adult English for Speakers of Other Languages (ESOL) Program. ELCATE does not provide credits toward a state certificate, secondary or post-secondary degree. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the GED Preparatory program. Students may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.

**SPECIAL NOTES:**

**Instruction and Use of Technology:** Instruction may be conducted one-on-one or in groups. Lessons should include the use of technology that students will be expected to use in CTE classes and in the workplace.

**Accommodations:** Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.

**Adult Education Instructor Certification Requirements:** As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

### **Career and Education Planning**

The following career development standards are designed to be integrated into the ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

Standards:

- CP 01 Develop skills to locate, evaluate, and interpret career information.
- CP 02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP 03 Identify career cluster and related pathways that match career and education goals.
- CP 04 Develop and manage a career and education plan.

### **Technology**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace.

Standards:

- TN 01 Develop basic keyboarding and numerical keypad skills.
- TN 02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- TN 03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- TN 04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

LEVEL A		READING		LEVEL C
CASAS SCORES 201 – 210		LEVEL B		CASAS SCORES 221 – 235
1.1.1 Use alphabetical or numerical order to locate information in authentic materials (phone book, dictionary, index)	1.1.2 Identify chronological order in short passages on familiar career and technical topics	2.1.1 Use a dictionary to locate definitions of vocabulary words related to career and technical subjects	2.1.2 Identify sequence markers ( <i>first, next, last</i> ) in passages on familiar and new career and technical topics	3.1.1 Use paper-based and computer-based reference materials (dictionary, thesaurus, Wikipedia, etc.) to locate information
1.1.3 Read authentic materials related to immediate needs	1.1.4 Interpret safety signs related to the training/work site	2.1.3 Use authentic materials to get information	2.1.4 Compare and contrast safety signs related to specific occupations.	3.1.2 Use linking words (in addition, as well as, also, too, furthermore, moreover, apart from, in addition to, besides) in passages on career and technical topics
1.1.5 Use titles, headings, and visuals to predict the content of short passages	1.1.6 Read work-related memos and emails	2.1.5 Read passages or articles on familiar and new topics (work or current events)	2.1.6 Distinguish between fact and opinion in work related memos and emails	3.1.3 Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
1.1.7 Utilize pre-reading strategies (KWL, brainstorming with familiar career and technical reading materials)	1.1.8 Identify the main idea in short passages on familiar career and technical topics	2.1.7 Predict meanings of unfamiliar vocabulary by using contextual clues in reading familiar and new career and technical topics	2.1.8 Identify the main idea and supporting details in passages on familiar career and technical topics	3.1.4 Interpret information from signs, graphs, tables, schedules, and diagrams related to the technical field
1.1.9 Read abbreviations used in employment ads and in basic materials on career and technical topics		2.1.9 Identify information that employers are required by state and federal laws to provide on paycheck stubs		3.1.5 Interpret a writer's purpose (to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
		WRITING		3.1.6 Summarize appropriate conclusions or generalizations from work related memos and emails
LEVEL A		LEVEL B		LEVEL C
CASAS SCORES 201 – 210		CASAS SCORES 211 – 220		CASAS SCORES 221 – 235
				3.1.7 Make inferences, draw conclusions, and predict outcomes in reading familiar and new career and technical topics
				3.1.8 Summarize the main ideas and supporting details in reading materials passages or articles on familiar and new career and technical topics
				3.1.9 Interpret W2 and W4 forms



1.2.1 Complete basic authentic forms related to career and technical education and work settings (job application, work history cleaning schedule)	2.2.1 Complete authentic forms related to career and technical education and work settings that include a short narrative description (equipment use tracking report, accident report)	3.2.1 Complete authentic forms related to career and technical education and work settings (hazardous materials incident, report on lost or stolen property)
1.2.2 Apply capitalization and punctuation rules (comma in series, apostrophe)	2.2.2 Combine simple sentences using connectors/conjunctions ( <i>and, or, but</i> )	3.2.2 Add detail to simple sentences (by adding words, clauses, and phrases)
1.2.3 Write simple directions to a location	2.2.3 Write simple step-by-step instructions on familiar career and technical work tasks	3.2.3 Write a multi-step set of instructions on career and technical work tasks
1.2.4 Prepare a basic functional and/or chronological resume using a model	2.2.4 Prepare a functional and/or chronological resume	3.2.4 Prepare a combination resume listing credentials, education, skills and workplace experience
1.2.5 Write a basic cover letter of one short paragraph for a resume	2.2.5 Write a basic cover letter of two short paragraphs for a resume	3.2.5 Write a cover letter of two or more paragraphs for a resume
1.2.6 Write a short paragraph on a familiar topic related to career and technical education	2.2.6 Write a paragraph related to career and technical education with main idea, supporting details, and conclusion	3.2.6 Use transition words ( <i>however, next, in addition</i> ) within and between two or more paragraphs on a topic related to career and technical education
1.2.7 Write a short note of two or more sentences related to a career and technical education class or workplace	2.2.7 Write a note of one paragraph to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint	3.2.7 Write a note of two paragraphs to a career and technical education program principal or a workplace company officer expressing appreciation, or to make a suggestion or a complaint
1.2.8 Provide authentic information on a familiar topic related to career and technical education (to report an accident at work, to list tasks needed to complete an assignment)	2.2.8 Organize information into an outline format on a topic related to career and technical education	3.2.8 Take notes of key details of a presentation and organize the notes into an outline format
1.2.9 Write one paragraph on a familiar topic related to career and technical education	2.2.9 Write two paragraphs on a topic related to career and technical education	3.2.9 Write a 3 paragraph essay related to a career and technical education topic with an introduction, supporting statements and a conclusion
<b>ELCATE Level A</b>	<b>GRAMMAR</b>	
	<b>ELCATE Level B</b>	<b>ELCATE Level C</b>

ESOL Low Intermediate	ESOL High Intermediate	ESOL Advanced
<b>Verb tenses:</b> <ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Future Progressive</li> <li>• Future with <i>will</i></li> <li>• Modals: may/must</li> <li>• Ask + infinitive</li> <li>• Punctuation: parentheses/brackets</li> <li>• Conditionals: if/then</li> <li>• Prepositional phrases</li> <li>• Infinitives</li> <li>• Gerunds</li> <li>• Subjunctive</li> <li>• Dependent clauses</li> <li>• When clauses</li> <li>• While clauses</li> <li>• Questions: <ul style="list-style-type: none"> <li>○ How far?</li> <li>○ How long?</li> <li>○ How many?</li> <li>○ How much?</li> </ul> </li> </ul>	<b>Verb tenses:</b> <ul style="list-style-type: none"> <li>• Present Perfect</li> <li>• Past Perfect</li> <li>• Future Perfect</li> <li>• Verb phrases</li> <li>• Punctuation: ellipsis/apostrophe</li> <li>• Participles: present/past</li> <li>• Questions: What about? What if?</li> </ul>	<b>Verb Tenses:</b> <ul style="list-style-type: none"> <li>• Present Perfect Progressive</li> <li>• Past Perfect Progressive</li> <li>• Future Perfect Progressive</li> </ul> <b>Verb Moods:</b> <ul style="list-style-type: none"> <li>• Indicative</li> <li>• Imperative</li> <li>• Interrogative</li> <li>• Conditional</li> <li>• Subjunctive</li> </ul> <b>Future with <i>Probably</i></b> <b>Active/Passive Voice</b> <b>Adverbial Clauses</b> <b>Verbals</b> <ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Participles</li> <li>• Infinitives</li> </ul> <b>Pronouns:</b> <ul style="list-style-type: none"> <li>• Reflexive</li> <li>• Intensive</li> <li>• Subjective, objective, and possessive case</li> </ul> <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>• Simple</li> <li>• Compound</li> <li>• Complex</li> <li>• Compound-complex</li> </ul> <b>Punctuation:</b> <ul style="list-style-type: none"> <li>• Comma</li> <li>• Parenthesis</li> <li>• Quotation marks</li> <li>• Ellipsis</li> <li>• Dash</li> <li>• Colon</li> <li>• Semicolon</li> </ul>

SPEAKING AND LISTENING		
LEVEL A CASAS SCORES 201 – 210	LEVEL B CASAS SCORES 211 – 220	LEVEL C CASAS SCORES 221 – 235
1.3.1 Address instructors, peers, supervisors, and coworkers appropriately (Mr., Mrs., last name)	2.3.1 Use appropriate small talk for the career and technical education classroom and in the workplace in conversational settings	3.3.1 Give a short presentation to a group of peers on appropriate ways to address others and the use of small talk in career and technical education classroom or workplace settings
1.3.2 Use appropriate body language for career and technical education settings and the workplace	2.3.2 Explain to someone else some examples of appropriate body language in career and technical education settings and in the workplace	3.3.2 Deliver a short PowerPoint presentation as part of a team of peers on the topic of appropriate body language in career and technical education settings and in the workplace
1.3.3 Tell about an event in chronological order an event that occurred or could occur in a career and technical education setting	2.3.3 Give oral explanations comprehensibly on topics related to career and technical education and/or the workplace	3.3.3 Give detailed oral explanations in a clear and organized manner on workplace topics (safety procedures, company policies)
1.3.4 Respond to basic typical interview questions using a list of typical appropriate responses	2.3.4 Respond to interview questions for a job of interest to the student	3.3.4 Participate in a role play with a peer student to conduct interviews for jobs of interest to the students
1.3.5 Request assistance orally to complete tasks related to career and technical education class work	2.3.5 Request assistance orally with tasks related to a job of interest to the student	3.3.5 Give a recommendation orally to a peer student on a workplace task
1.3.6 Give simple warnings regarding emergencies related to the workplace	2.3.6 Give oral advice regarding safe behaviors in the workplace	3.3.6 Explain consequences of unsafe or hazardous practices related to the workplace
1.3.7 Make simple inquiries by phone on career and technical topics	2.3.7 Participate in a role play of a phone call with a peer student on a topic related to a career and technical class subject	3.3.7 Participate in a role play of a phone call with a peer student on a topic related to a task in the workplace
CAREER AND TECHNICAL CLASSROOM AND WORKPLACE SKILLS		
LEVEL A CASAS SCORES 201 – 210	LEVEL B CASAS SCORES 211 – 220	LEVEL C CASAS SCORES 221 – 235
1.4.1 Select and prioritize two or more personal choices regarding preferences for areas of study in career and technical education or jobs	2.4.1 Explain orally the reason(s) for choosing a career and technical education program or job	3.4.1 Compare and contrast relative advantages and disadvantages of two or more jobs (salary, benefits, workplace culture)

1.4.2 Identify methods a graduate of a career and technical education program can find employment	2.4.2 Give a short presentation to peers on some qualifications needed for jobs that interest students	3.4.2 Compare and contrast job skills that are needed by jobs of interest to the student
1.4.3 Identify methods that can lead to better evaluations in the career and technical education classroom and in the workplace	2.4.3 Explain to a group of peers various ways to improve performance reviews and evaluations	3.4.3 Compare and contrast training opportunities which can lead to advancement in the workplace
1.4.4 Identify examples of networking among peers and job-related contacts as a means to obtain/advance in employment	2.4.4 Explain to a group of peers how networking is used to obtain a job or advance in a career	3.4.4 Carry out a role play as a team to show a group of peers ways to be successful at networking with business contacts to obtain/advance in employment
1.4.5 Identify examples of teamwork in the career and technical education classroom and in the workplace	2.4.5 Explain the concept of teamwork and some advantages of doing tasks in teams to a group of peers	3.4.5 Conduct a presentation to a group of peers on the topic of teamwork, and various ways to organize teams in career and technical education classrooms and in the workplace
1.4.6 Identify appropriate and non-appropriate examples of attire for various settings in the career and technical education classroom and the workplace	2.4.6 Explain to a peer some basic expectations of career and technical education and workplace settings regarding clothing and other attire	3.4.6 Give a presentation to a group of peers regarding appropriate attire (safe, not distracting, accepted as the norm) and behaviors for career and technical education and different types of workplace settings
1.4.7 Identify examples of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	2.4.7 Discuss with a group of peers the advantages and disadvantages of appropriate and inappropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace	3.4.7 Carry out a demonstration/role play to a group of peers on various types of appropriate expressions of disagreement and/or anger in the career and technical education classroom and the workplace
1.4.8 Identify behaviors that career and technical education instructors and employers expect	2.4.8 Explain to a group of peers various behaviors that career and technical education instructors and employers expect	3.4.8 Carry out a role play of examples that show inappropriate and appropriate behaviors in career and technical education and workplace settings
1.4.9 Identify methods that are appropriate to report an absence or request time off in a career and technical education setting or in the workplace	2.4.9 Explain to a group of peers various procedures to inform employer of illness, tardiness or other circumstances that may prevent presence in a career and technical education class or at work	3.4.9 Conduct a presentation alone or as a team to a group of peers on appropriate ways to inform employer of illness, tardiness or other circumstance that may prevent presence in a career and technical education class or at work

1.4.10 Identify requirements for being hired for different types of jobs	2.4.10 Explain to a group of peers examples of possible requirements for being hired for different types of jobs	3.4.10 Give a presentation on requirements for obtaining different types of jobs
1.4.11 Identify Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	2.4.11 Explain to a group of peers basic Equal Employment Opportunity (EEO) regulations that apply to workers in Florida	3.4.11 Compare and contrast Equal Employment Opportunity (EEO) and non-discrimination regulations that apply to workers in Florida
1.4.12 Identify the basic information that is legally required to be present on pay stubs of workers	2.4.12 Explain to a group of peers the information that is legally required to be present on pay stubs of workers	3.4.12 Conduct a presentation as a team (oral or PowerPoint) to a group of peers on information that is legally required to be present on pay stubs of workers
1.4.13 Identify the basic legal rights of employees working in career and technical jobs in Florida (minimum wage laws, leave laws, overtime, etc.)	2.4.13 Explain to a group of peers the legal rights of workers in Florida (minimum wage laws, leave laws, overtime, etc.)	3.4.13 Explain to a group of peers the procedures allowed by law to seek redress for not being provided rights that are required by law in Florida (minimum wage laws, leave laws, overtime, etc.)
1.4.14 Identify examples of hazards in career and technical workplaces	2.4.14 Explain to a group of peers the purpose of safety clothing and equipment for specific occupations	3.4.14 Discuss Occupational Safety and Health Administration (OSHA) training requirements
1.4.15 Identify examples of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	2.4.15 Explain to a group of peers various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace	3.4.15 Conduct a presentation on the various types of safe lifting and ergonomic use of equipment recommended for the career and technical education classroom and the workplace
1.4.16 Identify examples of safety signs related to specific occupations	2.4.16 Explain to a group of peers various types of warnings regarding potential work-related hazards and emergencies	3.4.16 Conduct a presentation to a group of peers using visual props on the topic of warning signs and hazardous materials (HAZMAT) signs in the career and technical education classroom and the workplace
<b>TEST TAKING SKILLS</b>		
<b>LEVEL A</b> <b>CASAS SCORES 201 – 210</b>	<b>LEVEL B</b> <b>CASAS SCORES 211 – 220</b>	<b>LEVEL C</b> <b>CASAS SCORES 221 – 235</b>
1.5.1 Identify basic note taking strategies in Career and Technical Education classes	2.5.1 Use basic note taking strategies in Career and Technical Education classes	3.5.1 Use note taking strategies in a Career and Technical Education class.
1.5.2 Identify basic directions for taking tests	2.5.2 Read and follow directions for taking tests	3.5.2 Request clarification on test directions

1.5.3 Identify basic ethics rules for taking tests and the consequences of unethical behavior	2.5.3 Write a short list of basic ethics rules for taking tests and the consequences of unethical behavior	3.5.3 Provide an oral explanation to peers describing basic ethics rules for taking tests and the consequences of unethical behavior
1.5.4 Identify test-taking strategies useful for tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	2.5.4 Use test-taking strategies useful for tests used in Career and Technical Education classes (multiple choice, true/false, etc.)	3.5.4 Explain to peers test taking strategies useful for tests used in Career and Technical Education classes (multiple choice, true/false, etc.)

**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Framework**

<b>ADULT ENGLISH AS A SECOND LANGUAGE (ESOL)</b>	
<b>Program/Course Title</b>	Adult English as a Second Language
<b>Program/Course Number</b>	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

- I. PURPOSE: Provide English language instruction to adult learners who are able to read and write in at least one language other than English. Prepare adult learners to use English for entering career and technical (CTE) or another postsecondary education, employment, and participation in the civic life in the United States.
- II. LABORATORY ACTIVITIES: Computer based instruction is recommended.
- III. PROGRAM STRUCTURE: Adult ESOL is a non-credit course with six levels. The levels correlate with the six Educational Functioning Levels (EFLs) of the National Reporting System (NRS).

<b>Florida Department of Education Adult ESOL Levels</b>	<b>National Reporting System Adult ESOL Educational Functioning Levels</b>
Foundations	1
Low Beginning	2
High Beginning	3
Low Intermediate	4
High Intermediate	5
Advanced	6

The first five levels of the Adult ESOL Curriculum Framework are presented in a matrix format, showing the progression of levels from left to right across the page. The Advanced level is presented in a list format due to the integration of the College and Career Readiness (CCR) Standards for Adult Education for the Program Year 2015-2016.

The CCR Standards have been integrated into the following academic subject areas of the Advanced level: Reading, Listening, Speaking, Writing and Language. The Academic Standards are listed first. The Life and Work Standards and Competencies are listed next.

The Academic Standards of reading, writing, listening, speaking, and language support the instruction of the Life and Work Standards and Competencies. When preparing daily lesson

plans, instructors will find it useful to identify specific Academic Standards and Life and Work Standards and Competencies that complement each other.

The Life and Work Standards and Competencies and the Academic Standards are two essential components that, when combined, form the basis of the Adult ESOL Curriculum. The Academic Standards represent underlying knowledge and skills that are essential for adult ESOL students to function in daily life, at work, and in community settings. Students need to have a strong grasp of the Academic Standards in order carry out the Life and Work Standards and Competencies.

The Adult ESOL Curriculum Framework is meant to be a guide to teachers for planning daily lessons. It is not necessary to teach the standards and competencies in the sequence listed.

The italicized “C” indicates a competency that is relevant to English Literacy and Civics instruction.

Programs are encouraged to provide ongoing college and career oriented counseling to ensure a smooth transition to the Adult ESOL College and Career Readiness course, ABE, GED, CTE or another postsecondary program of study.

The following tests, CASAS, TABE CLAS-E, BEST Literacy and BEST Plus have been approved by the state for use with students enrolled in the Adult ESOL course.

Other courses in the Adult ESOL Program include Adult English for Career and Technical Education, Adult ESOL for College and Career Readiness, Literacy Skills for Adult ESOL Learners, and Citizenship.

#### IV. SPECIAL NOTES:

##### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

##### **Career and Education Planning Standard and Competencies**

The following career development standard and accompanying competencies are designed to be integrated into Adult ESOL Advanced Level instruction to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

Career and Education Planning Standard:

CP.00 Demonstrate English skills necessary to develop a career plan



Career and Education Planning Competencies:

CP.01 Develop skills to locate, evaluate, and interpret career information.

CP.02 Identify interests, skills, and personal preferences that influence career and education choices.

CP.03 Identify career cluster and related pathways that match career and education goals.

CP.04 Develop and manage a career and education plan.

### **Technology Standard and Competencies**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. The following Technology standard and accompanying competencies are designed to be integrated in instruction.

Technology Standard:

TN.00 Demonstrate the English skills necessary to use technology effectively.

Technology Competencies:

TN.01 Develop basic keyboarding skills.

TN.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

TN.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

TN.04 Practice safe, legal, and responsible sharing of information, data, and opinions online. C

### **Adult Education Instructor Certification Requirements**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>	<b>Communication Standard</b>
<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>	<b>Demonstrate the English skills necessary to communicate effectively.</b>
<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>	<b>Communication Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.01.01 Use greetings and farewells appropriate to audience.	2.01.01 Use appropriate language when speaking in general social situations to express joy, appreciation and/or satisfaction.	3.01.01 Use appropriate language when speaking in social situations to express sorrow, apology, and/or regret.	4.01.01 Participate in collaborative discussions with peers.	5.01.01 Engage in a range of collaborative discussions with diverse partners.
1.01.02 Engage in a simple dialog with another person about daily and/or leisure activities.	2.01.02 Engage in a conversation with another person about daily and/or leisure activities.	3.01.02 Participate in short discussions with peers.	4.01.02 Engage in conversations with other persons about each other's interests and/or hobbies.	5.01.02 Express personal opinions, satisfaction and dissatisfaction.
1.01.03 Use greetings and farewells appropriate to audience.	2.01.03 Use appropriate language to provide information to someone else for the purpose of identifying or describing a person, place or thing.	3.01.03 Engage in a conversation with other persons about each other's daily activities and/or leisure activities.	4.01.03 Compare personal likes and dislikes with those of others.	5.01.03 Predict future outcomes based upon information shared.
1.01.04 Use sentences to identify and introduce self, and others.	2.01.04 Construct statements and questions to identify self, and others.	3.01.04 Use appropriate language to ask for information, agree or disagree, and/or state needs.	4.01.04 Interview others and restate information.	5.01.04 Recognize biases, prejudices and stereotypes in oral and written messages.
1.01.05 Respond to questions about personal likes and dislikes.	2.01.05 Express personal likes and dislikes.	3.01.05 Engage in conversations about personal likes and dislikes.	4.01.05 Keep a calendar/agenda for school, home and/or work.	5.01.05 Interpret holidays celebrated in the United States.
1.01.06 Identify days of the week and months of the year using words,	2.01.06 Write date in numerical form and/or words.	3.01.06 Interpret information about weather and seasons.		

abbreviations and numeric form.				
1.01.07 Report police, fire and medical emergencies to 911.	2.01.07 Follow proper procedure to use 911.			
<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>	<b>Civics, Environment, and Family in the U.S. Standard</b>
Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.	Demonstrate the English skills necessary to understand issues related to civics, environment and family in the U.S.
<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>	<b>Civics, Environment, and Family in the U.S. Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.02.01 Recognize government agencies. C	2.02.01 Locate government and public service agencies in the community. C	3.02.01 Demonstrate the ability to access services provided by local, state and/or federal government agencies. C	4.02.01 Describe local government structure. C	5.02.01 Interpret federal and state political structure of the U.S. C
1.02.02 Recognize major U.S. holidays. C	2.02.02 Identify supportive service agencies in the local area. C	3.02.02 Locate public recreational, entertainment facilities in the community. C	4.02.02 Interpret services available in the community for immigrants and refugees. C	5.02.02 Read and interpret current events/happenings in the community. C
1.02.03 Identify the current U.S. President. C	2.02.03 Give examples of holiday customs in the U.S. C	3.02.03 Interpret historical origins of US holidays. C	4.02.03 Describe traditional holidays from your country of origin or another country. C	5.02.03 Compare US holidays with those of other nations. C
1.02.04 Identify basic vocabulary for seasons and select appropriate responses to weather emergencies. C	2.02.04 Identify the current U.S. President, Vice President and Florida Governor. C	3.02.04 Describe basic steps of the US election process. C	4.02.04 Interpret civic responsibilities for voting, jury duty, and taxes. C	5.02.04 Demonstrate understanding of legal rights and responsibilities in the U.S. C

1.02.05 Recognize key elements of maintaining a clean environment. C	2.02.05 Access information about weather conditions to respond appropriately to weather emergencies. C	3.02.05 Describe various weather conditions and Interpret temperatures using Fahrenheit and/or Celsius. C	4.02.05 Describe appropriate preparation for weather emergencies. C	5.02.05 Interpret maps and map key for evacuation procedures. C
1.02.06 Identify family members.	2.02.06 Identify ways to conserve water and energy. C	3.02.06 Identify environmental regulations in the community. C	4.02.06 Describe procedures for basic disposal of trash (regular items/large items) and items to be recycled. C	5.02.06 Describe regulations for recycling and dumping of toxic wastes. C
1.02.07 Recognize that schooling is compulsory for children ages 5 –16 in Florida. C	2.02.07 Identify extended family relationships.	3.02.07 Compare the role of family members in the U.S.	4.02.07 Communicate with child's school. C	5.02.07 Identify resources in the community that assist families in need. C
1.02.08 Identify appropriate responses to weather emergencies. C	2.02.08 Identify educational services, facilities, and enrollment procedures for children. C	3.02.08 Identify ways to access educational opportunities for children. C	4.02.08 Identify ways of participating in child's education. C	5.02.08 Interpret the role of the parents in a child's education. C
1.02.09 Demonstrate ability to purchase stamps and mail a package. C	2.02.09 Respond appropriately to weather emergencies.	3.02.09 Interpret various temperatures and compare Fahrenheit to Celsius.		
1.02.10 Locate the United States and Florida on a world map. C	2.02.10 Demonstrate ability to use postal services. C			
1.02.11 Identify your county and/or city.	2.02.11 Locate your county and/or city on a map.			
<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>	<b>Employability Standard</b>
Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.	Demonstrate the English skills necessary to obtain and maintain employment, and advance in a career.
<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>	<b>Employability Competencies</b>

Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.03.01 Recognize entry-level jobs and workplaces of various occupations.	2.03.01 Interpret job ads.	3.03.01 Recognize common skills, responsibilities and/or duties of entry-level jobs.	4.03.01 Respond appropriately to job ads.	5.03.01 Develop an advertisement for a job.
1.03.02 Recognize procedures to apply for a job.	2.03.02 Follow procedures to apply for a job.	3.03.02 Recognize work-related vocabulary used in the job application process.	4.03.02 Use related vocabulary to ask questions in the job application process.	5.03.02 Interpret qualifications and requirements for various jobs (include level of training).
1.03.03 Complete a simplified job application form with assistance.	2.03.03 Complete a job application form.	3.03.03 Transfer personal information to a basic resume format.	4.03.03 Prepare a basic resume.	5.03.03 Write a resume, cover letter, and a thank you note to follow up on a job interview.
1.03.04 Recognize basic interview questions.	2.03.04 Respond to basic interview questions.	3.03.04 Describe types of appropriate behavior, dress code, and attitude for a job interview.	4.03.04 Select appropriate questions to ask at a job interview.	5.03.04 Demonstrate ability to ask appropriate questions at a job interview.
1.03.05 Recognize required forms of identification for employment. C	2.03.05 Identify several types of identification for employment.	3.03.05 Identify educational and job experience required for specific occupations.	4.03.05 Identify job training opportunities available in the community.	5.03.05 Interpret job training opportunities in the community.
1.03.06 Identify common requirements for entry level jobs.	2.03.06 Identify work standards for entry-level jobs including punctuality and phoning in sick.	3.03.06 Recognize work-related vocabulary for addressing job tasks, policies and standards.	4.03.06 Demonstrate understanding of job tasks, policies and standards.	5.03.06 Communicate progress on assigned job tasks and activities.
1.03.07 Ask for assistance on the job.	2.03.07 Ask for clarification of an assigned task(s) on the job.	3.03.07 Ask for clarification of an assigned task(s) and respond appropriately to instructions.	4.03.07 Demonstrate the ability to clarify and respond to feedback and criticism.	5.03.07 Demonstrate basic problem-solving skills in the workplace.
1.03.08 Recognize common safety signs found in the workplace.	2.03.08 Recognize safety procedures appropriate for the workplace.	3.03.08 Interpret work safety information, Including common icons and language for interpreting	4.03.08 Recognize procedures to report accidents on the job.	5.03.08 Fill out a form to report an accident on the job.

		dangerous situations.		
1.03.09 Recognize time using analog and digital clocks.	2.03.09 Interpret clock time distinguishing between A.M. and P.M.	3.03.09 Interpret the concept of time in the American society professional/social. C	4.03.09 Request a schedule change, or time off using samples of approval/request forms.	5.03.09 Demonstrate understanding of worker's rights. C
1.03.10 Interpret a basic work schedule.	2.03.10 Ask questions about a work schedule.	3.03.10 Request modifications to a work schedule for personal needs.	4.03.10 Demonstrate-skills needed for teamwork in the workplace.	5.03.10 Interpret behaviors and attitudes that are effective in a multicultural workplace.
1.03.11 Recognize key components of a sample pay stub.	2.03.11 Interpret key components of several sample pay stubs.	3.03.11 Demonstrate appropriate communication skills to interact with supervisors, co-workers and customers.	4.03.11 Fill out a sample performance evaluation form for the workplace.	5.03.11 Request feedback from a sample performance evaluation form for the workplace.
1.03.12 Recognize an evaluation form.	2.03.12 Sign a sample evaluation form.	3.03.12 Ask questions about your evaluation.	4.03.12 Match personal goals and educational backgrounds to job promotions.	5.03.12 Research continuing education opportunities to acquire higher-level skills necessary for promotions.
1.03.13 Identify opportunities for job promotions.	2.03.13 Recognize requirements for job promotions.	3.03.13 Identify appropriate skills and education needed for getting a promotion.	4.03.13 Set long term career goals.	5.03.13 Set educational goals and identify training opportunities to achieve short and/or long term career goals.
1.03.14 Identify short term career goals.	2.03.14 Set short-term career goals.	3.03.14 Identify long term career goals.	4.03.14 Self-evaluate your performance on the job.	5.03.14 Demonstrate negotiation skills to request a promotion, transfer or raise.
1.03.15 Recognize career advancement opportunities.	2.03.15 Identify ways to increase income.	3.03.15 Recognize the importance of performance evaluations for promotion and job retention.	4.03.15 Demonstrate ability to select proper equipment and/or tools in order to	

			accomplish a task at work.	
1.03.16 Develop a basic career plan based on interests and skills.	2.03.16 Develop and maintain a career plan based on interests and skills.	3.03.16 Develop skills to locate career information for use in a personal career plan based on interests and skills.	3.04.16 Develop skills to locate and evaluate career information for use in a career plan based on interests and skills.	
1.03.17 Recognize common tools/equipment required for one or more types of work.	2.03.17 Identify common business machines.	3.03.17 Demonstrate basic computer skills.		
<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>	<b>Consumer Education Standard</b>
Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.	Demonstrate the English skills necessary to understand consumer education issues.
<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>	<b>Consumer Education Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.04.01 Identify cardinal and ordinal numbers.	2.04.01 Use cardinal and ordinal numbers to count and show sequence.	3.04.01 Read and write cardinal and ordinal numbers.	4.04.01 Match numbers with amounts of items or US coins and currency. C	5.04.01 Use numbers to perform various computational procedures.
1.04.02 Identify prices of basic goods.	2.04.02 Identify measurement concepts for packaging and labeling.	3.04.02 Calculate savings from using coupons for purchases or when buying items that are on sale.	4.04.02 Compare various methods used to purchase goods and services.	5.04.02 Interpret guarantees, warranties, and procedures to return goods.
1.04.03 Recognize basic US clothing sizes.	2.04.03 Identify clothing, labels.	3.04.03 Identify various means of securing housing and filling out rental agreements.	4.04.03 Compare prices in sales ads.	5.04.03 Interpret legal documents required for purchasing a home. C
1.04.04 Identify types of housing.	2.04.04 Interpret classified ads, signs, and advertisement for available housing.	3.04.04 Report the need for household repairs.	4.04.04 Calculate housing costs for renting or purchasing a home.	5.04.04 Interpret tenant and landlord rights. C

1.04.05 Recognize basic utilities common in the US.	2.04.05 Identify steps to access basic utility services.	3.04.05 Read and write money amounts in U.S. currency. C	4.04.05 Estimate the amount of change from different amounts of money and/or discounts.	5.04.05 Compare price and/or quality to identify best buys for purchases.
1.04.06 Recognize money symbols and prices in U.S. currency. C	2.04.06 Count money in U.S. currency. C	3.04.06 Identify common banking terms and services.	4.04.06 Interpret different methods of purchasing merchandise or services.	5.04.06 Interpret procedures for borrowing money from a bank.
1.04.07 Identify different types of stores.	2.04.07 Identify various methods to purchase goods.			5.04.07 Identify budget-planning strategies.
<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>	<b>Health and Nutrition Standard</b>
Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>	<b>Health and Nutrition Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.05.01 Identify several parts of the body.	2.05.01 Describe injuries.	3.05.01 Describe accidents and injuries.	4.05.01 Describe symptoms related to illnesses.	5.05.01 Ask for and give advice on health topics.
1.05.02 Recognize symptoms of common illnesses.	2.05.02 Describe symptoms related to common illnesses.	3.05.02 Identify healthful habits that prevent common illness.	4.05.02 Compare healthful and unhealthful behaviors and practices.	5.05.02 Interpret problems associated with substance abuse, drug abuse, and domestic violence.
1.05.03 Recognize basic health care providers and facilities.	2.05.03 Identify health care providers and facilities in your community.	3.05.03 Make an appointment for a visit to a health care provider.	4.05.03 Reschedule or cancel an appointment with a health care provider.	5.05.03 Complete sample accident and medical history forms.
1.05.04 Identify common medications and their usage.	2.05.04 Identify differences between prescription medicines and	3.05.04 Compare prescription medicines and over-the-counter medications.	4.05.04 Interpret instructions on medicine labels, including over-the-counter (OTC) and	5.05.04 Interpret warnings on prescription medicines and



	over-the-counter medications.		prescription medications.	over-the-counter (OTC) drug labels.
1.05.05 Recognize basic foods.	2.05.05 Order a meal from a menu.	3.05.05 Identify practices that promote good dental health.	4.05.05 Recognize and interpret requirements for immunizations.	5.05.05 Interpret procedures for first aid.
		3.05.06 Categorize foods according to current US Department of Agriculture guidelines. C	4.05.06 Read/interpret nutritional and related information listed on food labels.	5.05.06 Plan balanced meals.
<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>	<b>Transportation and Travel Standard</b>
Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.	Demonstrate the English skills necessary to access transportation and travel effectively.
<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>	<b>Transportation and Travel Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.06.01 Identify a range of transportation options.	2.06.01 Identify transportation options in the local area.	3.06.01 Identify transportation costs, schedules, and practices.	4.06.01 Compare schedules for various forms of transportation.	5.06.01 Compare travel methods for planning a trip.
1.06.02 Recognize common transportation signs using sight words and symbols.	2.06.02 Interpret traffic signs.	3.06.02 Recognize personnel responsible for traffic safety.	4.06.02 Interpret consequences of not obeying posted traffic signs. C	5.06.02 Explain procedures to follow in road emergencies.
1.06.03 Ask for directions for arriving at a place.	2.06.03 Identify the cardinal directions.	3.06.03 Locate places on maps.	4.06.03 Request and give directional information.	5.06.03 Make travel plans for different forms of transportation.
1.06.04 Identify steps to apply for a Florida Driver's License or Identification Card. C	2.06.04 Identify safe driving practices.	3.06.04 Identify safe driving practices and consequences of unsafe practices. C	4.06.04 Report an accident or vehicle problem.	5.06.04 Describe car problems and service options.
1.06.05 Recognize methods for selecting and purchasing a car.	2.06.05 Interpret information about the purchase and	3.06.05 Identify appropriate statements for responding to	4.06.05 Identify appropriate ways to interact with law enforcement	5.06.05 Interpret appropriate ways to interact with law enforcement

	maintenance of a car.	typical questions asked by law enforcement officers in a traffic stop. C	officers in traffic stops and/or other settings. C	officers in various settings.
<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>	<b>Safety and Security Standard</b>
Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.	Demonstrate the English skills necessary to understand safety and security issues.
<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>	<b>Safety and Security Competencies</b>
Foundations (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
1.07.01 Recognize safety signs and/or equipment for home and work.	2.07.01 Report emergencies at home and work.	3.07.01 Identify warning signs found at home and at work.	4.07.01 Interpret safety measures that can prevent common accidents and injuries.	5.07.01 Report unsafe conditions in private and public places.
1.07.02 Identify common emergency situations.	2.07.02 Identify symbols on warning signs.	3.07.02 Identify safety measures that can prevent crimes. C	4.07.02 Interpret procedures for reporting a crime. C	5.07.02 Interpret legal consequences of crimes. C
		3.07.03 Identify procedures to follow in case of poisoning.		

<b>Language Standards (grammar, capitalization, punctuation, spelling, and usage)</b>	
<p><b>Note:</b> Prior to entering a level, students should demonstrate command of grammar, capitalization, punctuation, spelling, and usage for the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.</p>	
<b>Foundations (Level 1)</b>	
<ul style="list-style-type: none"> <li>• Nouns (basic)</li> <li>• Verbs (basic)</li> <li>• Numerals</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation: period/question mark</li> <li>• Subject Pronouns</li> <li>• Yes/No questions</li> <li>• Imperatives</li> </ul>
<b>Low Beginning (Level 2)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>○ Simple Present</li> <li>○ Present Progressive</li> <li>○ Simple Past</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives: descriptive/possessive</li> <li>• Contractions</li> <li>• Prepositions: time/place/location/direction</li> </ul>

<ul style="list-style-type: none"> <li>• Modals: can/can't</li> <li>• Verb + to</li> <li>• Would + like</li> <li>• Punctuation: exclamation point/comma</li> <li>• Abbreviations</li> <li>• Possessives</li> </ul>	<ul style="list-style-type: none"> <li>• "Wh" questions</li> <li>• Countable/non-countable nouns</li> <li>• Adverbs: frequency/time</li> <li>• Articles</li> <li>• Politeness markers</li> </ul>
<b>High Beginning (Level 3)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>◦ Simple Future</li> <li>◦ Future with <i>going to</i></li> </ul> </li> <li>• Modal verbs: <ul style="list-style-type: none"> <li>◦ Could</li> <li>◦ Should</li> <li>◦ Would</li> </ul> </li> <li>• Verbs: want/need</li> <li>• Have to + verb</li> <li>• Punctuation: semicolon/hyphen/dash</li> <li>• Objects: direct/indirect</li> </ul>	<ul style="list-style-type: none"> <li>• Indicative</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Intensifiers</li> <li>• Sequence words</li> <li>• Interjections</li> <li>• Conjunctions: <ul style="list-style-type: none"> <li>◦ Coordinating</li> <li>◦ Correlative</li> <li>◦ Subordinating</li> </ul> </li> </ul>
<b>Low Intermediate (Level 4)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>◦ Past Progressive</li> <li>◦ Future Progressive</li> </ul> </li> <li>• Future with <i>will</i></li> <li>• Modals: may/must</li> <li>• Ask + infinitive</li> <li>• Punctuation: parentheses/brackets</li> <li>• Conditionals: if/then</li> <li>• Prepositional phrases</li> <li>• Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Subjunctive</li> <li>• Dependent clauses</li> <li>• When clauses</li> <li>• While clauses</li> <li>• Questions: <ul style="list-style-type: none"> <li>◦ How far?</li> <li>◦ How long?</li> <li>◦ How many?</li> <li>◦ How much?</li> </ul> </li> </ul>
<b>High Intermediate (Level 5)</b>	
<ul style="list-style-type: none"> <li>• Verb tenses: <ul style="list-style-type: none"> <li>◦ Present Perfect</li> <li>◦ Past Perfect</li> <li>◦ Future Perfect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Verb phrases</li> <li>• Punctuation: ellipsis/apostrophe</li> <li>• Participles: present/past</li> <li>• Questions: What about? What if?</li> </ul>

<b>Advanced (Level 6)</b>	
<b>Academic Standards:</b>	
<b>6.01.00 Reading</b>	
<b>6.02.00 Listening and Speaking</b>	
<b>6.03.00 Writing</b>	
<b>6.04.00 Language (grammar, capitalization, punctuation, spelling, and usage)</b>	

<b>Life and Work Standards:</b>	
<b>6.05.00 Employability</b>	Demonstrate English skills necessary to obtain and maintain employment, and advance in a career.
<b>6.06.00 Career Planning</b>	Demonstrate the English skills necessary to develop a career plan.
<b>6.07.00 Civics, Environment, &amp; Family</b>	Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
<b>6.08.00 Consumer Education</b>	Demonstrate the English skills necessary to understand consumer education issues.
<b>6.09.00 Health and Nutrition</b>	Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>6.10.00 Transportation and Travel</b>	Demonstrate the English skills necessary to access transportation and travel effectively.
<b>6.11.00 Safety and Security</b>	Demonstrate the English skills necessary to understand safety and security issues.
<b>6.12.00 Technology</b>	Demonstrate the English skills necessary to use technology effectively.

<b>Reading Standards</b>	
6.01.01	Interpret unknown and multiple-meaning words as used in the text, choosing flexibly from an array of strategies (e.g., sentence-level context, known affix, root words).
6.01.02	Interpret idioms (e.g., <i>out of the blue</i> ) and collocations (e.g., make progress, come prepared) as used in the text.
6.01.03	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
6.01.04	Interpret word relationships, nuances, connotative meaning of words, and figurative language including analogies, similes and metaphors-as used in the text.
6.01.05	Interpret common roots, prefixes and suffixes (e.g., <u>un</u> happy, <u>work</u> er) and less common prefixes and suffixes to determine the meaning of words (e.g., <u>im</u> possible, <u>anti</u> -war, employ <u>ee</u> ).
6.01.06	Interpret meaning from word forms (e.g., abstract nouns, regular and irregular verbs, adjectives, plurals, possessives, comparative forms).
6.01.07	Interpret signal words in a variety of contexts such as organization and content (e.g., first... then...next, it's important that...); simple relationships (e.g., because, and); spatial and temporal relationships (e.g., before, after); contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
6.01.08	Interpret and evaluate measurement scales and diagrams.

6.01.09 Integrate, and evaluate content presented in diverse media or formats and from multiple sources (e.g., digital images, videos, charts, maps, graphs, email, interactive elements on web pages).
6.01.10 Use, interpret, integrate, and evaluate information presented in diverse media or formats (e.g., illustrations, cartoons, photographs, digital images, videos, charts, maps, graphs).
6.01.11 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.01.12 Determine how individuals, events and ideas develop and interact in simple and complex texts.
6.01.13 Make connections between related ideas across different sections of a text, and analyze how the individuals, events, and ideas develop and interact.
6.01.14 Determine an author's point of view or purpose in a text. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6.01.15 Identify and analyze how the author's point of view, purpose, and voice shape the content and style of a text.
6.01.16 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.01.17 Delineate, analyze, and evaluate the truthfulness, validity, relevance, and sufficiency of arguments, specific claims and supporting evidence in a text, including differentiating fact from opinion (e.g., advertising claims, news reports).
6.01.18 Identify and analyze how the content from two or more texts addresses similar themes or topics in order to build knowledge or to compare the approaches the author(s) take.
6.01.19 Interpret a work of literature (e.g., relate the theme and central ideas to contemporary life).
6.01.20 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations) and explain how the interactions of specific individuals, ideas, and events affect the plot.
6.01.21 Determine characters' traits by what the characters convey about themselves in narration, dialogue, dramatic monologue, and soliloquy.
6.01.22 Determine how the characters and the sequence of events interact in narratives.
6.01.23 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6.01.24 Trace an author's development of time and sequence, including the use of complex-devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.
6.01.25 Recognize and understand the significance of various literary devices (figurative language, imagery, allegory, symbolism), and analyze the cumulative impact of specific word choices on meaning and tone.
6.01.26 Analyze recognized works of literature from a variety of authors, genres, cultures, and traditions.
6.01.27 Identify story elements including theme, setting, plot, character, conflict, and resolution in simple and complex literary texts.

## Speaking and Listening Standards

6.02.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
6.02.02 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6.02.03 Recognize location of stress in multi-syllable words (e.g., <i>My <u>a</u>ddress is 312 Date Street.</i> vs. <i>Please <u>addr</u>ess this envelope.</i> ).
6.02.04 Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns (e.g., Stress and intonation can change <i>I don't believe it!</i> from an expression of skepticism to an exclamation of surprise).
6.02.05 Comprehend a wide range of vocabulary such as synonyms (e.g., doctor vs. physician), precise terminology (e.g., home vs. duplex apartment), phrasal verbs and idioms (e.g., <i>to be late</i> vs. <i>running behind schedule</i> ) on a variety of topics.
6.02.06 Comprehend specialized vocabulary (e.g., technical, academic).
6.02.07 Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first, then, however, it's important that, well, anyway, that being said, etc.</i> ).
6.02.08 Comprehend advanced grammar and structures (e.g., complex tenses, all conditionals (real and unreal), passive voice, reported speech, compound/complex sentences).
6.02.09 Recognize a range of question types (e.g., embedded questions, tag questions).
6.02.10 Comprehend communicative function of speech (e.g., polite disagreement: <i>Do you really think so?</i> ).
6.02.11 Comprehend media messages with visual support (e.g., TV news, weather reports, and movies).
6.02.12 Comprehend extended or detailed non-face-to-face communication (e.g., phone calls, messages, announcements, radio broadcasts).
6.02.13 Comprehend instructions or requests given tentatively or indirectly (e.g., <i>Why don't you ...? You may want to...</i> ).
6.02.14 Identify the topic, main idea, or gist of brief discourse or information.
6.02.15 Listen for simple specific details of brief discourse (e.g., <i>What time will the train leave?</i> ).
6.02.16 Use non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.).
6.02.17 Predict content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions).
6.02.18 Demonstrate understanding of hypothetical situations (e.g., <i>You are a patient. What do you say to the doctor?</i> ).
6.02.19 Determine when clarification is necessary.
6.02.20 Identify the main idea or topic of extended discourse.
6.02.21 Listen for complex detail or several details in extended discourse (e.g., <i>What are the reasons for the company's new policy?</i> ).
6.02.22 Make inferences and predictions and draw conclusions from lengthy or complex information.
6.02.23 Differentiate fact from opinion.
6.02.24 Detect a speaker's direct or indirect purpose or bias (e.g., advertisements, persuasive arguments, political speeches).

## Writing Standards

6.03.01 Write routinely for longer and shorter times on a range of topics. Produce clear and coherent

writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.03.02 Write arguments to support claims with clear reasons and relevant evidence.
6.03.03 Write an informative text on a topic to convey ideas, concepts. Select and organize relevant facts, use transitions, domain specific vocabulary, a concluding statement, and maintain a formal style throughout the text.
6.03.04 Write narratives of an event or sequence of events. Incorporate narrative into arguments and/or informative texts.
6.03.05 Plan, revise, edit, and rewrite texts to develop and strengthen writing.
6.03.06 Use technology to produce writing that includes citations and links to sources and other related information, if possible and/or appropriate.

### Language Standards (grammar, capitalization, punctuation, spelling, and usage)

6.04.00 Demonstrate command of standard English grammar, capitalization, punctuation, spelling, and usage upon exit of the Advanced Level.

Note: Students should have a firm grasp of the following language standards of the previous levels before entering the Advanced level, however, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class.

<b>Verb Tenses:</b> <ul style="list-style-type: none"> <li>• Present Perfect Progressive</li> <li>• Past Perfect Progressive</li> <li>• Future Perfect Progressive</li> </ul> <b>Verb Moods:</b> <ul style="list-style-type: none"> <li>• Indicative</li> <li>• Imperative</li> <li>• Interrogative</li> <li>• Conditional</li> <li>• Subjunctive</li> </ul> <b>Future with <i>Probably</i></b> <b>Active/Passive Voice</b> <b>Adverbial Clauses</b> <b>Verbals</b> <ul style="list-style-type: none"> <li>• Gerunds</li> <li>• Participles</li> <li>• Infinitives</li> </ul>	<b>Pronouns:</b> <ul style="list-style-type: none"> <li>• Reflexive</li> <li>• Intensive</li> <li>• Subjective, objective, and possessive case</li> </ul> <b>Sentence Structures:</b> <ul style="list-style-type: none"> <li>• Simple</li> <li>• Compound</li> <li>• Complex</li> <li>• Compound-complex</li> </ul> <b>Punctuation:</b> <ul style="list-style-type: none"> <li>• Comma</li> <li>• Parenthesis</li> <li>• Quotation marks</li> <li>• Ellipsis</li> <li>• Dash</li> <li>• Colon</li> <li>• Semicolon</li> </ul>
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6.04.01 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by consulting references, using context, affixes, and roots of words.

6.04.02 Interpret figurative language, idioms, proverbs, similes, metaphors, word relationships, and nuances in word meanings, common idioms.

6.04.03 Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.

### Life and Work Skills Standards

<b>Employability Standard</b>
6.05.00 Demonstrate English skills necessary to obtain and maintain employment, and advance in a career.
<b>Employability Competencies</b>
6.05.01 Create a personal job-search portfolio.
6.05.02 Develop a list of available job opportunities in the local area and the skills and education required for them.
6.05.03 Interpret information about employee benefits provided by jobs available in the regional market.
6.05.04 Interpret employment rights and protections provided by law to employees in Florida and/or the U.S. C
6.05.05 Develop a list of questions that may be asked in an interview for jobs available in the regional market, with appropriate responses.
6.05.06 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, and checklists.
6.05.07 Interpret effective communication strategies, including situation-appropriate body language, for the work place.
6.05.08 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism.
6.05.09 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail.
6.05.10 Select and analyze work-related information for a given purpose and communicate it to others orally or in writing.
6.05.11 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion.
6.05.12 Work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.
6.05.13 Learn from others and to help others learn job-related concepts and skills.
6.05.14 Interpret and analyze different types of communication skills that are effective and/or not effective in communicating with other workers.
6.05.15 Identify and analyze behaviors appropriate for communicating with customers and clients to meet their needs and solve problems.
6.05.16 Identify and analyze negotiation skills useful for resolving differences.
6.05.17 Identify and analyze effective approaches to working within a multicultural workforce.
6.05.18 Use online sources of information on admissions requirements of colleges and/or post-secondary career education programs. C
6.05.19 Identify and list documents and related pieces of information required for the FAFSA (Free Application for Federal Student Aid). C
6.05.20 Identify and analyze sources of financial assistance for covering the costs of college and/or post-secondary career education programs. C

<b>Career Planning Standard</b>
The following career development standard and accompanying competencies are designed to be integrated into Adult ESOL Advanced Level instruction to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.



6.06.00 Demonstrate English skills necessary to develop a career plan.
<b>Career Planning Competencies</b>
6.06.01 Develop skills to locate, evaluate, and interpret career information.
6.06.02 Identify interests, skills, and personal preferences that influence career and education choices.
6.06.03 Identify career cluster and related pathways that match career and education goals.
6.06.04 Develop and manage a career and education plan.
<b>Civics, Environment and Family in the U.S. Standard</b>
6.07.00 Demonstrate the English skills necessary to understand issues related to civics, environment, and family in the U.S.
<b>Civics, Environment and Family in the U.S. Competencies</b>
6.07.01 Interpret information about the system of government established by the U.S. Constitution. C
6.07.02 Interpret information about the legislative, judicial, and executive branches and their respective activities. C
6.07.03 Identify and analyze current events happening in the local community or elsewhere. C
6.07.04 Compare holidays of the U.S. and other countries. C
6.07.05 Interpret basic court procedures and the concept of “trial by jury” used in U.S. C
6.07.06 Interpret information about law enforcement. C
6.07.07 Interpret common laws and ordinances, and legal forms and documents. C
6.07.08 Identify individual legal and civil rights and procedures for obtaining legal advice. C
6.07.09 Interpret information or identify requirements for establishing residency and/or obtaining citizenship. C
6.07.10 Identify common infractions and crimes, legal consequences, and procedures for reporting a crime. C
6.07.11 Identify rights, responsibilities, and legal obligations in domestic relationships and how to report problems. C
6.07.12 Interpret a topic related to the environment in the local community or elsewhere. C
6.07.13 Interpret information about the educational system, from early childhood to postsecondary. C
6.07.14 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc. C
6.07.15 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc. C
6.07.16 Interpret information from schools and communicate with school personnel. C
6.07.17 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them. C
6.07.18 Interpret information related to student and school performance, and identify ways to promote change. C
6.07.19 Identify ways to get involved or volunteer in an educational setting. C
<b>Consumer Education Standard</b>
6.08.00 Demonstrate the English skills necessary to understand consumer education issues.
<b>Consumer Education Competencies</b>
6.08.01 Interpret letters, articles, and information about consumer-related topics.

6.08.02 Develop a personal finance budget showing income, expenditures, and savings.
6.08.03 Solve math problems based on real-life, showing computational steps.
6.08.04 Analyze clothing, food, or other product labels to aid in making a purchase decision.
6.08.05 Compare two or more merchandise items in deciding which to purchase.
6.08.06 Evaluate manufacturer and/or extended warranties and service plans for consumer products.
6.08.07 Identify or compute sales tax. C
6.08.08 Interpret tax information from articles and publications. C
6.08.09 Report unsatisfactory service or a defective product.
6.08.10 Market a product and/or conduct a business transaction.
6.08.11 Identify and analyze methods for obtaining a credit report.
6.08.12 Interpret credit card offers and applications.
6.08.13 Interpret insurance products for auto, home, and/or life.
6.08.14 Use online sources of information on homes and apartments available in the local market.
6.08.15 Interpret the advantages and disadvantages of a variety of options to locate and acquire housing.
6.08.16 Interpret lease and rental documents.
6.08.17 Interpret information to obtain, maintain, or cancel housing utilities.
6.08.18 Interpret information about tenant and landlord rights and obligations. C
6.08.19 Interpret debt assistance programs. C
6.08.20 Interpret consumer protection programs concerning business practices and solicitations. C

<b>Health and Nutrition Standard</b>
6.09.00 Demonstrate the English skills necessary to communicate effectively on health and nutrition topics.
<b>Health and Nutrition Competencies</b>
6.09.01 Compare medical providers, the services they offer and costs. C
6.09.02 Access health literacy information and ways to communicate effectively with a doctor or other medical staff regarding condition, diagnosis, treatment, concerns, etc., including clarifying instructions.
6.09.03 Interpret information related to the proper usage of medications and consequences of improper usage.
6.09.04 Access information on alcoholism, drug abuse, and/or addiction.
6.09.05 Interpret immunization requirements. C
6.09.06 Interpret information about mental health, including psychological problems and conditions, and stress management.
6.09.07 Interpret information on the development, care, and health and safety concerns of children.
6.09.08 Interpret information about health issues related to aging.
6.09.09 Interpret information about medical procedures and risks involved.

<b>Transportation and Travel Standard</b>
6.10.00 Demonstrate the English skills necessary to access transportation and travel effectively.
<b>Transportation and Travel Competencies</b>

6.10.01 Use online map systems to develop a detailed trip plan.
6.10.02 Interpret visa documentation and customs requirements for travel. <i>C</i>
6.10.03 Identify and analyze appropriate behaviors and communication strategies to follow in a traffic stop. <i>C</i>
6.10.04 Interpret driving laws and related fines and/or penalties for traffic tickets. <i>C</i>
6.10.05 Interpret preventative car maintenance tasks.

### **Safety and Security Standard**

6.11.00 Demonstrate the English skills necessary to understand safety and security issues.

### **Safety and Security Competencies**

6.11.01 Interpret information about protecting your home from theft and fire. *C*

6.11.02 Interpret information about first aid procedures.

6.11.03 Access information about the emergency broadcast system notifications and alerts. *C*

### **Technology Standard**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. The following Technology standard and accompanying competencies are designed to be integrated in instruction.

6.12.00 Demonstrate the English skills necessary to use technology effectively.

### **Technology Competencies**

6.12.01 Develop basic keyboarding skills.

6.12.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

6.12.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

6.12.04 Practice safe, legal, and responsible sharing of information, data, and opinions online. *C*



**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Frameworks**

ADULT ESOL COLLEGE AND CAREER READINESS	
Program/Course Title	Adult ESOL College and Career Readiness
Program/Course Number	9900051
CIP Number	1532.010302
Grade Level	30,31
Standard Length	450 hours maximum recommended

I. **PURPOSE:** The purpose of this course is to improve the advanced ESOL students' ability to communicate in English, and allow them to acquire secondary level English language skills.

II. **LABORATORY ACTIVITIES:** Language Laboratory and computer-assisted instruction are recommended options.

III. **PROGRAM STRUCTURE:** The Adult ESOL College and Career Readiness course is non-credit. One Literacy Completion Point (LCP) is awarded upon satisfactory completion.

IV. **SPECIAL NOTES:**

Competencies may be taught in any sequence. Classroom activities and materials should be designed for adults with a variety of learning styles and experiences, and reflect adult educational research and practice.

**Accommodations:** Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request services. Students with disabilities may need accommodations such as instructional methods, materials, assignments, assessments, time demands, schedules, learning environment, assistive technology, and special communication systems.

**Adult Education Instructor Certification Requirements:** As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

**Technology Standard and Competencies:**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing and in the workplace. The following Technology standard and accompanying competencies are designed to be integrated in instruction.

**Technology Standard**

TN.00 Demonstrate the English skills necessary to use technology effectively.

**Technology Competencies**

TN.01 Develop basic keyboarding skills.

TN.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

TN.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

TN.04 Practice safe, legal, and responsible sharing of information, data, and opinions online. C

**Career Planning Standards and Competencies**

The following career development standard and accompanying competencies are designed to be integrated into Adult ESOL Advanced Level instruction to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

**Career Planning Standard**

CP.00 Demonstrate English skills necessary to develop a career plan.

**Career Planning Competencies**

CP.01 Develop skills to locate, evaluate, and interpret career information.

CP.02 Identify interests, skills, and personal preferences that influence career and education choices.

CP.03 Identify career cluster and related pathways that match career and education goals.

CP.04 Develop and manage a career and education plan.

<b>STANDARDS</b>	
<b>R 01.00</b>	<b>READ AND COMPREHEND TEXT</b>
<b>V 02.00</b>	<b>ACQUIRE VOCABULARY</b>
<b>SL 03.00</b>	<b>SPEAK AND LISTEN WITH UNDERSTANDING</b>
<b>W 04.00</b>	<b>CONVEY INFORMATION IN WRITING</b>
<b>G 05.00</b>	<b>APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE</b>
<b>T 05.00</b>	<b>USE TECHNOLOGY</b>
<b>CC 06.00</b>	<b>PLAN AND SET COLLEGE AND CAREER GOALS</b>

<b>COMPETENCIES</b>	
<b>R 01.00</b>	<b>READ AND COMPREHEND TEXT</b>
<b>R 01.01</b>	Use reading strategies to identify key facts, information, purpose and organization of a reading passage to aid in reading comprehension (preview, skim, scan, and take notice of text features).
<b>R 01.02</b>	Read and comprehend complex literary and informational texts independently and proficiently (newspaper/magazine articles, technical materials, literature). Recognize APA and MLA formats.
<b>R 01.03</b>	Verify, clarify, and differentiate fact from opinion in informational texts. Express a personal opinion on the text and distinguish it from the author.
<b>R 01.04</b>	Identify the main purpose and tone of a text, including the author's point of view, and the question the author set out to answer, explain or describe.
<b>R 01.05</b>	Determine the central theme of an informational academic text and explain how it is supported by information drawn from the text. Provide an objective summary of the text distinct from personal opinions or judgments.
<b>R 01.06</b>	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
<b>R 01.07</b>	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
<b>R 01.08</b>	Analyze how an informational text makes connections and distinguishes among /between individuals, ideas or events through comparisons, analogies, or categories.
<b>R 01.09</b>	Analyze a sequence of events and how specific individuals, ideas, or events interact and develop over the course of an informational text.
<b>R 01.10</b>	Analyze information presented visually (charts, graphs, diagrams, time lines, blueprints, flowcharts, and schematics, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text.
<b>R 01.11</b>	Draw on information from multiple print or digital sources, and demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>R 01.12</b>	Make assertions about an author's argument, providing evidence from the text. Recognize irrelevant evidence.
<b>R 01.13</b>	Make comparisons within an informational academic text or between two different texts. Differentiate, sort, and classify information and ideas found in a text.
<b>R 01.14</b>	Apply knowledge of how grammar functions in different contexts to comprehend the text.

<b>V 02.00</b>	<b>ACQUIRE VOCABULARY</b>
<b>V 02.01</b>	Use print and digital dictionaries to find the pronunciation of a word, part of speech, and distinguish between multiple meanings of a word.
<b>V 02.02</b>	Use Latin/Greek affixes and roots as clues to determine the meaning of complex words for inclusion in a list of vocabulary words relevant to a specific area of study.
<b>V 02.03</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example, conceive=verb, conception=noun, conceivable=adjective, conceivably=adverb).
<b>V 02.04</b>	Use the index and table of contents to locate information in a postsecondary textbook.
<b>V 02.05</b>	Use various resources and strategies to determine the meaning of specialized technical and academic words used in postsecondary texts, including figurative and connotative meanings.
<b>V 02.06</b>	Locate and use print and digital information in almanacs, atlases, bibliographies, biographical resources, concordances, encyclopedias, genealogies, government documents, manuals, and thesauruses.
<b>V 02.07</b>	Acquire and use general academic and domain-specific words and phrases important to comprehending the meaning and uses of the words. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>V 02.08</b>	Manage and develop a technical and academic vocabulary word bank.

<b>SL 03.00</b>	<b>SPEAK AND LISTEN WITH UNDERSTANDING</b>
<b>SL 03.01</b>	Use the International Phonetic Alphabet (IPA) system to: <ul style="list-style-type: none"> <li>Identify the phonemes of the English language represented by IPA symbols.</li> <li>Orally produce voiced/voiceless sounds, consonant blends, diphthongs, and digraphs.</li> </ul>
<b>SL 03.02</b>	Engage effectively in a range of collaborative conversations and/or discussions. Employ the following communication skills to participate actively in conversations: <ul style="list-style-type: none"> <li>Utilize speaking strategies such as volume control, stress, pacing, enunciation, non-verbal cues, facial expressions and eye contact.</li> <li>Use common idioms, phrasal expressions, adages and proverbs.</li> <li>Respond appropriately to questions posed by other participants in the conversation.</li> </ul>
<b>SL 03.03</b>	Initiate and participate actively and effectively in a range of collaborative discussions (one-on-one, in groups, dialogues and teacher-led) or in a presentation/lecture by a guest speaker.
<b>SL 03.04</b>	Prepare and deliver a report on a topic or text; present an opinion if applicable. When available and appropriate, make use of digital support to enhance understanding of the presentation.
<b>SL 03.05</b>	Pose and respond to questions of various types (embedded, tag, direct, implied, referential, and inferential) in conversations. Respond to comments that contribute to the conversation with evidence and observations, and relate the conversation to broader themes or larger ideas.
<b>SL 03.06</b>	Take notes from a speaker presenting on an informational topic. Determine the central ideas or conclusions of a presentation. Summarize or paraphrase the notes.



<b>SL 03.07</b>	Listen to two media messages and identify their sources and content. Using evidence from the messages, summarize points made in the messages and evaluate the content.
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<b>W 04.00</b>	<b>CONVEY INFORMATION IN WRITING</b>
<b>W 04.01</b>	Use pre-writing strategies (brainstorming, graphic organizing, and outlining) to organize ideas for a composition including main ideas, specific ideas and details.
<b>W 04.02</b>	Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
<b>W 04.03</b>	Acquire vocabulary knowledge independently when considering a word or phrase important to written expression.
<b>W 04.04</b>	Write a paragraph that includes a topic sentence with controlling ideas, major points, support and a concluding sentence. Optional: Relate the paragraph to information in a text.
<b>W 04.05</b>	Write two or more paragraphs that are focused, organized and have supporting statements, making connections between related information across different sections of a text.
<b>W 04.06</b>	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W 04.07</b>	With guidance and support from peers, instructor and others, develop and strengthen writing as needed by planning, revising, editing or rewriting drafts in digital or print formats.
<b>W 04.08</b>	Draw evidence from two or more literary or informational texts to support analysis, reflection and research.
<b>W 04.09</b>	Take notes from a speaker presenting on an informational topic. Write a summary or outline of the presentation.
<b>W 04.10</b>	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <ul style="list-style-type: none"> <li>• Use a semicolon or a conjunctive adverb to link two or more closely related independent clauses.</li> <li>• Use a colon to introduce a list or quotation.</li> </ul>
<b>W 04.11</b>	Apply knowledge of grammar to understand how grammar functions in different contexts, to make effective choices for meaning or style and to make a piece of writing comprehensible to potential readers.
<b>W 04.12</b>	Use appropriate general academic, technical, and domain-specific words and phrases for writing at a college level.
<b>W 04.13</b>	Write an opinion, informational or research paper on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce and develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>• Link ideas or opinions using words and phrases (another, for example, also, because).</li> <li>• Group related information in paragraphs and sections. Include formatting such as headings, illustrations and multimedia when useful to aiding comprehension.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a concluding statement or section related to the information, opinion or explanation presented.</li> <li>• Format the paper using an online format/citation generator.</li> </ul>
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<b>G 05.00</b>	<b>APPLY THE CONVENTIONS OF STANDARD ENGLISH GRAMMAR AND USAGE</b>
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**Note**

Prior to enrollment in the College and Career Readiness course, students should be able to apply grammar conventions and usage listed below for the previous six levels of Adult ESOL. However, some students may benefit from a review of certain grammar topics from previous levels. The grammar topics do not need to be taught in the sequence listed.

- Direct speech/indirect speech
- Moods: indicative/imperative/subjunctive mood
- Sentence parts: subject, predicate, and/or object and
- Agreement of subject and predicate.
- Sentence structure: word order and syntax of simple, compound, and complex sentences
- Sequence of tenses
- Subjunctive mood in conditional sentences: real/unreal condition
- Verbals: non-finite forms of the verb: participle/gerund/infinitive





## All-Star 1-4, 2/e

Feedback  
Help Center

### All-Star 1-4, 2/e

Linda Lee

#### Contents:

##### Instructor Edition

All-Star 1:

All-Star 2:

All-Star 3:

All-Star 4:

##### information center view

Feature Summary

New to this Edition

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About the Authors



*All-Star* is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. "Big picture" scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language and math skills around life-skill topics. *All-Star* presents family, work, and community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives. *All-Star* is tightly correlated to all of the major national and state standards for adult instruction.

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# MDAE: *FUTURE* Checklist



Primary teacher materials for each level:

Teacher's Edition & Lesson Planner (Student book is interleaved)

Test & Test Prep Book with ExamView Assessment Suite

Classroom Audio CDs

Active Teach

Multilevel Communicative Activity Book (available in print for Intro, 1, 2; online for 3, 4, 5)

Customized Competency Alignment (available from Coach)

*FUTURE*/CASAS Correlation & Additional Suggested Source Material: (digital access available from Coach)

Teacher materials for *FUTURE*/CASAS: Additional Suggested Source Material (print materials, will vary by level)

Optional: Placement Test (available at [www.futureenglishforresults.com](http://www.futureenglishforresults.com)) or online

**Secondary teacher materials for each level: Dependent upon student resources**

Student Book with Practice Plus CD-ROM

Workbook

Literacy Workbook

*FUTURE US Citizens*

*MyEnglishLab*: Access (online practice for students; teacher access available as well)

*FUTURE* Transitions to Work beginning/intermediate packs for food services, healthcare, hospitality, manufacturing, technology

**Additional Resources:**

Teacher Training DVD

Website Resources: [www.futureenglishforresults.com](http://www.futureenglishforresults.com) (free registration): Can review *FUTURE* methodology, 21<sup>st</sup> Century skills, scope and sequences, non-customized 48/72 hour pacing guides, teacher notes, audio scripts, transparencies, multilevel communicative activities guides, CCRS/CASAS/FL Adult ESOL correlations, Ask Sarah Lynn

Ask Sarah Lynn: Submit a question directly to the series editor!

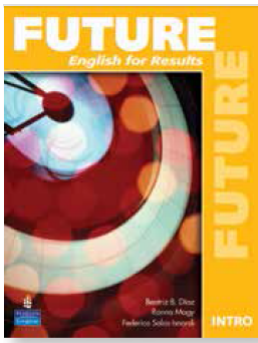
TeacherToTeacher: (<https://teachertwoteacher.wordpress.com>) Fantastic blog written by Sarah Lynn with tons of creative ideas for teaching adult ESOL

**Reading & Vocabulary Extension: Available Materials**

Reading Power Series: 4 level skills-based reading series, appropriate to complement *FUTURE* 2, 3, 4, 5

New Password Series: 5 level reading series to target vocabulary and reading comprehension, appropriate to complement *FUTURE* 1, 2, 3, 4, 5

Longman Academic Reading Series: 5 level reading series for students targeting CCRS/academic skills, appropriate for *FUTURE* 2+ students



# Future

English for Results

Since **Future** was first published in 2009, more than 300,000 learners have successfully studied English with this effective six-level program. **Future** addresses the diverse needs of adult learners and empowers them with transferrable academic, workplace, and media literacy skills to meet the challenges of learning English and achieving personal, career, and educational goals.



- Everything students need in one integrated program that now includes [MyEnglishLab](#).
- Curriculum supports students' transition to postsecondary education and the workplace.
- Research-based teaching strategies provide creative solutions for all stages of lesson planning and implementation.
- Develops students' informational and visual literacies to understand and process new information.
- **Practice Plus CD-ROM** allows students to direct their own learning and focus on skills they feel they need to improve.
- **Future Literacy Workbook** is specially designed for learners with limited reading and writing skills.
- **ActiveTeach** extends the classroom and makes learning more focused and interactive.
- Free online access to the [Future website](#), including vocabulary wordlists and answer keys.

## Components:

**Student Book with Practice Plus CD-ROM** *reinforces classroom learning and the CD-ROM allows students to work on the areas in which they need more practice.*

**Workbook with Audio CD** *gives students access to hands-on practice and additional listening practice.*

**Teacher's Edition and Lesson Planner** *includes extension activities designed to reach students at all levels with options for pair and group activities.*

**ActiveTeach** is a dynamic teaching platform that projects the student book pages with integrated tools to create more interaction in the classroom.

**Tests and Test Prep Book with ExamView® Assessment Suite** *provides access to all tests allowing teachers to print out multi-level tests and to customize existing tests.*

**Classroom Audio CDs** *provide practice with conversations, vocabulary, grammar, reading, and life skill competencies.*

**Multilevel Communicative Activities Guide** *provides engaging reproducible activities and games.*

**Transparencies and Reproducible Vocabulary Cards** *help kinesthetic and visual learners acquire and learn new vocabulary.*

**Teacher Training DVD** *gives practical tips and demo lessons to help teachers get the most out of using Future.*



# Project Success

Series Consultants: Susan Gaer and Sarah Lynn

**False-Beginning – Low-Advanced**

Intro Level: Sarah Lynn

Level 1: Betsy Lindeman Wong and MaryAnn Cunningham Florez

Level 2: June Pomann and Howard Pomann

Level 3: Nancy Matsunaga and Sheena Macpherson

Level 4: Jenni Santamaria, Robyn Brinks Lockwood, and Barry Bakin

Level 5: Steve Gwynne, Ingrid Greenberg, and Jennifer Bixby



Today's adult ESL students aspiring to postsecondary education and workplace success need a different approach to learning. **Project Success**, a new six-level, four-skills series teaches English by involving students in real-life professional situations. This engaging video-based program focuses on workplace skills and 21st-century challenges to foster creative and critical thinking skills, promotes self-directed learning, and improves students' ability to communicate in social, educational, and professional situations.

- Developed in response to the changing needs of adult learners.
- Integrates print and digital components to blend classroom and independent learning.
- Uses a series of 170 videos to model the situational language, employment, and educational skills to bring workplace and practical skills to life.
- **ActiveTeach** helps teachers prepare for classes, deliver media-rich lessons, and customize their teaching.
- **MyEnglishLab** enables students to practice listening, speaking, reading, writing, grammar, pronunciation, practical skills, and job-seeking skills, and receive automatic focused feedback on their work.

Free online access to the [Project Success website](#), including helpful resources.

## Components:

Students use their print **Student Book** to participate in activities, take notes, and interact in small groups.

Students use the **eText**, a digital version of the Student Book, to review their classwork and to access integrated videos and audio.

**ActiveTeach** is a dynamic teaching platform that projects the student book pages with integrated tools to create more interaction in the classroom.

Students use **MyEnglishLab**, an easy-to-use online learning and assessment program, to practice listening, speaking, reading, writing, grammar, pronunciation, practical skills, and job-seeking skills beyond the classroom.





## **Resources for the *Stand Out 2e* series include:**

- Lesson Planners (comprehensive annotated teacher's guides with pacing suggestions for each lesson)
- Answer Keys for Workbooks (posted at the Teacher Companion Site at <http://ngl.cengage.com/standout>)
- Pacing Guides for all levels of *Stand Out* text (posted at the Teacher Companion Site at <http://ngl.cengage.com/standout>)
- Correlations of the series to the College and Career Readiness Standards (posted at <http://ngl.cengage.com/correlations>)

Access to resources posted at the Teacher Companion Site are password protected. You will need to create a *Cengage* Faculty Account to generate a user name and password.

### **Cindy Le**

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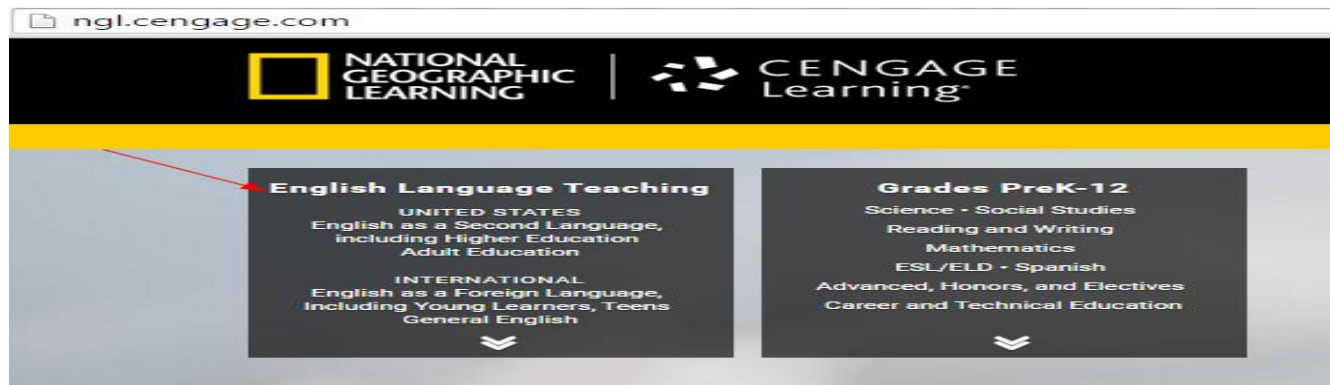
(o) 561.495.5018 | (tf) 888.383.3831 | (s) cindy.le12 | (e) [cindy.le@cengage.com](mailto:cindy.le@cengage.com) | <http://ngl.cengage.com>

## INSTRUCTIONS FOR ACCESSING ONLINE TEACHER RESOURCES

All online teacher resources for our Academic and Adult Education ESL materials, such as answer keys, instructor's manuals, quizzes, are posted at the Teacher Companion Site hosted at <http://ngl.cengage.com> and are password protected. You will need to create your own user name and password to access this content. This is a one-time process. Once a user name and password are created, you can use these as your single sign-on (SSO) to access all online ESL Teacher Support materials. An example of the process of requesting an SSO follows.

To access the Answer Key and Teaching Notes of *Great Writing 1*:

1. Go to <http://ngl.cengage.com>. At the homepage, click on the “English Language Teaching” box on the left.



2. Type *great writing* into the search box at top right, then click the magnifying glass. This will take you to the series' microsite.



3. Click on the “Teacher Companion Site” of the text level you are using, in this case *Great Writing 1*.

The screenshot shows the Cengage Learning English Language Teaching website. The top navigation bar includes links for Tech Support, Contact, and Rep Finder, along with a search bar for author, title, keyword, or ISBN. Below the navigation bar, there are tabs for News & Events, Teacher Development, Technology, and Where to Order. The main content area displays search results for 'Great Writing'. On the left, there is a 'Refine Search' section with a search bar and a 'Filter Results' section with categories like Graded Readers (2), Vocabulary & Idioms (1), and Writing (36). The search results show three items: 'Great Writing' (Keith S. Folse | April Muchmore-Vokoun | Tison Pugh | Elena Vestri Solomon | David Clabeaux © 2015), 'Great Writing Foundations' (Keith S. Folse ISBN-13: 9781285194981 1st Edition 288 Pages | © 2014 | Published), and 'Great Writing 1: Great Sentences for Great Paragraphs' (Keith S. Folse | April Muchmore-Vokoun | Elena Vestri Solomon ISBN-13: 9781285194882 4th Edition 288 Pages | © 2014 | Published). Each item has a 'Teacher Companion Site' and a 'Student Companion Site' link. A red arrow points to the 'Teacher Companion Site' link for 'Great Writing 1: Great Sentences for Great Paragraphs'.

4. The user name and password needed to access the online teacher support materials are unique for each individual user. To obtain these, click “Create a Faculty Account”; then click Continue.

The screenshot shows the Cengage Learning Instructor Companion Site for 'Great Writing 1: Great Sentences for Great Paragraphs, 4th Edition'. The top navigation bar includes the Cengage Learning logo and the text 'Instructor Companion Site'. Below the navigation bar, there is a dropdown menu for 'Select a chapter ...'. On the left, there is a 'Book Resources' section with links for Instructor Downloads and Student Downloads. The main content area features a 'Sign in to access instructor resources.' section with a login form. The login form includes fields for 'Username or Email Address' and 'Password', a 'Sign in' button, and a 'Forgot Password?' link. A red arrow points to the 'Forgot Password?' link. Below the login form, there is a link for 'New User? Create a Faculty Account »'.

5. Search for your institution.



Home > Select Your Institution

Step 1: Select Your Institution

Step 2: Account Information

### Step 1 of 2: Select Your Institution

To locate your institution, please select the location.

Location:

Please select your institution type, enter the City and State, or Zip code, and then click **Search**.

\* Institution Type:

\* Within:

Select a State:

or Search by Zip Code:

Select a City:

\* required

6. Complete and submit the online form.



[Tech Support](#)

Home > Account Information

Step 1: Select Your Institution

Step 2: Account Information

### Step 2 of 2: Account Information

Complete the form, read and accept the license agreement and then click **Register**.

\* First Name:

College/School:

Middle Initial:

Department:

\* Last Name:

\* Phone:

\* Email:

\* Supervisor Name:

\* Re-type Email:

\* Supervisor Phone:

\* Password:

\* Security Question:

\* Re-type Password:

\* Answer:

\* Time Zone:

7. Turn-around time from Cengage Tech Support is normally 48 hours. Once you have your user name and password, type these into the appropriate spaces at the Teacher Companion Site to download the online teacher support materials you need.



## Ventures Online Resources and Teacher Training

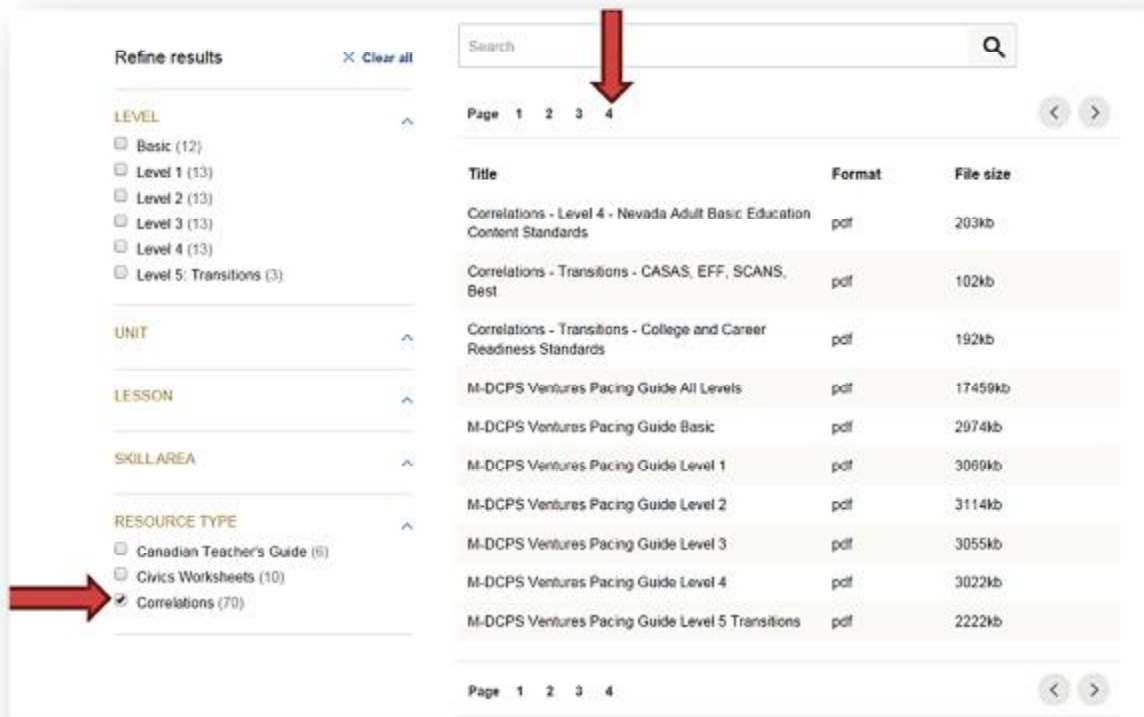
**New to Ventures? View this overview presentation and unit walk-through online!**

<http://www.brainshark.com/cambridge/VenturesIntroduction>

Get to know the Student's Book, Workbook, Online Teacher Resource Room, Presentation Plus and Arcade. Look for the "Attachments" tab for video tours of Presentation Plus and the Online Teacher Resource Room.

### Ventures Pacing Guides for M-DCPS - download from the Online Teacher Resource Room

Go to [www.cambridge.org/ventures/resources](http://www.cambridge.org/ventures/resources), select "Correlations" as the "Resource Type" and then look for the last page of results. (see visual below). View a 15-minute orientation to the Ventures Pacing Guides at <http://www.brainshark.com/cambridge/VenturesPacingGuides/zIazngBadzGIWdz0>



### Ventures 2<sup>nd</sup> Edition Websites - <http://www.cambridge.org/ventures/>

- **For Teachers – Ventures Online Teacher's Resource Room** - search over 2,000 resources and download them for free! Ventures Civics worksheets, AddVentures multilevel activities, Collaborative activities, CASAS prep, M-DCPS Pacing Guides, correlations and more.  
<http://www.cambridge.org/ventures/resources>  
The website may prompt you to sign in before you can download a document. If this is your first time visiting the Online Teacher Resource Room, you will need to register.
- **For Teachers - Career and Educational Pathways** - These 8 mini-projects per level are intended to be completed as a portfolio project, or can be supplemental as you see relevant.  
<http://www.cambridge.org/careerpathways/>
- **For Students** - The **Ventures Arcade** offers free online, interactive practice. The student book audio is also available through the arcade, just click on the link for 'student audio' when you go to this website - <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>

## Ventures Teacher Training Recorded Webinars and Videos

Recorded webinars on CASAS prep, teaching low-level learners, and more -

<http://www.cambridge.org/ventures/professionaldevelopment/>

Enhancing instructions with visuals - <http://www.youtube.com/watch?v=6FmYiJhTqVI>

Developing Listening Skills - [http://www.youtube.com/watch?v=YIOE8\\_JVdk](http://www.youtube.com/watch?v=YIOE8_JVdk)

Teaching Grammar Communicatively - <http://www.youtube.com/watch?v=TNaG1uN40gl>

Developing Reading Skills - <http://www.youtube.com/watch?v=cHmkQbG9WAw>

Developing Writing Skills - <http://www.youtube.com/watch?v=cHmkQbG9WAw>

Facilitating Multilevel Classrooms - <http://www.youtube.com/watch?v=cMNHkG6ZKQA>

## Ventures Online Workbook –

The online workbook is the same content as the paper workbook, uploaded into an online platform and optimized for interactivity. A gradebook shows progress and time-on-task for work completed. There are also communication tools such as “forum” for whole-class interaction and “feedback” for teacher-student communication. Students gain access to the online workbook by purchasing an access code. Teachers gain access by registering for free with the instructions below.

**REGISTER FOR TEACHER ACCESS TO THE VENTURES ONLINE WORKBOOK** – Once registered, you can create a class for each group of students that you teach. Please note that students must purchase an access code for the online workbook in order to use it. Even if your students are not purchasing the online workbook, you can still create a teacher account if you would like to preview the content and see how it works.

1. First you will need to obtain teacher access codes to the Ventures Online Workbooks. Please send an email with the Ventures levels you need and your school name and address to our Online Workbook Tech Support team at: [ptsupport@cambridge.org](mailto:ptsupport@cambridge.org)  
Specify Ventures 2nd Edition Online Workbook Level Basic, Level 1, Level 2, Level 3, Level 4, and Transitions. Request them all if you may teach different levels in the future.
2. Check your email. Within 48 hours you will receive an email with ACCESS CODE(S) and instructions for registering.
3. To register, go to <http://venturesowbs.cambridge.org>, enter an access code, and click "Submit code". It will prompt you to enter your name and create a username and password, and then you're in! If you requested access codes for other levels, for each one you will need to copy and paste into the box under “Enter an Access Code” and click "Submit code".
4. Create a Class – When you are logged in, click "Create New Class" next to the level you will be teaching, name the new class, and note the class code. Give this CLASS CODE to your students.

Teacher's Guide to the online workbook - <http://clearslide.com/view/mail?iID=LKYRTD44UP28RTDRMDCC>

**Cambridge Tech Support** is available toll free on 844-682-0042 from 4am-5pm Eastern or email [ptsupport@cambridge.org](mailto:ptsupport@cambridge.org).

**Cambridge Dictionaries Online** for a free, reliable English learner definition - <http://dictionary.cambridge.org/>

**Susan Toth, FL/PR representative, 305-409-5382, [stoth@cambridge.org](mailto:stoth@cambridge.org)**



**Ventures 2nd Edition**  
**PRESENTATION PLUS**  
 Tools and TASK

**1. Presentation Plus is...**

classroom presentation software that allows teachers to conveniently display multiple components of *Ventures 2nd Edition* in a lively, interactive way at the front of the classroom.

**2. The home page...**

provides quick and easy access to various digital components of the course, including: Student's Book, Class Audio, *Ventures* Arcade, and more. Most components do not require an Internet connection, as they are self-contained in the application. The dictionary requires an Internet connection as it links automatically to Cambridge Dictionaries Online, and creating links to web pages would also require a connection to the Internet.

**3. Navigation controls allow you to...**

flip through the contents of the component that is active page-by-page, either forward, backward, or go directly to specific pages.

**4. Display tools (magnifying glass "+" / "-" / "100%" / "select") are used for...**

zoom-in, zoom-out, restore to full size, and select specific sections on a page.

**5. Toolbox gives quick access to...**

pen tools to annotate, highlight, insert teaching notes, create links to relevant websites, add a screen to visually block content, erase annotations, and save sessions.

**6. Help "?" provides easy access to...**

visual annotated FAQs for reference and support.

**TASK**

- A. Work with a partner to navigate your way around a unit.
- B. Go to Contents of Student's Book for your level, and choose a Unit.
- C. Begin with Lesson A. Enlarge the Big Picture.
- D. Play the audio for a Listening. Show the script.
- E. Show the answers for the Listening.
- F. Go to Lesson B. Enlarge the chart. Use the magnifier and highlighter tool with a grammar focus.
- G. Go to Lesson D. Enlarge the reading. Use the toolbox "window shade" tool to cover the printed reading and show only the picture.
- H. Go to the reading in Lesson E and use the magnifier and highlighter tool with the model.
- I. Go to Lesson F. Then go to the Internet and find a website that gives local examples of the document literacy. Use the toolbox "link" icon and add the Internet link.
- J. Go to Lesson B or C and add "AddVentures" using the "paper clip" icon from the toolbox.
- K. Go to the Arcade tab and open it. Choose an exercise to demo.

## **VENTURES: Youtube Links**

- **Enhancing instructions with visuals: An example from Lesson A**  
<http://www.youtube.com/watch?v=6FmYiJhTqVI>
- **Developing Listening Skills: An example of Lesson A**  
[http://www.youtube.com/watch?v=\\_YIOE8\\_JVdk](http://www.youtube.com/watch?v=_YIOE8_JVdk)
- **Teaching Grammar Communicatively: An example of Lesson B (Lessons B and C both teach Grammar)**  
<http://www.youtube.com/watch?v=TNaG1uN40gI>
- **Developing Reading Skills: An example of Lesson D and F**  
<http://www.youtube.com/watch?v=cHmkQbG9WAw>
- **Developing Writing Skills: An example of Lesson E**  
<http://www.youtube.com/watch?v=97VjvpAbLOk>
- **Facilitating Multilevel Classrooms: An example of AddVentures**  
<http://www.youtube.com/watch?v=cMNHkG6ZKQA>



# Burlington CASAS Exam Prep

## Steps to Use Exam Practice as Bell Ringers

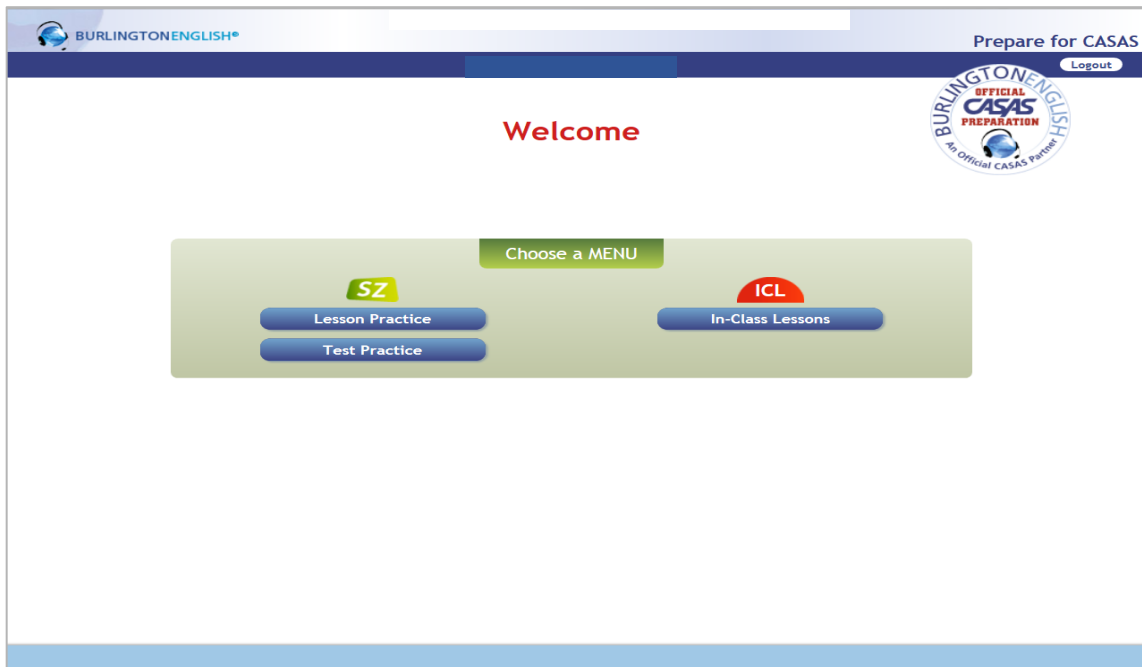
The screenshot shows the BurlingtonEnglish website. At the top is a navigation bar with links: Home, Quick Tour, Why BE?, Using BE, Courses, Webinars, Teacher Training, Testimonials, and In the News. Below the navigation bar is a large banner featuring the BurlingtonEnglish logo, a quote from Edme Garcia, a student at Merced Adult School, California, and a video player showing a woman speaking. Below the banner are six main content areas, each with an icon and a description:

- AZ** Administration Zone: Click here to access Student, Teacher and Class Management Tools and Performance Overviews.
- TZ** Teacher's Zone: Click here to access Teacher's Material, Student Progress Reports and Student Management Tools.
- SZ** Student's Zone Download: Click here to download the Student's Zone application.
- Placement Test**: Students – take the Placement Test to find out your BurlingtonEnglish level.
- Readers** Digital Library: Click here to access the Readers in the Digital Library.
- CASAS** Exam Preparation: Click here to access the Prepare for CASAS course.

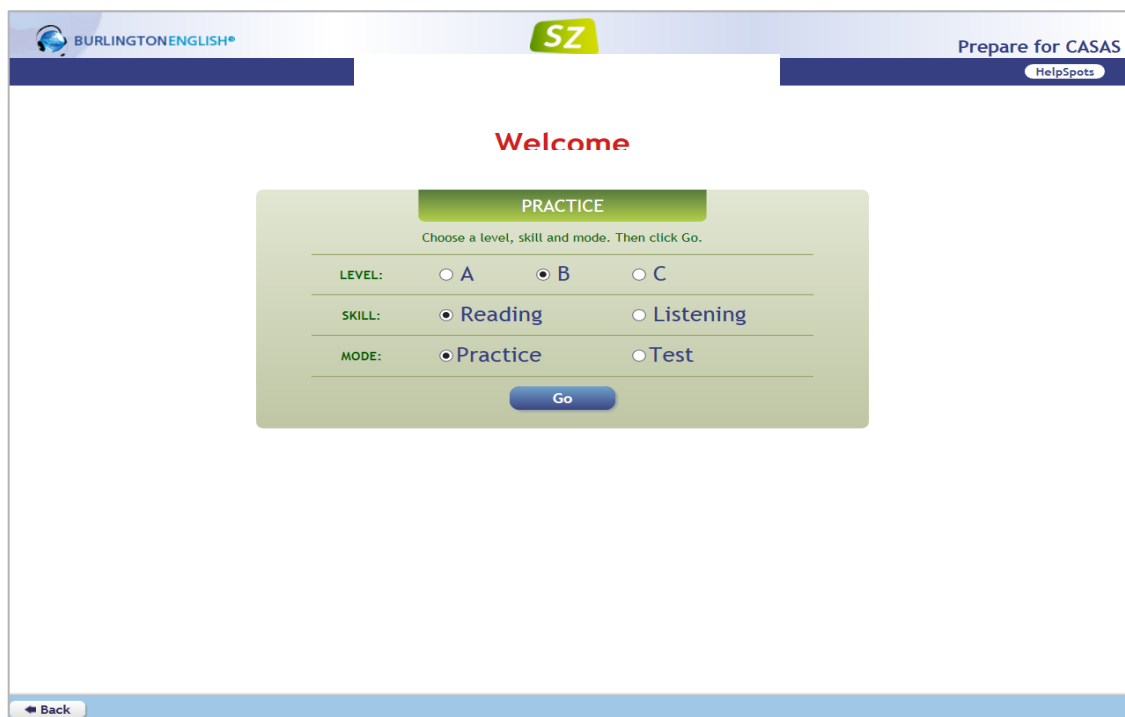
1. Log in to [www.burlingtonenglish.com](http://www.burlingtonenglish.com)
2. Click on CASAS Exam Preparation.

The screenshot shows the BurlingtonEnglish login page. At the top is a navigation bar with the BurlingtonEnglish logo and a link to "Prepare for CASAS". Below the navigation bar is a large blue area with a "Welcome" message. In the center is a login form with fields for "User Name:" and "Password:", and buttons for "New User" and "Log In". At the bottom right is a graphic of a globe with a headset, representing customer support.

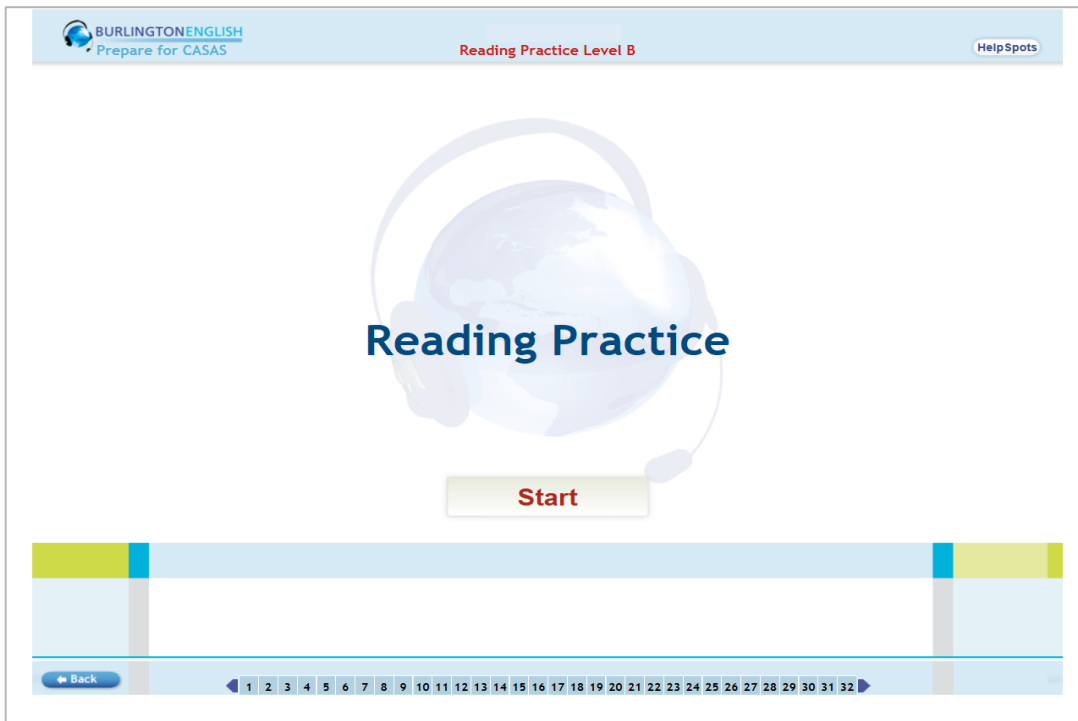
3. Choose Student Zone (SZ) Test Practice.



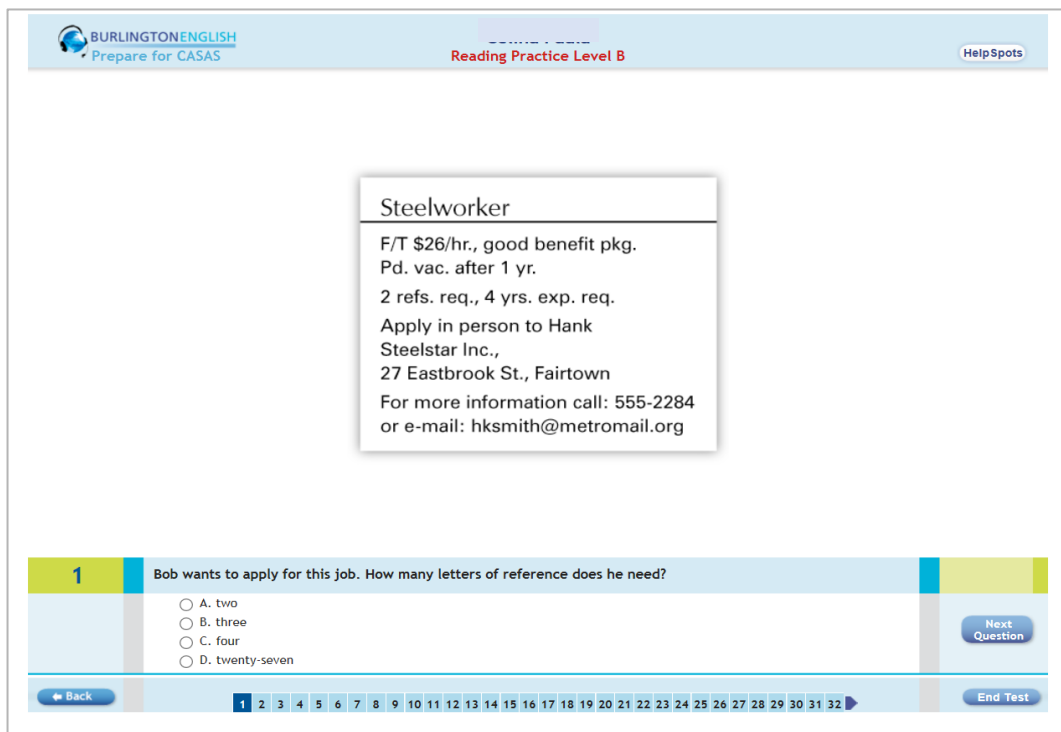
4. Click on Level, Test Skill and Mode.




5. Start Test Practice.



6. Display the question.



7. Choose answer.

 BURLINGTON ENGLISH  
Prepare for CASAS

Reading Practice Level B

HelpSpots

Steelworker

F/T \$26/hr., good benefit pkg.  
Pd. vac. after 1 yr.  
2 refs. req., 4 yrs. exp. req.  
Apply in person to Hank  
Steelstar Inc.,  
27 Eastbrook St., Fairtown  
For more information call: 555-2284  
or e-mail: hksmith@metromail.org

1

Bob wants to apply for this job. How many letters of reference does he need?

Check

☐ A. two  
☒ B. three  
☐ C. four  
☐ D. twenty-seven


Next Question

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

End Test

8. Check answer by clicking on 'check.'

 BURLINGTON ENGLISH  
Prepare for CASAS

Reading Practice Level B

HelpSpots

Steelworker

F/T \$26/hr., good benefit pkg.  
Pd. vac. after 1 yr.  
2 refs. req., 4 yrs. exp. req.  
Apply in person to Hank  
Steelstar Inc.,  
27 Eastbrook St., Fairtown  
For more information call: 555-2284  
or e-mail: hksmith@metromail.org

1

Bob wants to apply for this job. How many letters of reference does he need?

Try again

☐ A. two  
☒ B. three  
☐ C. four  
☐ D. twenty-seven


Next Question

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

End Test

9. If incorrect, click 'Hint' and review with students.

 BURLINGTONENGLISH  
Prepare for CASAS

Reading Practice Level B

HelpSpots

Steelworker

F/T \$26/hr., good benefit pkg.  
Pd. vac. after 1 yr.  
2 refs. req., 4 yrs. exp. req.  
Apply in person to Hank  
Steelstar Inc.,  
27 Eastbrook St., Fairtown  
For more information call: 555-2284  
or e-mail: hksmith@metromail.org

1

Bob wants to apply for this job. How many letters of reference does he need?

Try again

Hide Hint

☐ A. two  
☒ B. three  
☐ C. four  
☐ D. twenty-seven


Next Question

End Test

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

10. Click 'Try Again' and choose answer.

 BURLINGTONENGLISH  
Prepare for CASAS

Reading Practice Level B

HelpSpots

Steelworker

F/T \$26/hr., good benefit pkg.  
Pd. vac. after 1 yr.  
2 refs. req., 4 yrs. exp. req.  
Apply in person to Hank  
Steelstar Inc.,  
27 Eastbrook St., Fairtown  
For more information call: 555-2284  
or e-mail: hksmith@metromail.org

1

Bob wants to apply for this job. How many letters of reference does he need?

Check

Hint

☒ A. two  
☐ B. three  
☐ C. four  
☐ D. twenty-seven

Next Question


End Test

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32



11. Click 'Check' again to verify second answer.

 BURLINGTONENGLISH  
Prepare for CASAS

Reading Practice Level B

Help Spots

Steelworker

F/T \$26/hr., good benefit pkg.  
Pd. vac. after 1 yr.  
2 refs. req., 4 yrs. exp. req.  
Apply in person to Hank  
Steelstar Inc.,  
27 Eastbrook St., Fairtown  
For more information call: 555-2284  
or e-mail: hksmith@metromail.org

1

Bob wants to apply for this job. How many letters of reference does he need?

☒ A. two  
☐ B. three  
☐ C. four  
☐ D. twenty-seven

Hint

Next Question

Back

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

End Test

***Similar procedures may be followed for CASAS Listening Practice.***

# Burlington CASAS Exam Prep

## Steps to Teach ICL Lessons

The screenshot shows the BurlingtonEnglish website. At the top is a navigation bar with links: Home, Quick Tour, Why BE?, Using BE, Courses, Webinars, Teacher Training, Testimonials, and In the News. Below the navigation bar is a large banner featuring the BurlingtonEnglish logo, a quote from Edme Garcia, a student at Merced Adult School, California, and a video player showing a woman speaking. Below the banner are six main content areas, each with an icon and a description:

- AZ Administration Zone:** Click here to access Student, Teacher and Class Management Tools and Performance Overviews.
- TZ Teacher's Zone:** Click here to access Teacher's Material, Student Progress Reports and Student Management Tools.
- SZ Student's Zone Download:** Click here to download the Student's Zone application.
- Placement Test:** Students – take the Placement Test to find out your BurlingtonEnglish level.
- Readers Digital Library:** Click here to access the Readers in the Digital Library.
- CASAS Exam Preparation:** Click here to access the Prepare for CASAS course.

1. Log in to [www.burlingtonenglish.com](http://www.burlingtonenglish.com)
2. Click on CASAS Exam Preparation.

The screenshot shows the BurlingtonEnglish login page. At the top is a navigation bar with the BurlingtonEnglish logo and a link to "Prepare for CASAS". Below the navigation bar is a large blue area with a "Welcome" message. In the center is a login form with fields for "User Name:" and "Password:", and buttons for "New User" and "Log In". At the bottom right is a graphic of a globe with a headset, symbolizing customer support.

### 3. Choose ICL In-Class Lessons.

The screenshot shows the Burlington English interface. At the top, the header includes the Burlington English logo, a search bar, the user name 'M-DCPS - MIAMI SUNSET', and the text 'Prepare for CASAS' with a 'Logout' button. A circular seal on the right identifies the platform as an 'OFFICIAL CASAS PREPARATION' tool. The main content area features a 'Welcome' message and a 'Choose a MENU' section. This section contains two primary options: 'SZ' (Lesson Practice) and 'ICL' (In-Class Lessons), each with a corresponding button below it. A 'Test Practice' button is also visible under the 'SZ' option.

### 4. Choose Class and Level.

This screenshot shows the next step in the interface. The 'ICL' option from the previous screen is now selected in the top navigation bar. The 'Choose Class' dropdown menu is open, displaying 'ESOL PROGRAM 2'. Below this, the 'Choose a Level' section presents three radio button options: 'A', 'B', and 'C'. A 'Go' button is positioned at the bottom of the level selection area. A 'Back' button is located in the bottom left corner of the page.

## 5. Select Lesson.

BURLINGTONENGLISH® Level B ICL Reading Prepare for CASAS  
M-DCPS - MIAMI SUNSET

Click on a lesson to begin. Highlight by: Content Area  Competency

Task Area	Lessons
1	1 Employment Application
	2 Employment Application - Completed
	3 Medical Appointment Notice
	4 Medical History Form
	5 Rental Application
2	6 Pay Stub
	7 Street Map
	8 Work Schedule
3	9 Course Flyer
	10 Health Plan Information
	11 Store Return Policy

Task Area	Lessons
4	12 Story - Crime
	13 Story - Employment
	14 Story - Finding a New Home
	15 Story - Housing Problems
	16 Story - The Family
	17 Warranty
	18 Housing Ad
4	19 Job Ad
	20 Nutritional Supplement Label
	21 Prescription Label

Back

## 6. Teachers can work through different activity tabs with students.

### a. Introduction

BURLINGTONENGLISH® Level B ICL Reading Prepare for CASAS  
Lesson 21: Prescription Label SZ

Introduction Analysis Practice Questions Summary Release Lesson Go to Lesson

**Medicines**  
Some medicines are prescription-only. You get them with a prescription from your doctor. Others are over-the-counter. You can get them by yourself without seeing a doctor.

Answer the questions.

1. Which pictures show someone getting prescription medicine? ☐

2. Which pictures show someone getting over-the-counter medicine? ☐

Show First Answer Show All Answers Reset

Back 1 2 Print

## b. Analysis

BURLINGTONENGLISH®

Level B

ICL

Reading


Prepare for CASAS


Lesson 21: Prescription Label

SZ

Introduction Analysis Practice Questions Summary

Release Lesson Go to Lesson




 **Prescription Labels**


Prescription labels also show the name of the pharmacy where the medicine was bought, the date, the prescription number and the number of refills.

Answer the questions.

1. What is the name of the pharmacy?

2. When was the medicine bought?

 3. What is the number of the prescription?

 4. How many times can Kevin refill the prescription?

Show First Answer Show All Answers Reset

Back 1 2 3 4 5 Print

## c. Practice Questions

BURLINGTONENGLISH®

Level B

ICL

Reading


Prepare for CASAS

Lesson 21: Prescription Label

SZ

Introduction Analysis Practice Questions Summary

Release Lesson Go to Lesson



Let's practice. Choose the correct answers.

1. What should Kevin do if he still has pain for longer than three days?

☐ a. refill his prescription

☐ b. drink alcohol

☐ c. call his doctor

☐ d. take four capsules

Show First Answer Show All Answers Reset

Back 1 2

#### d. Summary (first section)

BURLINGTONENGLISH® Level B ICL Reading Prepare for CASAS

Lesson 21: Prescription Label

Introduction Analysis Practice Questions Summary

Release Lesson Go to Lesson

Drag the words to complete the summary.

expiration date dosage information prescription medicines scan number of refills pharmacy

1. [ ] are medicines prescribed by a doctor for a specific patient.

2. Prescription labels show the name of the doctor, the patient and the [ ] where the medicine was bought.

3. They also show the [ ], which is the number of times you can fill the prescription without seeing your doctor again.

4. All prescription labels include [ ] which explains how much and how often to take the medicine, and a warning which explains how to use it safely.

5. The [ ] - the last date you can use the medicine - also appears on the label.

6. To answer questions about a prescription label, you don't have to read the whole label. [ ] the label to find the information you need.

Show First Answer Show All Answers Reset

Back Print

7. After completing the first set of tabs, the teacher may release the lesson to be completed by the students in the Student Zone.

BURLINGTONENGLISH® Level B ICL Reading Prepare for CASAS

Lesson 21: Prescription Label

Introduction Analysis Practice Questions Summary

Release Lesson Go to Lesson

Drag the words to complete the summary.

expiration date dosage information prescription medicines scan number of refills pharmacy

1. [ ] are medicines prescribed by a doctor for a specific patient.

2. Prescription labels show the name of the doctor, the patient and the [ ] where the medicine was bought.

3. They also show the [ ], which is the number of times you can fill the prescription without seeing your doctor again.

4. All prescription labels include [ ] which explains how much and how often to take the medicine, and a warning which explains how to use it safely.

5. The [ ] - the last date you can use the medicine - also appears on the label.

6. To answer questions about a prescription label, you don't have to read the whole label. [ ] the label to find the information you need.

Show First Answer Show All Answers Reset

Back Print

Release this lesson to ESOL PROGRAM 2?

Confirm Cancel

8. The teacher may also choose to continue the lesson with the class to finish the remaining ICL activities.

e. Vocabulary Practice

BURLINGTONENGLISH® Level B SZ Reading Prepare for CASAS

Lesson 21: Prescription Label

Vocabulary Practice Final Practice Summary

Mrs. Diaz went to the pharmacy to get cough syrup for her daughter, Alicia. Drag the words to complete the dialogue between her and the pharmacist.

refill pharmacy prescription drowsiness dosage daily cough syrup

Mrs. Diaz: I need 1 for my daughter. Here is the 2 from her doctor.

Pharmacist: I'll get this for you right away.

Mrs. Diaz: Thank you.

Pharmacist: Here. Give her two teaspoons of the cough syrup every six hours. The 3 is written on the label. Remember - she can't take more than six teaspoons 4 .

Mrs. Diaz: This bottle looks small.

Pharmacist: There's enough cough syrup in it for one week. If she's still coughing, you can come back to the 5 and get a 6 .

Mrs. Diaz: OK. Is there anything else I should know?

0 / 14 Check Back

1 2

f. Final Practice

BURLINGTONENGLISH® Level B SZ Reading Prepare for CASAS

Lesson 21: Prescription Label

Vocabulary Practice Final Practice Summary

Read the prescription label and choose the correct answers.

1. If Mae is still coughing after more than a week, what should she do?


- ☐ a. refill her prescription
- ☐ b. call her doctor
- ☐ c. take six teaspoons of cough syrup
- ☐ d. continue to take cough syrup

2. How much cough syrup can Mae take in one day?

- ☐ a. 6 teaspoons
- ☐ b. 3 teaspoons
- ☐ c. 10 ounces
- ☐ d. 5 ounces

0 / 4 Check Back

g. Summary (final overall review)

 BURLINGTON ENGLISH®

Level B

SZ

Reading

Prepare for CASAS

Lesson 21: Prescription Label

Vocabulary PracticeFinal PracticeSummary

Read the summary of the lesson.

Prescription Labels

- ✓ Prescription medicines are medicines prescribed by a doctor for a specific patient.
- ✓ Prescription labels show the name of the doctor and the patient and the pharmacy where the medicine was bought.
- ✓ They also show the number of refills, which is the number of times you can fill the prescription without seeing your doctor again.
- ✓ All prescription labels include dosage information which explains how much and how often to take the medicine, and a warning which explains how to use it safely.
- ✓ The expiration date - the last date you can use the medicine - also appears on the label.
- ✓ To answer questions about a prescription label, you don't have to read the whole label. Scan the label to find the information you

Back

Print





## **Resources for *Rosetta Stone***

*Rosetta Stone* – Overall Support Site:

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3>

*Rosetta Stone* – Orientation Walk-Through:

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3/Implementation-Guide/Admin-Rosetta-Stone-Version-3-Walk-Through#bottomOfPage>

*Rosetta Stone* – Tracking Learner's Progress (reporting for teachers):

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3/Implementation-Guide/Track-Learner-Progress#bottomOfPage>

*Rosetta Stone* – Teacher Resources (for teachers to use in and out of the classroom):

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3/Implementation-Guide/Teacher-Resources#bottomOfPage>

*Rosetta Stone* – Additional Teacher Resources:

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3/Implementation-Guide/Resources-for-English-Learners#bottomOfPage>

*Rosetta Stone* – Motivating Students (documentation for teachers):

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3/Implementation-Guide/E-mail-Templates-for-Administrators-Education2-V3#bottomOfPage>

*Rosetta Stone* – Technical Solutions:

<http://support.rosettastone.com/en/k-12/Language-Lessons-Version-3-Rosetta-Course-Version-3>



## Resources for *Edmodo*

- *Edmodo* Help Center  
<https://support.edmodo.com/hc/en-us/categories/200328890>
- *Edmodo* Best Practices  
<https://support.edmodo.com/hc/en-us#entries/21716909-Edmodo-Best-Practices>

## Video Tutorials

- Welcome to *Edmodo* (5:51 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009894>
- Understand Teacher and Student Accounts (5:08 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009914>
- Group Management and Safety (5:04 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009924-Group-Management-and-Safety->
- Using Small Groups (2:25 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009864>
- Mastering Assessments – Quizzes, Assignments, Polls (7:59 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009934>
- Progress and Badges (2:36 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009854-Progress-and-Badges>
- *Edmodo* Store: Discovering Apps (5:48 mins.)  
<https://support.edmodo.com/hc/en-us/articles/205009874-Edmodo-Store-Discovering-Apps->
- Digital Citizenship – Cyberbullying and Internet safety (29:24 mins.)  
<https://edmodo.mediacore.tv/media/digital-citizenship-2>

# How to Sign Up as a Student on *Edmodo*

## Overview

In order for your students to use *Edmodo*, they'll need to follow a few simple steps to set up their student Accounts. If a student does not already have an *Edmodo* Account, the student will need a [6-digit Group code](#) from a teacher to create an Account. If a student has used *Edmodo* in the past, or created an Account for another class, the student is ready to [join your Group](#) and does not need to create another Account.

## How to Sign Up as a Student (Teacher)

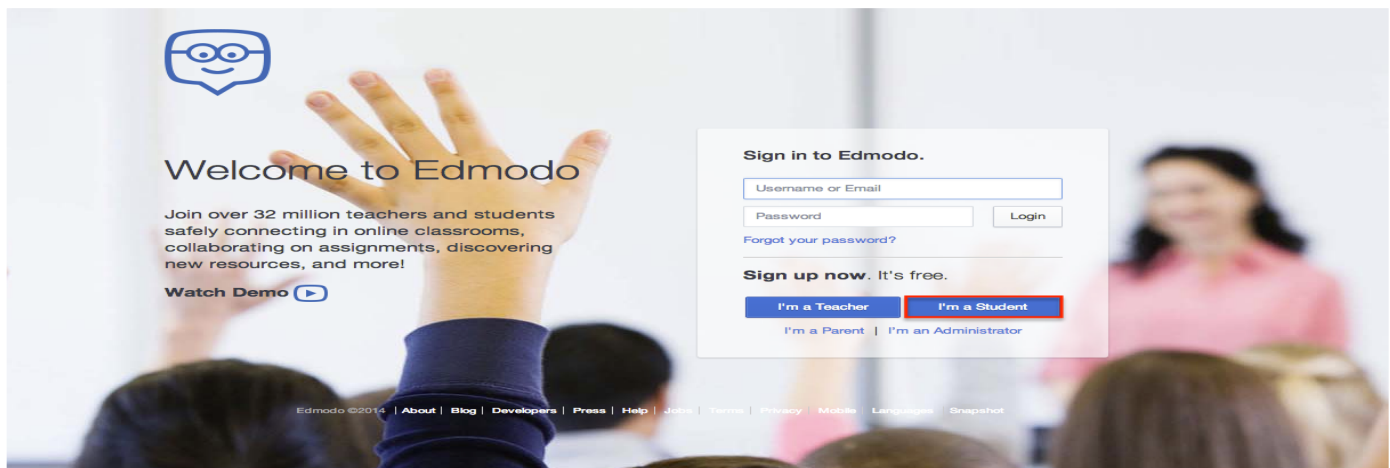
In order for students who are brand new to *Edmodo* to join your Groups and get started, they'll need to create an *Edmodo* Account by following these simple steps:

1. The teacher will first need to [create a Group](#) on *Edmodo*.
2. Provide students with the [6-digit Group Code](#) (found on the left side panel once you've selected the Group). Students must have this code to create a new Account.

Students will then (this is only if your student has never created an *Edmodo* Student Account before):

3. Navigate to [www.edmodo.com](http://www.edmodo.com) and select the “I’m a Student” button.
4. Fill out the registration form with the **Group code**, a unique **username** and **password**. An email address is not required for student sign up.
5. Select the “**Sign up**” button to complete the sign up process. The student will then see the **Group** you created on the left sidebar.

*Note: If a student already has an Edmodo Account, the student does not need to create a new Account to join your Group. Once a student has created an Account, the student can [join multiple Groups](#) with the single Account.*





# Welcome to Edmodo

Join over 32 million teachers and students safely connecting in online classrooms, collaborating on assignments, discovering new resources, and more!

Watch Demo 

## Student Sign Up

Have we met before? If you signed up through a different class or teacher, please [sign in](#) to your existing account to join new groups.

Group Code

Username

Password

Email (optional)

First Name

Last Name

☐ You and your parent agree to our [Terms of Service](#) and our [Privacy Policy](#).

Sign up

Cancel

You must have a group code provided by a teacher to sign up as a student.

# Create a Group (Teacher)

Groups are like your classrooms, and creating a Group is the first step to interacting with your students on Edmodo! To create a Group:

1. Select the **"Create a Group"** button towards the bottom of the Groups list.
2. Enter the information and click **"Create."** If your Group spans multiple grade levels, click "Range" and then set the range of grade levels.
3. Then invite students or other teachers to join the Group! Locate the [6-digit Group code](#) and give it to your students for them to [join your Group](#).

*Note: You cannot have two Groups with the same name. It is a good idea to enter unique identifiers in your Group name (e.g., Language Arts 2015-2016) if you plan to use similar Group names over time.*

The screenshot displays the Edmodo Teacher interface. At the top, a blue navigation bar contains icons for Home, a heart, a book, and a user profile. Below this, a search bar is labeled "Search posts, groups, users, apps and more". The main content area is divided into two columns. The left column, titled "Groups", shows a list of existing groups: English Department, STEM Bootcamp, 9th Grade Collaboration, P5 - Science 2014-15, and Basal Alignment Project. Below these is a "Manage Groups" section with two buttons: "Create a Group" (highlighted with a red border) and "Join a Group". The right column shows a "Latest Posts" section with a post from "Liam B. to Me" asking about office hours. Below the post are "Like" and "Share" buttons, and a text input field for a reply. At the bottom of the interface, there is a row of utility icons: a calendar, a wrench, a grid, a clock showing 30 minutes, a magnifying glass, and a lightbulb.

Hi, Mr. Roosevelt  
Teacher

English Department  
STEM Bootcamp  
9th Grade Collaboration  
P5 - Science 2014-15  
Basal Alignment Project

Manage Groups

Create a Group

Join a Group

Search posts, groups, users, apps and more

NoteAssignmentQuizPollSnapshot

Type your note here...

Type the name of a group, student, or teacher...

Bring your classroom onto Edmodo!

Chemistry A

10th or Range

Science

Chemistry

Step 1 of 2

Learn more.

Create

Cancel orSend

Filter posts by

Thanks!

Jul 10, 2015

Type a reply...

Ma toReserve Project #1 (P5 - Science 2014-15)

1

30



Search posts, groups, users, apps and more

1

Groups

P5 - Science 2014-15

Recycle Project #1

Recycle Project #2

Recycle Project #3

Create a Small Group

English Department

STEM Bootcamp

9th Grade Collaboration

Basal Alignment Project

Manage Groups

Create a Group

Join a Group

P5 - Science 2014-15

Mr. Roosevelt · 6th Grade · Science

Posts

Folders

Members

Note

Assignment

Quiz

Poll

Sn

Type your note here...

Group Posts

Me to P5 - Science 2014-15

Don't forget to bring in your lab report tomorrow!

Group Code: betq7m

Group Settings

Subscribe to RSS Feed

Group Public URL

https://edmodo.com/public/p5-scienc

Group Post Visibility

Show in Latest Posts

Send Email/SMS Updates

Group Code

Join URL

betq7m

Manage Small Groups

Click to manage Group Settings and Group Code.

The Join URL is another way to Join a Group.

Click to lock or unlock the Group Code. Unlocking a Group Code creates a new Group Code.



## **Resources for Listening**

### **Phonology**

#### **Vowel Sounds**

<http://www.bing.com/videos/search?q=amy%20walker%20vowels%20you%20tube&qs=n&form=QBVR&pq=amy%20walker%20vowels%20you%20tube&sc=0-0&sp=-1&sk=#view=detail&mid=9BF703B7E946B2E0086E9BF703B7E946B2E0086E>

#### **The “Schwa” Sound**

<http://www.bing.com/videos/search?q=american%20schwa&qs=n&form=QBVR&pq=american%20schwa&sc=8-14&sp=-1&sk=#view=detail&mid=5A8E418626A834BB03D05A8E418626A834BB03D0>

#### **"TH" Spund**

<https://www.youtube.com/watch?v=Ag4qoNzEH4w>

#### **“ed” Verb Endings in English**

<http://www.bing.com/videos/search?q=pronunciation+ed+endings+eng+vid&FORM=VIRE3#view=detail&mid=522612BD5DE0EFA28CB7522612BD5DE0EFA28CB7>

#### **Word Stress**

<http://www.bing.com/videos/search?q=jennifer%20esl%20content%20words&qs=n&form=QBVR&pq=jennifer%20esl%20content%20words&sc=0-19&sp=-1&sk=#view=detail&mid=BD6EC290247DE71545BDBD6EC290247DE71545BD>

#### **Stress Patterns**

<http://www.bing.com/videos/search?q=jennifer%20esl%20content%20words&qs=n&form=QBVR&pq=jennifer%20esl%20content%20words&sc=0-0&sp=-1&sk=#view=detail&mid=732324CA4C8764D3F733732324CA4C8764D3F733>

#### **Fun Tour of American Accents**

<http://www.bing.com/videos/search?q=amy%20walker&qs=n&form=QBVR&pq=amy%20walker&sc=8-10&sp=-1&sk=#view=detail&mid=0EA99050034D5F3F5FC00EA99050034D5F3F5FC0>

*Note: These links have been cleared to be displayed using M-DCPS Internet access. However, if the teacher is prompted with a blue screen saying it is blocked with the category Staff Only Sites, the teacher will need to login with his/her employee number and password to be able to view the videos.*



School:	ESOL Level: Foundations			Teacher:	Week of:		
	Monday	Tuesday	Wednesday	Thursday			
<b>Objective:</b> What will your students learn?	Preview the unit by talking about the picture. Practice key vocabulary Practice questions and answers about daily activities?	Review What do you do? and introduce <b>does</b> and <b>doesn't</b> . Introduce and read e-mail message about work. Practice using topic-related words	Discuss and write about daily activities.	Review unit vocabulary Complete the self-assessment			
<b>Life Skill:</b>	Unit 9, Daily Living	Unit 9, Daily Living	Unit 9, Daily Living	Unit 9, Daily Living			
<b>CASAS Competencies:</b>	0.2.4 (Unit 9)	0.2.4 (Unit 9)	0.2.4 (Unit 9)	0.2.4, 4.1.8 (Unit 9)			
<b>Vocabulary:</b> What vocabulary terms are essential to review with students? How will you explicitly teach it?	Cook, clean, shower, study, play, watch TV, eat, sleep.	Brush your hair, brush your teeth, comb your hair, wash the clothes, wash the dishes, eat breakfast	Drying the dishes, cutting, making lunch, washing the dishes, making the bed, ironing the clothes, cleaning the house	Review all vocabulary words from Monday, Tuesday and Wednesday			
<b>Bell Ringer:</b> Use bell ringers to provide reinforcement for the day's lesson.	What do you do at home?	What do you do in the morning? I brush my hair, brush my teeth, comb my hair, eat breakfast	What are some examples of daily activities?	What kind of job do you currently have?			
<b>Introduction:</b> Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.	<b>Warm-up and review</b> What activities do you do during the day?	<b>Warm-up and review</b> What are some daily activities?	<b>Warm-up and review</b> What do you do around the house?	<b>Warm-up and review</b> What kind of job do you want to have?			
<b>Whole Group:</b> Teacher will explicitly model for students what they are expected to do. <ul style="list-style-type: none"> <li>Conduct a think-aloud.</li> <li>Model the use of a graphic organizer.</li> <li>Use questioning techniques such as wait-time, prompting and re-directing.</li> </ul>	Unit 9, Lesson A, pp. 110-111 <b>Lesson Focus: Daily activities Vocabulary for daily activities</b> <i>Point to the words daily activities on the board.</i> Unit 9, Lesson B, pp. 112-113 <b>Lesson Focus: Vocabulary about outside chores; ask and answer questions about outside chores</b> <i>What are the names of daily activities in this picture?</i>	Unit 9, Lesson C, pp. 114-115 <b>Lesson Focus: What is he doing? What is she doing? What are they doing?</b> Unit 9, Lesson D, pp. 116-117 <b>Lesson Focus: Read an e-mail about chores; Learn new Vocabulary about rooms in the house</b> <i>What is this family Technology</i> Ventures Arcade (Computer Lab)	Unit 9, Lesson E, pp. 118-119 <b>Lesson Focus: Write about chores; Write a chore chart</b> Unit 9, Lesson F, pp. 120-121 <b>Lesson Focus: Read and answer questions about work order; Practice vocabulary about chores; Complete the self---assessment</b> Work on Ventures workbook page 102-112	Unit 9, Lesson Review Workbook with students pages 102-112 <b>Complete the self---assessment Technology</b> Ventures Arcade (Computer Lab)			
<b>Small Cooperative Groups:</b> Assign student work that is directly aligned with the objective of the lesson. Pull small groups or individuals for more intensive support.	Add Ventures Worksheet-Lesson A or B	Add Ventures Lesson C or D	Add Ventures Lesson E and F	Add Ventures Unit 8 Test			
<b>Closure (Exit Slip):</b> Wrap up the lesson. Help students organize the information learned into a meaningful context. Help students connect today's learning to bigger goal in the course.	Students will engage in a think-pair-share activity and be prepared to discuss the following: What are your daily activities at home?	Students will turn and talk with a class mate to discuss the following question: What personal interests or hobbies do you have?	Students will be asked to think and list the daily activities they are involved in outside the house e.g., at work or any other activity outside the home.	Talk to a classmate about the kind of job they would like to have in the future.			

	Monday	Tuesday	Wednesday	Thursday
<b>Objective:</b> What will you students learn?	Identify emergency numbers and place emergency calls.	Communicate with a doctor or other medical staff regarding conditions, diagnosis, treatment, concerns, etc. including clarifying instructions.	Ask for and give, follow, or clarify directions to a place or location, including reading signs.	Understand or use appropriate language to express emotions and states of being, like hungry, upsets, scared ....
<b>Life Skill:</b>	Community Resources	Health	Community Resources	Basic Communication
<b>CASAS Competencies:</b>	2.1.2	3.6.4	2.2.1	0.1.8
<b>Vocabulary:</b> What vocabulary terms are essential to review with students? How will you explicitly teach it?	Bleeding, choking, trouble breathing, heart attack, unconscious, allergic reaction, swallow poison, burn, fall (fell)	Bleeding, choking, trouble breathing, heart attack, unconscious, allergic reaction, swallow poison, burn, fall (fell)	Danger, warning labels, keep out of the reach of children, report a fire, robbery, mugging, breaking in, domestic violence.	Danger, warning labels, keep out of the reach of children, report a fire, robbery, mugging, breaking in, domestic violence
<b>Bell Ringer:</b> Use bell ringer to provide reinforcement for the day's lesson.	Teacher will show a 5 minute video about emergencies that reflect the vocabulary words.	Students will be able to identify and describe what to do in different types of emergencies.	Video presentation on various types of dangers	Provide a 10 minute assessment on 911 calls.
<b>Introduction:</b> Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.	Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.	Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.	Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.	Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool.
<b>Whole Group:</b> Teacher will explicitly model for students what they are expected to do. <ul style="list-style-type: none"> <li>Conduct a think-aloud</li> <li>Model the use of a graphic organizer.</li> <li>Use questioning techniques such as wait-time, prompting and re-directing.</li> </ul>	In a presentation, teacher will direct students to White Pages government resources. Teacher will present class with different emergency scenarios and students have to come up with solutions and place appropriate calls.	Teacher will use a Smartboard presentation that will feature emergencies and medical/government resources. Students will understand how to handle an emergency and what to do in an emergency hospital visit.	Teacher will present Warning Labels to the class using the Smartboard. The presentation will include explanations, definitions, and appropriate abbreviations that students must know in real life.	Teacher will introduce appropriate safety procedures in different emergencies e.g., hurricane, fire, flooding, mugging, domestic violence and how to proceed in a positive and effective manner.
<b>Small Cooperative Groups:</b> Assign student work that is directly aligned with the objective of the lesson. Pull small groups or individuals for more intensive support.	Teacher will model conversation of a 911 call. Students in pairs will practice the conversation and present to the class.	Students are assigned an emergency and are asked to react appropriately to the circumstances e.g., heart attack – call 911, choking – Heimlich Maneuver	Sample warning labels will be issued to students and students will present a clear explanation of the dangers and precautions that the product demands to the class.	The class will participate in charades. The students (in groups of two) will be assigned an emergency and will have to act it out for the class. The class has to guess the correct emergency.
<b>Closure (Exit Slip):</b> Wrap up the lesson. Help students organize the information learned into a meaningful context. Help students connect today's learning to the bigger goal in the course.	Students will turn and talk to a classmate about an emergency situation they have had in the past and how they resolve it.	Teacher will review with students the different types of emergencies that can be handled by calling 911. Teacher will review select vocabulary.	Teacher will review vocabulary that can be found on warning labels that students should be aware of.	Students will be asked to discuss in pairs/groups the importance of calling 911 in emergency situations.

School:	ESOL Level: High Intermediate			Teacher:	Week of:	
	MONDAY	TUESDAY			WEDNESDAY	THURSDAY
<b>Objective: 1.3.3 (3)</b> *Students will interpret information related to making returns in a store.	<b>Objective: 1.3.3 (3)</b> *Students will identify and compare different methods of purchasing including online purchases.	<b>Objective: 1.4.3 (3)</b> Students will interpret lease and rental documents.	<b>Objective: Unit 6 Lesson 1 1.4.3 (3)</b> Students will identify information necessary to rent a house or an apartment.			
<b>Life Skill(s):</b> Unit 5 Lesson 1	<b>Life Skill(s):</b> Unit 5 Lesson 2, 3	<b>Life Skill(s):</b> Unit 6 Lesson 3	<b>Life Skill(s):</b> Unit 6 Lesson 4			
<b>Vocabulary</b> Exchange, merchandise, method of payment, original, policy, purchase, receipt, return, refund, store credit.	<b>Vocabulary</b> Exchange, merchandise, method of payment, original, policy, purchase, receipt, return, refund, store credit.	<b>Vocabulary</b> Tenant, security deposit, landlord, damaged, rent, utilities, lease, document.	<b>Vocabulary</b> Tenant, security deposit, landlord, misdemeanor trespassing, loitering, litter, curfew.			
<b>Bell Ringer: (6:00-6:20)</b> CASAS Test Practice Teacher will introduce the unit vocabulary by introducing the word of the day using a model. Students will record the word ( <b>purchase</b> ).	<b>Bell Ringer: (6:00-6:20)</b> CASAS Test Practice Teacher will introduce the unit vocabulary by introducing the word of the day using a model. Students will record the word ( <b>policy</b> ).	<b>Bell Ringer: (6:00-6:20)</b> CASAS Test Practice Teacher will introduce the unit vocabulary by introducing the word of the day using a model. Students will record the word ( <b>lease</b> ).	<b>Bell Ringer: (6:00-6:20)</b> CASAS Test Practice Teacher will introduce the unit vocabulary by introducing the word of the day using a model. Students will record the word ( <b>loitering</b> ).			
<b>Whole Group: (6:20-7:45)</b> Activity One -Teacher will demonstrate to students how to manage their personal expenses. <b>* Complete ICL Packet</b> <b>#2-</b> Teacher Model (2x) <b>#3-</b> Guided Practice (2x) <b>#4</b> Guided Practice with a partner(2x) <b>#5-7</b> Independent Practice (1x) Students will practice listening. <b>Activity Two</b> - Students will practice a conversation by engaging in role play. Teacher will ask probing question: <b>What do you need to make an exchange?</b> Students will take turns talking.	<b>Whole Group: (6:20-7:45)</b> Teacher will demonstrate to students how to read online advertising and what to look for when shopping online. Students will complete the life skills unit assessment for Unit 5.	<b>Whole Group: (6:20-7:45)</b> Teacher will demonstrate to students how to look for housing and discuss tenant responsibilities.	<b>Whole Group: (6:20-7:45)</b> Teacher will demonstrate to students how to do their research and compare prices and value before they decide to rent or purchase an apartment or house.			<b>* Complete ICL Packet</b>
<b>Small Group: (8:00-9:00)</b> In groups, students will practice recognizing store policies. *Burlington English –assigned modules 51, 52	<b>Small Group: (8:00-9:00)</b> In groups students will discuss different options of making a purchase and how every store has its own policy for returns.	<b>Small Group: (8:00-9:00)</b> Students will work on Burlington English –assigned modules 51, 52.	<b>Small Group: (8:00-9:00)</b> *Burlington English – assigned modules 51, 52			
<b>Closure (Exit Slip):</b> Students will review the objective. What will your students learn?	<b>Closure (Exit Slip):</b> Students will review the objective.	<b>Closure (Exit Slip):</b> Students will do reflection Exit Ticket.	<b>Closure (Exit Slip):</b> Students will do reflection Exit Ticket.			

School: _____	ESOL Level: Advanced	Teacher Name: _____	Date: _____							
	Monday	Tuesday	Wednesday	Thursday						
<b>Competencies/Standards:</b>	2.1.1 use a telephone directory 2.1.7 take and interpret and leave telephone messages	2.1.8 use a telephone or similar device to make and receive calls and for other functions	1.9.6 Interpret information related to automobile maintenance	1.1.1 Interpret recipes						
<b>Objective:</b> What will your students learn?	Students will be able to interpret information in a telephone directory	Use a telephone for multiple purposes	Read a car maintenance chart	Interpret cooking recipes						
<b>Life Skill:</b>	Read a directory Take a message	Use a telephone	Understand an auto maintenance chart.	Students will be able to follow a recipe						
<b>Key Vocabulary:</b> What vocabulary terms are essential to review with students?	directory, alphabetical	information, operator	brakes, hoses, battery, brake, fluids, tires	drain , chop, contents, reduce, mixture						
<b>Bell Ringer/Opening Routine:</b> <ul style="list-style-type: none"><li>Use bell ringers to provide reinforcement for the day's lesson.</li><li>Provide a hook to motivate students and link to prior knowledge.</li></ul>	<b>6:00-6:15</b> CASAS Prep Questions	<b>6:00-6:15</b> CASAS Prep Questions	<b>6:00-6:15</b> CASAS Prep Questions	<b>6:00-6:15</b> CASAS Prep Questions						
<b>Whole Group:</b> Teacher will explicitly model for students what they are expected to do. <ul style="list-style-type: none"><li>Explain the relevance of the lesson.</li><li>Conduct a think-aloud.</li><li>Model the use of a graphic organizer.</li><li>Use questioning techniques such as wait-time, prompting and re-directing.</li></ul>	Teachers will use the Frayer model to introduce the unit vocabulary. Teacher will introduce the concept of reading a phone directory using the City Phone Directory handout.  Students will complete a yellow book scavenger hunt to practice reading a telephone directory. Students will complete a 3 column notes graphic organizer with a partner. <table border="1"><tr><td>Item/Service</td><td>Company name</td><td>Address/phone number</td></tr><tr><td></td><td></td><td></td></tr></table>	Item/Service	Company name	Address/phone number				Teacher will provide students with a list of questions they can use to ask for information.  Allow students to create their own questions.  Teacher will assign students a question and students must call 311 or similar number to request the information and record responses to share with the class	Class will Review Opening Activity Assign Vocabulary Words Review vocabulary, Review reading a maintenance chart.  Prior knowledge questions about a maintenance chart. Find the synonyms in the reading.  Review the synonyms then proceed to complete the Burlington ICL Lesson.	Class will Review Opening Activity Burlington ICL LESSON Assign Vocabulary Words Review vocabulary, introduce reading a recipe.  Prior knowledge questions about a Recipe. Find the synonyms in the reading. Review the synonyms then answer the lesson questions.
Item/Service	Company name	Address/phone number								



<b>Small Cooperative Groups:</b> <ul style="list-style-type: none"> <li>Assign student work that is directly aligned with the objective of the lesson.</li> <li>Provide intensive support during teacher lead.</li> </ul>	<b>Teacher-Led Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Teacher-Led Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Teacher-Led Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Teacher-Led Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Teacher-Led Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.
	<b>Independent Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Independent Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Independent Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Independent Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.	<b>Independent Activity</b> Students will use the <i>Burlington English</i> module to reinforce previously taught standards.
<b>Break 7:45-8:00</b>					
<b>Wrap-up:</b> <ul style="list-style-type: none"> <li>Review Individual Learning Plans</li> <li>Exit Slip</li> <li>Assign Homework</li> </ul>	<b>Monday</b> Review Individual Learning Plans, Exit Slip, Assign Homework		<b>Tuesday</b> Review Individual Learning Plans, Exit Slip, Assign Homework		<b>Wednesday</b> Review Individual Learning Plans, Exit Slip, Assign Homework
	Review Individual Learning Plans, Exit Slip, Assign Homework		Review Individual Learning Plans, Exit Slip, Assign Homework		<b>Thursday</b> Review Individual Learning Plans, Exit Slip, Assign Homework

Life/Work Skill: \_\_\_\_\_

School: \_\_\_\_\_ ESOL Level: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week of: \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Competencies:	Competencies:	Competencies:	Competencies:
Objective:	Objective:	Objective:	Objective:
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Bell Ringer:	Bell Ringer:	Bell Ringer:	Bell Ringer:
Whole Group:	Whole Group:	Whole Group:	Whole Group:
Small Group:	Small Group:	Small Group:	Small Group:
Closure (Exit Slip):	Closure (Exit Slip):	Closure (Exit Slip):	Closure (Exit Slip):

Life/Work Skill: \_\_\_\_\_

<b>CASAS Competencies:</b>
<b>Life Skill:</b>
<b>Objective:</b> What will your students learn?  I will learn how to (skill): _____.
<b>Vocabulary:</b> What vocabulary terms are essential to review with students? How will you explicitly teach it?
<b>Bell Ringer:</b> The bell ringers for <b>Foundations, Low Beginning and High Beginning</b> will be focused on the competencies being addressed from the following websites: <a href="http://www.web-esl.com">www.web-esl.com</a> <a href="https://www.seminolestatedu/adult-ed/els/listening-and-dictation/">https://www.seminolestatedu/adult-ed/els/listening-and-dictation/</a> <a href="https://www.seminolestatedu/adult-ed/els/pett/reading-tests">https://www.seminolestatedu/adult-ed/els/pett/reading-tests</a> <a href="http://mcd.schoolloop.com/cms/page_view?d=x&amp;plid=&amp;vpid=1227096672028">http://mcd.schoolloop.com/cms/page_view?d=x&amp;plid=&amp;vpid=1227096672028</a>
The bell ringers for <b>Low Intermediate, High Intermediate and Advanced</b> will be provided by using <b>Burlington English CASAS Preparation</b> to expose students to CASAS format (2-3 Reading and Listening Practice Questions)
<b>Whole Group:</b> Teachers will use their <b>core text, Life Skills Test Prep book and Burlington English ICL CASAS Lessons (for Intermediate and Advanced classes)</b> focused on the competencies being addressed. Provide a hook to motivate students and link to prior knowledge. Explain the relevance of the lesson. Introduce vocabulary using word chart as an interactive tool. Teacher will explicitly model for students what they are expected to do. <ul style="list-style-type: none"><li>• Conduct a think-aloud.</li><li>• Model the use of a graphic organizer.</li><li>• Use questioning techniques such as wait-time, prompting and re-directing.</li><li>• Use active learning/reading strategies e.g., <b>think-pair-share, choral reading, echo reading, cloze reading and finish the sentence</b></li></ul>
<b>Small Cooperative Groups:</b> Assign student work that is directly aligned with the objective of the lesson. Pull small groups or individuals for more intensive support.
<b>Closure (Exit Slip):</b> Wrap up the lesson. Review the lesson objective and vocabulary. Help students organize the information learned into a meaningful context. Help students connect today's learning to bigger goal in the course.



## Strategies for Teaching ESOL Students

Basic Interpersonal Communication or "everyday conversational language" is different from Cognitive/Academic Language, or the type of language used in classrooms, textbooks and literature. It is much easier for the language minority student to **develop Basic Interpersonal Communication Skills (BICS)** than to develop **Cognitive/Academic Language Proficiency (CALP)**. Research shows that most second language learners become proficient in BICS in about 2 years. Becoming proficient in CALP is usually a longer, more difficult task. Reading, writing, problem solving and other school tasks require proficiency in cognitive/academic language. The degree of cognitive demand for any given activity will differ for each individual and will depend on the individual's prior knowledge of the topic. Teachers can facilitate the development of CALP by analyzing the language demands of classroom situations and adjusting the dimensions of context and cognitive demand according to a student's level of English, background knowledge, and experience.

### Strategies:

- Keep ESOL students a part of the group; not isolated.
- Give students opportunities to use their life experiences, when appropriate, in class assignments.
- Use peer tutors.
- Use cooperative and collaborative groups.
- Use role playing strategies to teach lessons and concepts.
- Rather than ask if the student understands, check to see if he or she demonstrates understanding.
- Use a multisensory approach to presenting information.
- Present new information in small, sequential steps.
- Stress accuracy of written work.
- Review frequently to reinforce learning.
- Write directions/assignments on the board or a chart. Reserve a section of the board for on-going assignments.
- Give students an outline or "web" of lecture lessons.
- Have key points written on a chart or board and use pictures when possible.
- Summarize key points throughout each section of the lesson.
- Allow extra time for completion of assignments.
- Modify difficult tasks (especially reading and written assignments).
- Accept all work and conference with students about their work.

- Give students the opportunity to read silently before reading aloud or discussing content.
- Provide students with reading material at their level.
- Have students orally retell reading assignments.
- Be specific when commenting on written work.
- Teach webbing strategies for writing.
- Let students write in short phrases and simple sentences.
- Give students a peer tutor to help compose written work and to help edit.
- When giving oral presentations, let students begin with short presentations and work into longer ones as they feel comfortable.
- Allow students to use notes or outlines when giving oral presentations.
- When questioning, ask factual questions first.
- Allow students to give short answers.
- Provide wait time when questioning.
- Ask specific questions.
- Be willing to give partial credit.
- Grade on knowledge of content rather than linguistic skills.
- Help students on tests by identifying key words, giving word banks, and testing orally, if necessary.
- Teach test taking skills.
- Orient students to test format.
- Use “realia” – objects and material from everyday life – or manipulatives whenever possible.
- Use whole language approaches.
- Use language experience techniques.
- Have students dictate when necessary or helpful.
- Enrich lessons with digital media such as videos, Powerpoint presentations, and web content.
- Use music, jazz and chant activities.
- Use graphic organizer strategies such as consequence diagrams, decision trees, flowcharts, Venn diagrams, and webbing.
- Use field experiences when possible.
- Use the cloze strategy to help with reading. (Note: “Cloze” is a **reading** comprehension activity in which words are omitted from a passage and students fill in the blanks.)
- Use lesson markers, signals or cues such as "let's begin," "that is all," and "put your books away.”
- Use interview techniques.
- Use dialogue journals.

# SUGGESTIONS FOR ESOL STRATEGIES

Oral Language Development	Literacy Development	Content Area Development
<b><u>Total Physical Response (TPR)</u></b> Teachers interact with students by giving directions, and asking students to follow directions.	<b><u>Multisensory Activities</u></b> Visuals. Realia. Auditory. Kinesthetic. Tactile.	<b><u>Multisensory Activities</u></b> Visuals. Realia. Auditory. Kinesthetic. Tactile.
<b><u>Multisensory Activities</u></b> Visuals. Realia. Auditory. Kinesthetic. Tactile.	<b><u>Language Experience Approach</u></b> Group or Individual. Sharing. Illustrations.	<b><u>Introduction to Topic</u></b> Building. Background. Concept Building. Vocabulary Building. Frontloading.
<b><u>Language Drills</u></b> Chain. Repetition. Substitution. Question & Answer. Completion. Jazz Chants. Songs.	<b><u>Brainstorming</u></b> Clustering. Webbing. Concentric Circles. Maps. Concept Maps. KWL. Predictions. Picture Walk.	<b><u>Highlighting Text</u></b> Making Importance Evident. Prioritizing Topics. Outlining. Graphic. Depiction.
<b><u>Dramatization</u></b> Role Play. Music. Poetry. Puppets. Show and Tell.	<b><u>Comparative Teaching</u></b> Small Group. Instruction. Peer Interaction. Pair Sharing.	<b><u>Simplification of Text</u></b> Paraphrasing. Vocabulary Building Activities. Build/Expand/Prior Knowledge. Vocabulary Previews. Expansion of Context. Reduction of non-essential text. Use Study Resource Guide.
<b><u>Language Experience Approach</u></b> Group or Individual. Sharing. Illustrations.	<b><u>Literature Based Activities</u></b> Big Books/Shared. Reading. Journals. Read Aloud. Books. Daily Routines. Word Wall. Cloze Procedure.	<b><u>Diversification of Activities</u></b> Hands –on Experimental Activities. Reading Relevant Material. Correlating learning to real-life situations.
<b><u>Brainstorming</u></b> Clustering. Webbing. Concentric Circles. Maps. Concept Maps. KWL. Predictions. Picture Walk.	<b><u>Simplification of Text</u></b> Paraphrasing. Vocabulary Building Activities. Built/Expand/Prior Knowledge. Vocabulary Previews. Expansion of Context. Reduction of non-essential text. Use Study Resource Guide.	<b><u>Comparative Teaching</u></b> Small Group. Instruction. Peer Interaction. Pair Sharing.
<b><u>Comparative Teaching</u></b> Small Group. Instruction. Peer Interaction. Pair Sharing.	<b><u>Diversification of Literacy</u></b> Read Aloud. Choral Reading. Thematic Reading. Story Elements. Author Study. Character Study. Games. Role Play. Oral Reports. Writing Genres.	
<b><u>Questioning Techniques</u></b> Thinking. Comparing. Elaborating. Predicting. Synthesizing. Evaluating.	<b><u>Follow-Up Reading Activities</u></b> Cross Dictionary. Reading. Reader's Theatre. Active Re-reading.	
<b><u>Read and Retell</u></b> Oral Retelling. Illustrated Retelling. Debate.	<b><u>Follow-up Writing Activities</u></b> Writing Pictures. Show not tell. Journals. Free Writing. Ponder Pads.	
	<b><u>Decoding Strategies</u></b> Phonics. Context. Rhyme. Word Families. Sound Boxes.	
	<b><u>Reading Strategies</u></b> Self Questioning. Skimming. Reading ahead. Re-Reading. Summarizing.	
	<b><u>Read &amp; Tell</u></b> Written Retelling. Illustrated. Retelling.	





**Division of Adult and Workforce Education**  
**Suggested Instructional Framework for ESOL**  
 (Low Intermediate, High Intermediate & Advanced)

Student Objective	I will learn how to (skill) _____ _____ _____.
<b>Bell Ringer (Opening Routine)</b> <b>15-20 minutes</b>	Teacher accesses <b><i>Burlington English CASAS Preparation</i></b> and provides guided and explicit instruction to expose students to CASAS format (2-3 Reading and Listening Practice Questions).
<b>Whole Group</b> <b>45-60 minutes</b>	Teacher uses core text, <i>Life Skills &amp; Test Prep</i> (book and audio), and <i>Burlington English In-Class Lessons</i> to address life and work skills. Teacher provides instruction addressing competency and vocabulary.
<b>Small Cooperative Groups</b> <b>45-60 minutes</b>	In multi-level classes, this is important so that teacher addresses varying student needs.
<b>Exit Slip (Wrap up of lesson)</b> <b>10-15 minutes</b>	Review the competency, objective and vocabulary for the day.

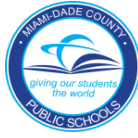
**\*Time for instructional framework components may vary based on instructional block and break time utilized at each school site.**

**Division of Adult and Workforce Education**  
**Suggested Instructional Framework for ESOL**  
 (Foundations, Low Beginning, and High Beginning)

Student Objective	I will learn how to (skill) _____ _____ _____.
<b>Bell Ringer (Opening Routine)</b> <b>15-20 minutes</b>	Teacher provides guided instruction using websites that are closely aligned to CASAS.  <a href="http://www.web-esl.com">www.web-esl.com</a> <a href="https://www.seminolestate.edu/adult-ed/els/listening-and-dictation/">https://www.seminolestate.edu/adult-ed/els/listening-and-dictation/</a> <a href="https://www.seminolestate.edu/adult-ed/els/pett/reading-tests">https://www.seminolestate.edu/adult-ed/els/pett/reading-tests</a> <a href="http://mcd.schoolloop.com/cms/page_view?d=x&amp;piid=&amp;vpid=1227096672028">http://mcd.schoolloop.com/cms/page_view?d=x&amp;piid=&amp;vpid=1227096672028</a>
<b>Whole Group</b> <b>45-60 minutes</b>	Teacher uses core text and <i>Life Skills &amp; Test Prep</i> (book and audio) to address life and work skills. Teacher provides instruction addressing competency and vocabulary.
<b>Small Cooperative Groups</b> <b>45-60 minutes</b>	In multi-level classes, this is important so that teacher addresses varying student needs.
<b>Exit Slip (Wrap up of lesson)</b> <b>10-15 minutes</b>	Review the objective, competency and vocabulary for the day.

**\*Time for instructional framework components may vary based on instructional block and break time utilized at each school site.**





Adult and Community Education — Adult ESOL Program

# WEB SITES FOR ADULT ESOL STUDENTS

[www.esl-lab.com](http://www.esl-lab.com)

[www.eflclub.com](http://www.eflclub.com)

[www.starfall.com](http://www.starfall.com)

[www.livemocha.com](http://www.livemocha.com)

<http://www.rong-chang.com/>

[www.mansioningles.com](http://www.mansioningles.com)

<http://ww2.s4esl.org/>

[www.efl4u.com](http://www.efl4u.com)

[www.englishclub.com](http://www.englishclub.com)

[www.dailygrammar.com](http://www.dailygrammar.com)

[www.tolearnenglish.com](http://www.tolearnenglish.com)

[www.english-zone.com](http://www.english-zone.com)

<http://www.free-english-study.com/>

[www.englishpage.com](http://www.englishpage.com)

[www.englishclub.com/listening/dictation.htm](http://www.englishclub.com/listening/dictation.htm)

<https://abeweb.mpls.k12.mn.us/>

<http://www.listen-and-write.com/audio/level> (for more advanced students, requires a login))

<http://a4esl.org/>

<http://www.autoenglish.org/>

<http://www.churchillhouse.com/en/online-english/activities/>

**CASAS Test-Taking Strategies-Seminole State College of Florida**

[http://www.seminolestate.edu/adult-ed/els/web\\_resources/test-taking.htm](http://www.seminolestate.edu/adult-ed/els/web_resources/test-taking.htm)

**CASAS Competencies Practice Links for ESOL Level 1**

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-1&what=Casas-Competencies>

**CASAS Competencies Practice Links for ESOL Level 2**

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-2&what=Casas-Competencies>

**CASAS Competencies Practice Links for ESOL Level 3**

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-3&what=Casas-Competencies>

**CASAS Competencies Links for ESOL Level 4**

<https://abeweb.mpls.k12.mn.us/List.aspx?who=English-Level-4&what=Casas-Competencies>

**CASAS Sample Test Items by Test Forms**

<http://www.johnmh.com/pages/ila.html>

**CASAS Test Practices**

<http://www.web-esl.com/>

**CASAS –Seminole College- Listening**

<http://www.seminolestate.edu/adult-ed/els/listening-and-dictation/>

**Next Move**

<http://www.mynextmove.org/>

Use My Next Move to search over 900 different careers and see important information including skills, tasks, technologies, salaries, and employment outlook. Discover related apprenticeships and training, and search actual job openings. Find careers through a keyword search; by browsing industries; or through the new 60-item, web-based O\*NET Interest Profiler Short Form, a tool that offers career suggestions based on a person's interests and level of work experience.

**Florida Literacy - Staying Healthy Curriculum**

[http://floridaliteracy.org/health\\_literacy\\_curriculum.html](http://floridaliteracy.org/health_literacy_curriculum.html)

**Career Exploration**

<http://www.iseek.org/mymncareers/index.html>

**Budget Odyssey Game**

<http://www.econedlink.org/interactives/index.php?iid=145&type=educator>

**Adult Learning Activities**

<http://www.cdiponline.org/index.cfm?fuseaction=stories&topicID=7>

**Employment Rights**

[http://www.nyc.gov/html/cchr/html/immig\\_esol.html](http://www.nyc.gov/html/cchr/html/immig_esol.html)

Activities, videos and listening exercises for ESL students.

**Live Binders is your 3-ring binder for the Web**

<http://livebinders.com/>

**FREE Bilingual Resources for Non-English Speakers:**

<http://www.higheradvantage.org/>

Download free food industry pictures and guides in Spanish from the Refugee Works website, and download materials showing road signs, and their meaning in English.

**Access Free Online Grammar Exercises Geared to Adult Learners**

<http://www.chompchomp.com/>

**Websites for Low Literacy Learners**

<http://www.ozreadandspell.com.au>

A half-hour cartoon video overview of the English spelling system, so learners can find out where they are and see what is ahead.

**ESOL Trough Music**

<http://www.esolcourses.com/topics/learn-english-with-songs.html>

**White House Web Site**

<http://www.whitehouse.gov/issues/education/k-12/educate-innovate>

**Free Resources for Educational Excellence**

[http://www.free.ed.gov/resource.cfm?resource\\_id=1488](http://www.free.ed.gov/resource.cfm?resource_id=1488)

Teaching and learning resources from federal agencies.

**English at Your Fingertips**

<http://www.englishforum.com/00/>

Interactive activities and current news from around the world.

**Resource for English-Language Learners With at Least Intermediate Proficiency in English**

[http://ell.stanford.edu/teaching\\_resources/ela](http://ell.stanford.edu/teaching_resources/ela)

Site was developed for middle school students, however it has great ideas and lesson plans that can be adjusted for our adult students. You can download the lesson plans.

**Great Site for New Technology That is in Front of Us**

<http://www.cengagesites.com/CL/1355/course-tech-conference-2014/2013-conference/>

Great speakers at this conference. Just click on “view recorded sessions” to view.

**MOOCS—Massive Open Online Courses**

<https://www.coursera.org/>

MOOCS are free courses available to you at no cost. They are offered by the top universities in the country at no cost.

*Continued next page.*

## **Practical Conversations for Language Learners**

### **English Conversations**

#### **Series of Dialogues**

<http://englishconversations.org/lessons/dialogues/>

### **Compelling Conversations**

<http://compellingconversations.com/>

<http://www.focusenglish.com/index.html>

**(You may need to download the latest version of Real Player to use these websites.)**

### **Easy Conversations**

<http://www.eslfast.com/easydialogs/index.html>

Click on the "Listen" icon to listen to the conversation.

### **Learn English Online**

<http://www.learnamericanenglishonline.com/Yellow%20Level/Y2%20Have%20Present%20and%20Past.html>

### **Pronunciation Videos**

<http://www.englishteachermelanie.com/videos/>

### **Learning Chocolate-Vocabulary Learning Platform**

<http://www.learningchocolate.com/>

### **Breaking News in English**

<http://www.breakingnewsenglish.com/>

### **READTHEORY**

<http://www.readtheory.org/>

Free online reading activities

### **LearnFree**

<http://www.gcflearnfree.org/everydaylife>

Interactive lessons for students to experience daily challenges

### **Great ESL Clips**

<http://film-english.com/>

With lesson plans.

## ESOL Websites for CASAS Practice by Competency

### Basic Communication

Family Members:	<a href="http://www.web-esl.com/family/family_ez.htm">http://www.web-esl.com/family/family_ez.htm</a> <a href="http://www.web-esl.com/family/family_type.htm">http://www.web-esl.com/family/family_type.htm</a>
Personal Information:	<a href="http://www.web-esl.com/p_info/no1.htm">http://www.web-esl.com/p_info/no1.htm</a> <a href="http://www.web-esl.com/Sentences/one.htm">http://www.web-esl.com/Sentences/one.htm</a> <a href="http://www.web-esl.com/L1sent/one.htm">http://www.web-esl.com/L1sent/one.htm</a> <a href="http://www.web-esl.com/LevelOneSentmp3/one.htm">http://www.web-esl.com/LevelOneSentmp3/one.htm</a>
Describing:	<a href="http://www.web-esl.com/descriptions/j.htm">http://www.web-esl.com/descriptions/j.htm</a>
Stories:	<a href="http://www.web-esl.com/Story/Story1.htm">http://www.web-esl.com/Story/Story1.htm</a>
Meeting Someone:	<a href="http://www.web-esl.com/converse/socialtalk.htm">http://www.web-esl.com/converse/socialtalk.htm</a>
Small Talk:	<a href="http://www.web-esl.com/smtalk/smtlk.html">http://www.web-esl.com/smtalk/smtlk.html</a>
Personal Questions:	<a href="http://www.web-esl.com/questions/questions.htm">http://www.web-esl.com/questions/questions.htm</a>

### Consumer Economics

Money:	<a href="http://www.web-esl.com/coins/coinstart.html">http://www.web-esl.com/coins/coinstart.html</a> <a href="http://www.web-esl.com/coins/coinvalue.html">http://www.web-esl.com/coins/coinvalue.html</a>
Checks:	<a href="http://www.web-esl.com/checks/check_reading.htm">http://www.web-esl.com/checks/check_reading.htm</a>
Clothes:	<a href="http://www.web-esl.com/clothes/clothes.html">http://www.web-esl.com/clothes/clothes.html</a> <a href="http://www.english-zone.com/reading/labels03.html">http://www.english-zone.com/reading/labels03.html</a>
Food:	<a href="http://www.web-esl.com/basic_info/foodpkg.htm">http://www.web-esl.com/basic_info/foodpkg.htm</a> <a href="http://www.web-esl.com/draganddrop/food.html">http://www.web-esl.com/draganddrop/food.html</a> <a href="http://www.web-esl.com/Ofelia/OfeliaShops2.htm">http://www.web-esl.com/Ofelia/OfeliaShops2.htm</a> <a href="http://www.web-esl.com/pancakes/pancake.htm">http://www.web-esl.com/pancakes/pancake.htm</a>
Returns:	<a href="http://www.web-esl.com/return/policy.htm">http://www.web-esl.com/return/policy.htm</a>
Warranty:	<a href="http://www.web-esl.com/Warranty/wrnty.htm">http://www.web-esl.com/Warranty/wrnty.htm</a>
Troubleshooting:	<a href="http://www.web-esl.com/trouble/trouble.htm">http://www.web-esl.com/trouble/trouble.htm</a>
Housing:	<a href="http://www.web-esl.com/Apartment/RentalWords.htm">http://www.web-esl.com/Apartment/RentalWords.htm</a> <a href="http://www.web-esl.com/wrkmemo/kitchen.htm">http://www.web-esl.com/wrkmemo/kitchen.htm</a> <a href="http://www.web-esl.com/Ads/newads.htm">http://www.web-esl.com/Ads/newads.htm</a> <a href="http://www.web-esl.com/aptprblms/aptprblms.htm">http://www.web-esl.com/aptprblms/aptprblms.htm</a> <a href="http://www.web-esl.com/housingprblms/housing.htm">http://www.web-esl.com/housingprblms/housing.htm</a>



## **Community Resources**

Traffic Signs:	<a href="http://www.web-esl.com/Signs/Signs1.htm">http://www.web-esl.com/Signs/Signs1.htm</a> <a href="http://www.web-esl.com/TrafficSigns/TrafficSigns.htm">http://www.web-esl.com/TrafficSigns/TrafficSigns.htm</a> <a href="http://www.learningchocolate.com/content/road?st_lang=en">http://www.learningchocolate.com/content/road?st_lang=en</a>
Emergencies:	<a href="http://www.web-esl.com/Emergencies/emergencies.htm">http://www.web-esl.com/Emergencies/emergencies.htm</a> <a href="http://www.web-esl.com/82R/dohere.htm">http://www.web-esl.com/82R/dohere.htm</a> <a href="http://www.web-esl.com/Directions/Cafeteria.htm">http://www.web-esl.com/Directions/Cafeteria.htm</a>
Maps and Directions:	<a href="http://www.web-esl.com/map/map4.htm">http://www.web-esl.com/map/map4.htm</a> <a href="http://www.web-esl.com/map/newmap.htm">http://www.web-esl.com/map/newmap.htm</a> <a href="http://www.web-esl.com/map/mall1.htm">http://www.web-esl.com/map/mall1.htm</a>

## **Health**

Hygiene:	<a href="http://www.web-esl.com/hygiene/snds.html">http://www.web-esl.com/hygiene/snds.html</a> <a href="http://www.web-esl.com/wash/wash.htm">http://www.web-esl.com/wash/wash.htm</a>
Medical Appointments:	<a href="http://www.web-esl.com/Appointments/Vocab.htm">http://www.web-esl.com/Appointments/Vocab.htm</a> <a href="http://english-zone.com/grammar/appointments01.html">http://english-zone.com/grammar/appointments01.html</a>
Medical History:	<a href="http://www.web-esl.com/health/MedicalHist.htm">http://www.web-esl.com/health/MedicalHist.htm</a> <a href="http://www.web-esl.com/health/medform.html">http://www.web-esl.com/health/medform.html</a>
Body Parts:	<a href="http://www.web-esl.com/BodyParts/bodyparts.htm">http://www.web-esl.com/BodyParts/bodyparts.htm</a>
Injuries:	<a href="http://www.web-esl.com/health/injuries.htm">http://www.web-esl.com/health/injuries.htm</a>
Illnesses:	<a href="http://www.web-esl.com/health/health2/a.htm">http://www.web-esl.com/health/health2/a.htm</a>
Talking to a Doctor:	<a href="http://www.web-esl.com/health/medtalk.htm">http://www.web-esl.com/health/medtalk.htm</a>
Health Problems:	<a href="http://english-zone.com/reading/health.html">http://english-zone.com/reading/health.html</a>
Medicine Labels:	<a href="http://www.web-esl.com/84R/meds_flash.htm">http://www.web-esl.com/84R/meds_flash.htm</a> <a href="http://www.web-esl.com/health/explain.html">http://www.web-esl.com/health/explain.html</a>

## **Employment**

Reading:	<a href="http://www.web-esl.com/Reading2/readinglevel2a.htm">http://www.web-esl.com/Reading2/readinglevel2a.htm</a> <a href="http://www.web-esl.com/readings3/reading1.htm">http://www.web-esl.com/readings3/reading1.htm</a>
Work Conversation:	<a href="http://www.web-esl.com/workconversations/work.html">http://www.web-esl.com/workconversations/work.html</a>
Job Ads:	<a href="http://www.web-esl.com/Classifieds/ClassifiedVocab.htm">http://www.web-esl.com/Classifieds/ClassifiedVocab.htm</a>
Employment Application:	<a href="http://www.web-esl.com/jobapp/vocab.htm">http://www.web-esl.com/jobapp/vocab.htm</a> <a href="http://www.web-esl.com/employ_record/app.html">http://www.web-esl.com/employ_record/app.html</a>
Interview Schedule:	<a href="http://www.web-esl.com/job/apts.htm">http://www.web-esl.com/job/apts.htm</a>
Work Schedule:	<a href="http://www.web-esl.com/job/sch.htm">http://www.web-esl.com/job/sch.htm</a>
Time Card:	<a href="http://www.web-esl.com/TimeCard/TimeCard.htm">http://www.web-esl.com/TimeCard/TimeCard.htm</a>
Job Application:	<a href="http://www.web-esl.com/Practice2/jobapp.htm">http://www.web-esl.com/Practice2/jobapp.htm</a>
Pay Stub:	<a href="http://www.web-esl.com/Earnings/earn.htm">http://www.web-esl.com/Earnings/earn.htm</a>
Reading:	<a href="http://www.web-esl.com/Gap1/Gap1.htm">http://www.web-esl.com/Gap1/Gap1.htm</a>
Workplace Memo:	<a href="http://www.web-esl.com/Warranty/memo1.htm">http://www.web-esl.com/Warranty/memo1.htm</a>

Company Policy: <http://www.web-esl.com/Warranty/memo2.htm>  
Internet: <http://www.web-esl.com/internet/instructions.htm>  
Phone Messages: <http://www.web-esl.com/phones/late.htm>  
<http://www.web-esl.com/phones/ansmchns.htm>  
Interview: <http://www.web-esl.com/interviews/work.html>  
Career: <http://www.web-esl.com/wrkmemo/dress.htm>

## **Government and Law**

Summons:

[http://nationalparalegal.edu/public\\_documents/courseware.asp/files/researchLitigation/PreTrialPractice/Summons.asp](http://nationalparalegal.edu/public_documents/courseware.asp/files/researchLitigation/PreTrialPractice/Summons.asp)

## **CASAS Test Practice**

Test Form 81R & 82R: <http://www.web-esl.com/ILA/ila81r.html>

Test Form 81RX & 82RX: <http://www.web-esl.com/ILA/ila81rx.html>

Test Form 83R & 84R: <http://www.web-esl.com/ILA/ila83r.html>

Test Form 185R & 186R: <http://www.web-esl.com/ILA/ila185.html>



## **Glossary for Commonly Used Acronyms**

**AAAE** – Applied Academics for Adult Education

**ABE** – Adult Basic Education

**AC** – Annual Contract

**ACE** – Adult and Community Educators of Florida

**ADA** – Adult with Disabilities Act

**AGE** – Adult General Education

**AIEP** – Adult Individual Education Plan

**CASAS** – Comprehensive Adult Student Assessment System

**CCRS** – College and Career Readiness Standards

**CTE** – Career and Technical Education

**DOK** – Depth of Knowledge

**DGPT** – Deliberate Practice Growth Target

**DOE** – Department of Education

**EFL** – Educational Functioning Level

**ELCATE** – English Literacy for Career and Technical Education

**ELITE** – Empowering, Leadership, Inspiring, Teaching, Education

**ELL** – English Language Learners

**ESOL** – English Speakers of Other Languages

**FEAP** – Florida Educator Accomplished Practices

**FICAPS** – Florida’s Integrated Career and Academic Preparation System

**FLDOE** – Florida Department of Education

**FTCE** – Florida Teacher Certification Exam

**GE** – Grade Equivalent

**GED** – General Education Development, General Equivalency Diploma

**IDEA** – Individual with Disabilities Education Act

**IPDAE** – Institute for the Professional Development of Adult Educators

**ITS** – Information Technology Systems

**LCP** – Literacy Completion Point

**LEP** – Limited English Proficient

**M-DCPS** – Miami-Dade County Public Schools

**NAT** – Next Assigned Test

**NRS** – National Reporting System

**OCP** – Occupational Completion Point

**PD** – Professional Development

**SAVES** – Skills for Academic, Vocational and English Studies

**SIP** – School Improvement Plan

**TABE** – Test for Adult Basic Education

**TOPSpro** – Tracking of Programs and Students

**USDOE** – United States Department of Education

**UTD** – United Teachers of Dade

**WIOA** – Workforce Innovation and Opportunity Act