

**NEVADA'S CONTENT STANDARDS
ENGLISH AS A SECOND LANGUAGE
AND EL / CIVICS PROGRAMS**

Northern Nevada Literacy Council

Low Beginning / High Beginning

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The Nevada ESL Standards were developed in part by the following states' existing standards found in the Adult Content Standards Warehouse online:

<http://www.adultedcontentstandards.org>:

Arizona

California

Connecticut

Florida

Iowa

Oregon

Texas

Numerous ESL Instructors throughout Nevada who provided invaluable feedback and suggestions

Overview: What is civics education?

For adult English language learners, civic education is a broad term that includes instruction about U.S. History and culture, lessons on diversity and multiculturalism, and instruction and guidance on becoming active participants in their new communities.

Civic participation, the way that individuals contribute to the social, political, and educational structures within their community, is an integral part of civics education. The goal of civics education, therefore, is to assist learners to understand, access, and interact responsively to their community. Significant civics content can be imparted at all ESL levels at the same time learners are acquiring English.

Beginning level students can learn about community, government and history through pre-reading and hands-on activities. They can alphabetize names of states, label maps, and practice sight words of agencies in their community. They can also practice their speaking and listening skills as they share their opinions about an important social or political issue. Simple games such as bingo or concentration can be played to reinforce any set of words that learners have been working on in a content unit. Names of states, presidents, or important Americans can be added to health, housing and job vocabulary.

Intermediate level students can participate in reading and writing activities about American culture and history. Field trips to the library to research topics on local government or bicycle safety rules followed by oral reports on what they've learned can provide for valuable speaking and listening skills.

Advanced level students can invite local officials to speak to the class, or volunteer in community organizations. They can practice their writing skills writing letters to the editor, emailing members of Congress, or researching and writing an essay about an aspect of American history or culture.

An important objective of civic education should be to help immigrants learn how to use the aid of experts and qualified professionals and learn the rules and procedures in order to assimilate smoothly into their new community and country. Civics instruction should provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and responsible participation.

The Nevada Content Standards are consistent in outlining the skills for each proficiency level across the programs in the state. They are also aligned to CASAS (Comprehensive Adult Student Assessment System) chosen by Nevada to be used by all Adult Education Programs) tests and competencies, EFF (Equipped for the Future) framework and standards that were developed by The National Institute for Literacy, and the National Reporting System which describes the levels of proficiency and provides benchmarks for standardized tests such as CASAS.

When planning instruction, instructors should look for ways to link the content standards within the context of learner goals and needs. The standards should be used as guidelines for identifying skills and learning contexts.

The Content Standards are organized according to program type (ESL, ABE, ASE), program level (e.g., ESL Low Beginning/Basic Literacy, High Beginning, Low Intermediate, High Intermediate, Low Advanced, and High Advanced), Learning Proficiencies (reading, writing, listening/speaking, and supporting grammar), and related standards, assessments, competencies and instructional resources (NV standards, CASAS assessments, CASAS competencies, EFF standards, and program instructional resources). It is important to note that, although CASAS does not have any tests at this time (CASAS grammar tests are in development) to assess grammar, it is an important part of language acquisition and, therefore, is included.

The eight AEFLA-funded programs have customized manuals for their programs. Unlike this copy, their copies include a fourth column (titled “Instructional Resources”) throughout each manual that lists program-specific resources that align to every competency that aligns to every standard.

Competencies listed in the “Suggested CASAS Competencies That Provide Context for ESL Objectives” column indicated by an asterisk indicate competencies that are tested in the CASAS assessments. Additional competencies are presented as they, too, are aligned with the standards and offer additional instructional resources for teachers and tutors to utilize.

Resources (program manuals only) listed in the “Instructional Resources” column in blue indicate what materials programs already have that align to these new standards and matching competencies. Resources listed in red indicate gaps in their resources where they do not have materials that align to specific standards. Consequently, the names of materials in red are *suggested* materials they may want to acquire for their teachers and tutors.

The complete list of CASAS Competencies is included on the following pages for easy access and reference followed by an inclusive list of the EFF Standards.

CASAS COMPETENCIES

0. Basic Communication

0.1 Communicate in interpersonal interactions

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
- 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)
- 0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- 0.1.5 Identify or use appropriate classroom behavior
- 0.1.6 Clarify or request clarification

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

I. Consumer Economics

1.1 Use weights, measures, measurement scales, and money

- 1.1.1 Interpret recipes
- 1.1.2 Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)
- 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
- 1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)
- 1.1.5 Interpret temperatures (see also 6.6.4)
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)
- 1.1.7 Identify product containers and interpret weight and volume
- 1.1.8 Compute averages (see also 6.7.5)
- 1.1.9 Interpret clothing and pattern sizes and use height and weight tables

1.2 Apply principles of comparison shopping in the selection of goods and services

- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price or quality to determine the best buys for goods and services
- 1.2.3 Compute discounts (see also 6.4.1)
- 1.2.4 Compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics

1.3 Understand methods and procedures used to purchase goods and services

- 1.3.1 Compare different methods used to purchase goods and services
- 1.3.2 Interpret credit applications and recognize how to use and maintain credit
- 1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges
- 1.3.4 Use catalogs, order forms, and related information to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use coin-operated machines
- 1.3.7 Interpret information or directions to locate merchandise (see also 2.5.4)
- 1.3.8 Identify common food items
- 1.3.9 Identify common articles of clothing

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 interpreting classified ads, signs, and other information
- 1.4.3 Interpret lease and rental agreements
- 1.4.4 Interpret information to obtain, maintain, or cancel housing utilities
- 1.4.5 Interpret information about tenant and landlord rights
- 1.4.6 Interpret information about housing loans and home-related insurance
- 1.4.7 Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4)
- 1.4.8 Recognize home theft and fire prevention measures

1.5 Apply principles of budgeting in the management of money

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Plan for major purchases (see also 1.5.1)
- 1.5.3 Interpret bills (see also 2.1.4)

1.6 Understand consumer protection measures

- 1.6.1 Interpret food packaging labels (see also 1.2.1, 3.5.1)
- 1.6.2 Identify consumer protection resources available when confronted with fraudulent practices
- 1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory
- 1.6.4 Check sales receipts

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

1.8 Use banking and financial services in the community

- 1.8.1 Demonstrate the use of savings and checking accounts; including using an ATM
- 1.8.2 Interpret the procedures and forms associated with banking services, including writing checks
- 1.8.3 Interpret interest or interest-earning savings plans
- 1.8.4 Interpret information about the types of loans available through lending institutions
- 1.8.5 Interpret information on financial agencies and financial planning

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

- 1.9.1 Interpret highway and traffic signs (see also 2.2.2)
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)
- 1.9.3 Compute mileage and gasoline consumption
- 1.9.4 Interpret maps related to driving (see also 1.1.3, 2.2.1, 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 Recognize what to do in case of automobile emergencies
- 1.9.8 Interpret information about automobile insurance

II. Community Resources

2.1 Use the telephone and telephone book

- 2.1.1 Use the telephone directory and related publications to locate information
- 2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
- 2.1.3 Interpret information about time zones (see also 2.3.1)
- 2.1.4 Interpret telephone billings
- 2.1.5 Interpret telegram rates and procedures
- 2.1.6 Interpret information about using a pay telephone
- 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)
- 2.1.8 Use the telephone to make and receive routine personal and business calls

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

- 2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)
- 2.2.2 Recognize and use signs related to 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 and fares
- 2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)

2.3 Understand concepts of time and weather

- 2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions

2.4 Use postal services

- 2.4.1 Address letters and envelopes
- 2.4.2 Interpret postal rates and types of mailing services
- 2.4.3 Interpret postal service forms and instructions on returned mail
- 2.4.4 Purchase stamps and other postal items and services
- 2.4.5 Interpret procedures for tracing a lost letter or parcel
- 2.4.6 Interpret a postal money order form

2.5 Use community agencies and services

- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers
- 2.5.3 Locate medical and health facilities in the community (see also 3.1.3)
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)
- 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications
- 2.5.6 Use library services
- 2.5.7 Interpret permit and license requirements (see also 1.9.2)
- 2.5.8 (unassigned)
- 2.5.9 Identify child care services in the community (see also 3.5.7)

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 recreational listings
- 2.6.3 Interpret information in order to plan for outings and vacations
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute related 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 (see also 2.7.2)
- 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

III. Health

3.1 Understand how to access and utilize the health care system

- 3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
- 3.1.2 Identify information necessary to make or keep medical and dental appointments
- 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3)

3.2 Understand medical and dental forms and related information

- 3.2.1 Fill out medical health history forms
- 3.2.2 Interpret immunization requirements
- 3.2.3 Interpret information associated with medical, dental, or life insurance
- 3.2.4 Ask for clarification about medical bills

3.3 Understand how to select and use medications

- 3.3.1 Identify and use necessary medications (see also 3.3.2, 3.3.3)
- 3.3.2 Interpret medicine labels (see also 3.3.1, 3.4.1)
- 3.3.3 Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)
- 3.4 Understand basic health and safety procedures
 - 3.4.1 Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2)
 - 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 3.1.1)
 - 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5 Understand basic principles of health maintenance

- 3.5.1 Interpret nutritional and related information listed on food labels (see also 1.6.1)
- 3.5.2 Select a balanced diet
- 3.5.3 Interpret food storage information
- 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 2.5.3, 3.1.3)
- 3.5.7 Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)
- 3.5.8 Identify practices that promote mental well-being
- 3.5.9 Identify practices that promote physical well-being

IV. 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 announcements, and about the workforce and job market
- 4.1.4 Identify and use information about training opportunities (see also 2.5.5)
- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
- 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing 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, and concepts of employee organizations

- 4.2.1 Interpret wages, wage deductions, benefits, 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

4.3 Understand work-related safety standards and procedures

- 4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)
- 4.3.2 Interpret work safety manuals and related information
- 4.3.3 Identify safe work procedures and common safety equipment, including wearing 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 4.2.1, 4.3.1, 4.3.4)
- 4.4.4 Interpret job responsibilities and performance reviews (see also 4.4.2)
- 4.4.5 Identify job training needs and set learning goals
- 4.4.6 Interpret work specifications and quality standards
- 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 utilize common workplace technology and systems

- 4.5.1 Identify common tools, equipment, machines, and materials required for one's job
- 4.5.2 Demonstrate simple keyboarding skills
- 4.5.3 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
- 4.5.4 Demonstrate use of common business machines (see also 2.1.7, 2.1.8)
- 4.5.5 Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts
- 4.5.6 Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system

- 4.5.7 Demonstrate ability to identify 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 (see also 4.4.3)
- 4.6.3 Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)
- 4.6.4 Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)
- 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

4.8 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 social, organizational, and technological systems work, and operate effectively within them

- 4.9.1 Identify the formal organizational structure of one's work environment
- 4.9.2 Demonstrate how a system's structures relate to its goals
- 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

V. 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 and candidates
- 5.1.5 Interpret information about special interest groups
- 5.1.6 Communicate one's opinions on a current issue

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

5.3 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 rights and procedures for obtaining legal advice (see also 5.3.1)
- 5.3.3 Interpret basic court procedures
- 5.3.4 Interpret laws affecting door-to-door sales (see 1.6.2)
- 5.3.5 Interpret information about traffic tickets
- 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

5.4 Understand information about taxes

- 5.4.1 Interpret income tax forms
- 5.4.2 Compute or define sales tax
- 5.4.3 Interpret tax tables (see also 5.4.1, 5.4.2)
- 5.4.4 Interpret tax information from articles and publications

5.5 Understand governmental activities

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about legislative activities
- 5.5.3 Interpret information about judicial activities
- 5.5.4 Interpret information about executive activities
- 5.5.5 Interpret information about military activities
- 5.5.6 Interpret information about law enforcement activities
- 5.5.7 Interpret information about local policy- making groups
- 5.5.8 Identify local, state and federal government leaders

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 Interpret civic responsibilities, such as voting, jury duty, taxes

5.7 Understand environmental and science- related issues

- 5.7.1 Interpret information about environmental issues
- 5.7.2 Interpret information related to physics, including energy
- 5.7.3 Interpret information about earth-related sciences
- 5.7.4 Interpret information about new technologies and scientific 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

VI. Computation

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
- 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 (see also 1.2.3)
- 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 (see also 6.4.5)

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 (see also 1.1)

- 6.6.1 Convert units of U.S. standard measurement and metric system (see also 1.1.2, 1.1.4)
- 6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles (see also 1.1.2, 1.1.4)
- 6.6.3 Measure area and volume of geometric shapes (see also 1.1.2, 1.1.4)
- 6.6.4 Use or interpret measurement instruments, such as rulers, scales, gauges, and dials(see also 1.1.2, 1.1.4, 1.1.5, 4.3.3, 4.4.3)
- 6.6.5 Interpret diagrams, illustrations, and scale drawings (see also 1.1.4, 4.4.3)
- 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 (see also 1.1.3)
- 6.7.2 Interpret data given in a bar graph (see also 1.1.3)
- 6.7.3 Interpret data given in a picture graph
- 6.7.4 Interpret data given in a circle graph (see also 1.1.3)
- 6.7.5 Compute averages, medians, or modes (see also 1.1.8)

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

VII. Learning to Learn

7.1 Identify or practice effective organizational and time management skills 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 personal responsibility and motivation in accomplishing goals
- 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.2)

7.2 Demonstrate ability to use 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; distinguish fact from opinion, and determine what is mandatory and what is discretionary
- 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 divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives

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
- 7.3.4 Utilize 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 or utilize effective study strategies
- 7.4.2 Take notes or write a summary or an outline
- 7.4.3 Identify, utilize, or create devices or processes for remembering information
- 7.4.4 Identify or utilize 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 indexes and tables of contents
- 7.4.7 Identify or utilize test-taking skills
- 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

II. Independent Living Skills

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 resources 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)

EQUIPPED FOR THE FUTURE CONTENT STANDARDS: WHAT ADULTS NEED TO KNOW AND BE ABLE TO DO IN THE 21ST. CENTURY

Communication Skills

- Read with understanding
- Convey ideas in writing
- Speak so others can understand
- Listen actively
- Observe critically

Decision-Making Skills

- Solve problems and make decisions
- Plan
- Use math to solve problems and communicate

Interpersonal Skills

- Cooperate with others
- Guide others
- Advocate and influence
- Resolve conflict and negotiate

Lifelong Learning Skills

- Take responsibility for learning
- Learn through research
- Reflect and evaluate
- Use information and communications technology

EQUIPPED FOR THE FUTURE CITIZEN/COMMUNITY MEMBER ROLE MAP

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

Broad Areas of Responsibility:

BECOME AND STAY INFORMED	FORM AND EXPRESS OPINIONS AND IDEAS	WORK TOGETHER	TAKE ACTION TO STRENGTHEN COMMUNITIES
Citizens and community members find and use information to identify and solve problems and contribute to the community	Citizens and community members develop a personal voice and use it individually and as a group	Citizens and community members interact with other people to get things done toward a common purpose	Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them
Key Activities:	Key Activities:	Key Activities:	Key Activities:
Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others	Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community	Get involved in the community and get others involved	Help yourself and others
Recognize and understand human, legal, and civic rights and responsibilities for yourself and others	Learn from others' experiences and ideas	Respect others and work to eliminate discrimination and prejudice	Educate others
Figure out how the system that affects an issue works	Communicate so that others understand	Define common values, visions, and goals	Influence decision makers and hold them accountable
Identify how to have an impact and recognize that individuals can make a difference	Reflect on and reevaluate your own opinions and ideas	Participate in group processes and decision making	Provide leadership within the community
	Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community	Get involved in the community and get others involved	Help yourself and others
		Respect others and work to eliminate discrimination and prejudice	Educate others
			Influence decision makers and hold them accountable
			Provide leadership within the community

BECOME AND STAY INFORMED	FORM AND EXPRESS OPINIONS AND IDEAS	WORK TOGETHER	TAKE ACTION TO STRENGTHEN COMMUNITIES
Citizens and community members find and use information to identify and solve problems and contribute to the community	Citizens and community members develop a personal voice and use it individually and as a group	Citizens and community members interact with other people to get things done toward a common purpose	Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them
Key Activities:	Key Activities:	Key Activities:	Key Activities:
<p>Find, interpret, analyze, and use diverse sources of information, including personal experience</p> <p>Identify how to have an impact and recognize that individuals can make a difference</p> <p>Find, interpret, analyze, and use diverse sources of information, including personal experience</p>	<p>Learn from others' experiences and ideas</p> <p>Communicate so that others understand</p> <p>Reflect on and reevaluate your own opinions and ideas</p> <p>Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community</p> <p>Learn from others' experiences and ideas</p> <p>Communicate so that others understand</p> <p>Reflect on and reevaluate your own opinions and ideas</p>	<p>Define common values, visions, and goals</p> <p>Participate in group processes and decision making</p> <p>Get involved in the community and get others involved</p> <p>Respect others and work to eliminate discrimination and prejudice</p> <p>Define common values, visions, and goals</p> <p>Participate in group processes and decision making</p>	<p>Help yourself and others</p> <p>Educate others</p> <p>Influence decision makers and hold them accountable</p> <p>Provide leadership within the community</p>

ESL LOW BEGINNING READING, LISTENING/SPEAKING, WRITING, CIVICS AND SUPPORTING GRAMMAR

ESL Low Beginning – Reading

<p>NRS Level 2 CASAS Level A CASAS Scale Score Range 181 - 190</p> <p><u>CASAS Skill Level Descriptors:</u> Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English.</p>	<p>CASAS Appraisals: ESL Form 20</p> <p>CASAS Pre/Post Tests: ECS 11, 12 Life and Work 81, 82</p> <p>Reading for Citizenship Series, Forms 951R, 952R, 951RX, 952RX</p>	<p>Related EFF Standards to all Reading Content Standards:</p> <ul style="list-style-type: none"> • Read with understanding: purpose integrated with prior knowledge, strategies, comprehension, analysis of information • Cooperate with others • Take responsibility for learning <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will correlate letters to phonological sounds and symbols in order to read simple words (e.g., labels, signs, parts of the body). Upon exiting the low beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Discriminate between uppercase and lowercase letters</p>	<p>Basic Communication *0.2.2 Complete a personal information form</p> <p>Consumer Economics 1.9.1 Interpret highway and traffic signs</p> <p>Community Resources 2.2.2 Recognize and use signs related to transportation</p> <p>2.3.2 Identify the months of the year and the days of the week</p>	<p>Community Resources Complete an application to agencies that provide identification cards such as the DMV and various Consulate offices</p>	<p>Basic Communication *0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics 1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p> <p>Community Resources 2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.4.1 NNLC Curriculum Binder, lesson 41, page 143</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Discriminate between uppercase and lowercase letters</p>	<p>*2.4.1 Address letters and envelopes</p> <p>Health 3.2.1 Fill out medical history forms</p> <p>Employment 4.1.2 Follow procedures for applying for a job, including interpreting & completing job applications, resumes, & letters of recommendation</p>		<p>Health 3.2.1 NNLC Curriculum Binder, lesson 44, page 154</p> <p>Employment 4.1.2 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p>
<p>Discriminate numerals 1 – 100</p>	<p>Basic Communication *0.2.2 Complete a personal information form</p> <p>Consumer Economics *1.2.1 Interpret ads, selecting goods & services</p>	<p>Community Resources Complete an application to agencies that provide identification cards such as the DMV and various Consulate offices</p>	<p>Basic Communication *0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics *1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Discriminate numerals 1 – 100</p>	<p>*1.6.1 Interpret food packaging labels</p> <p>*1.7.3 Interpret operating instructions, directions, or labels for consumer products</p>		<p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>*1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>*1.7.3 NNLC Curriculum Binder, lesson 37, page 132</p>
<p>Relate phonological sounds to letters (sound/symbol correspondence)</p>	<p>Consumer Economics 1.3.7 Interpret information or directions to locate merchandise</p>	<p>Consumer Economics Interpret and describe methods and procedures to obtain housing and related services including low-cost community housing(e.g., read and explain a simple renter’s agreement)</p>	<p>Consumer Economics 1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Relate phonological sounds to letters (sound/symbol correspondence)</p>	<p>1.3.8 Identify common food items</p> <p>1.3.9 Identify common articles of clothing</p> <p>1.6.1 Interpret food packaging labels</p>	<p>Identify the knowledge and skills needed to drive in all types of weather conditions</p> <p>Cultural Awareness: Support cultural diversity (e.g., interpret simple stories about different cultures in order to identify similarities and differences between them and your own)</p>	<p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.3.8 NNLC Pronunciation Binder, level 1, lesson 46, page 99</p> <p>NNLC Pronunciation Binder, level 1, lesson 47, page 101</p> <p>NNLC Pronunciation Binder, level 1, lesson 48, page 103</p> <p>NNLC Pronunciation Binder, level 1, lesson 50, page 107</p> <p>1.3.9 NNLC Pronunciation Binder, level 1, lesson 41, page 89</p> <p>NNLC Pronunciation Binder, level 1, lesson 42, page 91</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Relate phonological sounds to letters (sound/symbol correspondence)</p>	<p>1.7.2 Interpret clothing care labels</p> <p>1.7.3 Interpret operating instructions, directions, or labels for consumer products</p> <p>1.9.1 Interpret highway & traffic signs</p> <p>Community Resources 2.2.2 Recognize & use signs related to transportation</p> <p>2.2.4 Interpret transportation schedules & fares</p> <p>2.3.2 Identify months of the year & days of the week</p>	<p>Community Resources Access local and state agencies that specialize in immigrant rights and orientation to the new culture</p>	<p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLCPronunciationBinder, level 2, lesson 48, page 141</p> <p>1.7.2</p> <p>1.7.3 NNLC Curriculum Binder, lesson 37, page 132</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p> <p>Community Resources 2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Relate phonological sounds to letters (sound/symbol correspondence)</p>	<p>2.5.4 Read, interpret, & follow directions found on public signs & building directories</p> <p>Health *3.3.1 Identify & use necessary medications</p> <p>3.3.2 Interpret medicine labels</p> <p>*3.4.1 Interpret product label directions & safety warnings</p> <p>3.4.3 Interpret procedures for simple first aid</p>	<p>Health Locate and access healthcare and emergency room services in the community</p> <p>Safety: Interpret simple literature pertaining to home safety in order to prevent unnecessary accidents</p> <p>Recognize key warning words and symbols on labels (e.g., poison, keep out of reach of children) on household products</p>	<p>2.5.4 NNLC Curriculum Binder, lesson 36, page 130</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>Health *3.3.1 NNLC Curriculum Binder, lesson 47, page 162</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>*3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.4.3</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Relate phonological sounds to letters (sound/symbol correspondence)</p>	<p>3.5.1 Interpret nutritional & related information listed on food labels</p> <p>Employment *4.1.3 Identify & use sources of information about job opportunities such as job descriptions, job ads and announcements</p> <p>*4.1.6 Interpret general work-related vocabulary</p> <p>*4.3.1 Interpret safety signs found in the workplace</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, & procedures</p> <p>4.5.1 Identify common tools, equipment, machines, & materials required for one's job</p> <p>4.6.3 Interpret written workplace announcements and notices</p>	<p>Employment Interpret and describe methods and procedures for obtaining and retaining a job in the community</p> <p>American School System Involve parents in their children's education (e.g., knowledge of American holidays such as National holidays like Memorial Day and special American holidays like Halloween and Mother's Day, read simple stories about the significance of major American holidays, identify the calendar dates of American holidays and differentiate which ones are nationally observed)</p> <p>American History: Demonstrate knowledge of American history through reading and interpreting simple literature on major historical events</p>	<p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>Employment *4.1.3</p> <p>*4.1.6 NNLC Curriculum Binder, lesson 19, page 74</p> <p>*4.3.1</p> <p>4.4.3</p> <p>4.5.1</p> <p>4.6.3</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Read basic labels, words & signs with one word or symbol (e.g., restroom signs)</p>	<p>Consumer Economics *1.1.6 Count, convert, & use coins & currency, & recognize symbols such as (\$) and (.)</p> <p>1.2.1 Interpret ads, labels, charts & price tags in selecting goods & services</p> <p>1.6.1 Interpret food packaging labels</p>	<p>Consumer Economics Interpret and describe methods and procedures to obtain housing and related services including low-cost community housing</p> <p>Identify common housing requirements (e.g., read and explain a simple renter’s agreement)</p> <p>Locate and access various stores and services in the community</p>	<p>Consumer Economics *1.1.6 NNLC Curriculum Binder, lesson 24, page 91</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read basic labels, words & signs with one word or symbol (e.g., restroom signs)</p>	<p>*1.7.3 Interpret operating instructions, directions, or labels for consumer products</p> <p>1.9.1 Interpret highway & traffic signs</p> <p>Community Resources 2.1.2 Identify emergency numbers</p> <p>2.2.2 Recognize & use signs related to transportation</p> <p>2.3.1 Interpret clock time</p> <p>2.3.2 Identify months of the year and days of the week</p>	<p>Community Resources: Identify and interpret regulatory and warning signs that are often found in the community (e.g., construction signs, parking signs)</p> <p>Identify common communicable diseases (e.g., flu, measles, chicken pox, mumps)</p> <p>Identify important places in the community (e.g., schools, banks, hospitals, libraries, government agencies)</p> <p>Identify the specific days and months that a recreational facility is open in the community (e.g., camp site, skating rink, swimming pool)</p>	<p>*1.7.3 NNLC Curriculum Binder, lesson 37, page 132</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p> <p>Community Resources 2.1.2 NNLC Curriculum Binder, lesson 55, page 192</p> <p>NNLC Curriculum Binder, lesson 57, page 196</p> <p>2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.3.1 NNLC Curriculum Binder, lesson 8, page 35</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read basic labels, words & signs with one word or symbol (e.g., restroom signs)</p>	<p>Health *3.1.2 Identify information necessary to make or keep medical & dental appointments</p> <p>3.3.1 Identify & use necessary medications</p> <p>3.3.2 Interpret medicine labels</p> <p>3.4.1 Interpret product label directions & safety warnings</p> <p>3.5.1 Interpret nutritional & related information listed on food labels</p> <p>Employment *4.3.1 Interpret safety signs found in the workplace</p>	<p>Health: Locate a specific area of a hospital (e.g., emergency, maternity ward) by interpreting signs and directories</p> <p>Cultural Awareness: Demonstrate knowledge of the American culture (e.g., identify and interpret American National holidays, explain patriotic symbols)</p> <p>Safety: Interpret simple literature pertaining to home safety in order to prevent unnecessary accidents</p>	<p>Health *3.1.2</p> <p>3.3.1 NNLC Curriculum Binder, lesson 47, page 162</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>Employment *4.3.1</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read basic labels, words & signs with one word or symbol (e.g., restroom signs)</p>	<p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures</p>		<p>4.4.3</p>
<p>Read words for describing parts of the body & for general symptoms of illness</p>	<p>Health 3.1.1 Describe symptoms of illness, including identifying parts of the body</p>	<p>Health: Access and interact with healthcare providers in the community (e.g., correlate pictures with word labels of body parts associated with common illnesses such as head/headache, stomach/stomachache, tooth/toothache)</p>	<p>Health 3.1.1 NNLC Curriculum Binder, lesson 42, page 147 NNLC Curriculum Binder, lesson 43, page 152 NNLC Curriculum Binder, lesson 45, page 158 NNLC Pronunciation Binder, level 1, lesson 37, page 81 NNLC Pronunciation Binder, level 1, lesson 38, page 83</p>

ESL Low Beginning – Listening/Speaking:

<p>NRS Level 2 CASAS Level A CASAS Scale Score Range 181 - 190</p> <p><u>CASAS Skill Level Descriptors:</u> Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>CASAS Tests: Life Skills 51, 52 (listening test)</p>	<p>Related EFF Standards to all Speaking/Listening Content Standards:</p> <ul style="list-style-type: none"> • Speak up so others can understand • Listen attentively • Communicate in interpersonal interactions <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will demonstrate simple oral communication skills using basic learned words, phrases and sentences in response to situations related to their immediate needs. Upon exiting the low beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EI Civics Objectives	Program Instructional Resources:
<p>Demonstrate understanding of high-frequency commands and expressions of courtesy</p>	<p>Basic Communication *0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)</p>	<p>Emergencies: Demonstrate skills and knowledge needed to interact with emergency services (e.g., respond to emergency commands such as earthquake! fire! walk, don't run!, exit the building!)</p> <p>Cultural Awareness: Support cultural diversity (e.g., interpret various cultures expressions of courtesy)</p>	<p>Basic Communication *0.1.2 NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 51, page 178</p> <p>NNLC Pronunciation Binder, level 1, lesson 43, page 93</p> <p>NNLC Pronunciation Binder, level 1, lesson 44, page 95</p> <p>NNLC Pronunciation Binder, level 1, lesson 45, page 97</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Demonstrate understanding of high-frequency commands and expressions of courtesy</p>	<p>*0.1.4 Identify or use appropriate language in general social situations</p> <p>*0.1.6 Clarify or request clarification</p>		<p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 55, page 168</p> <p>*0.1.4 NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>*0.1.6</p>
<p>Give & respond to simple questions about personal information (e.g., name, address, phone number)</p>	<p>Basic Communication *0.1.4 Identify or use appropriate language in general social situations</p> <p>*0.2.1 Respond appropriately to common personal information questions</p>	<p>Cultural Awareness: Support cultural diversity (e.g., interview classmates)</p> <p>American School System: Involve parents in their child (children’s) education</p>	<p>Basic Communication *0.1.4 NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>*0.2.1 NNLC Curriculum Binder, lesson 12, page 49</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Give & respond to simple questions about personal information (e.g., name, address, phone number)</p>		<p>Health: Demonstrate communication skills to request information and ask for assistance from a health care provider</p> <p>Identify appropriate reasons and procedures when accessing emergency services (e.g., role-play a 911 call and answer questions about common medical emergencies, identify when to call 911 verses when to call a hospital, a clinic, etc.)</p>	<p>NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p> <p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Give & respond to simple questions about personal information (e.g., name, address, phone number)</p>	<p>Community Resources *2.1.8 Use the telephone to make and receive routine personal & business calls</p>		<p>Community Resources *2.1.8 NNLC Curriculum Binder, lesson 57, page 196</p>
<p>Interpret, describe, and respond to medical situations</p>	<p>Community Resources *2.1.2 Identify emergency numbers and place emergency calls</p> <p>*2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages</p> <p>Health *3.1.1 Describe symptoms of illness, including identifying parts of the body</p>	<p>Health: Interact with healthcare providers by demonstrating oral communication skills to request information, ask for assistance, and answer common medical questions</p> <p>Identify appropriate reasons and procedures when accessing emergency services (e.g., role-play a 911 call and answer questions about common medical emergencies, identify when to call 911 verses when to call a hospital, a clinic, etc.)</p>	<p>Community Resources *2.1.2 NNLC Curriculum Binder, lesson 55, page 192</p> <p>NNLC Curriculum Binder, lesson 57, page 196</p> <p>*2.1.7 NNLC Curriculum Binder, lesson 55, page 192</p> <p>NNLC Curriculum Binder, lesson 57, page 196</p> <p>Health *3.1.1 NNLC Curriculum Binder, lesson 42, page 147</p> <p>NNLC Curriculum Binder, lesson 43, page 152</p> <p>NNLC Curriculum Binder, lesson 45, page 158</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Interpret, describe, and respond to medical situations</p>	<p>*3.1.2 Identify information necessary to make or keep medical and dental appointments</p> <p>*3.5.4 Identify practices that promote dental health</p>		<p>NNLC Pronunciation Binder, level 1, lesson 37, page 81</p> <p>NNLC Pronunciation Binder, level 1, lesson 38, page 83</p> <p>*3.1.2</p> <p>*3.5.4</p>
<p>Articulate time, weather and currency</p>	<p>Basic Communication *1.1.6 Count, convert, and use coins and currency</p> <p>Community Resources *2.3.1 Interpret clock time</p> <p>*2.3.2 Identify months and days</p>		<p>Basic Communication 1.1.6 NNLC Curriculum Binder, lesson 24, page 91</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>Community Resources *2.3.1 NNLC Curriculum Binder, lesson 8, page 35</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Articulate time, weather and currency</p>	<p>*2.3.3 Interpret information about weather conditions</p>		<p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.3 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Curriculum Binder, lesson 49, page 170</p> <p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p>
<p>Comprehend and articulate simple directions and instructions</p>	<p>Basic Communication *1.3.7 Interpret information or directions to locate merchandise</p> <p>Community Resources *2.2.1 Ask for, give, follow, or clarify directions</p>		<p>Basic Communication *1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>Community Resources *2.2.1 NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Comprehend and articulate simple directions and instructions</p>	<p>*2.5.4 Read, interpret, and follow directions found on public signs and building directories</p> <p>Health *3.1.2 Identify information necessary to make or keep medical and dental appointments</p> <p>Employment *4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism</p>		<p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>*2.5.4 NNLC Curriculum Binder, lesson 36, page 130</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>Health *3.1.2</p> <p>Employment *4.6.1</p>
<p>Ask simple questions, give simple responses, and articulate using basic vocabulary in social situations</p>	<p>Community Resources *2.6.1 Interpret information about recreational and entertainment facilities & activities</p>	<p>Cultural Awareness: Support cultural diversity (e.g., articulate simple, common personal information about self and family members such as “My name is...”, “I come from...”, “I have three brothers and two sisters,” describe places</p>	<p>Community Resources *2.6.1 NNLC Curriculum Binder, lesson 53, page 186</p> <p>NNLC Curriculum Binder, lesson 54, page 189</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable El Civics Objectives	Program Instructional Resources:
<p>Continued: Ask simple questions, give simple responses, and articulate using basic vocabulary in social situations</p>	<p>*2.6.4 Interpret & order from restaurant & fast food menus, and compute related costs</p>	<p>and events that summate personal background, interview classmates to find out information about their community)</p> <p>American School System: State basic school information including school name, address, grade of child, and name of teacher</p> <p>Ask and answer basic questions about their child’s school schedule</p> <p>Ask and respond to common questions about American holidays (e.g., When is Thanksgiving?)</p>	<p>NNLC Pronunciation Binder, level 2, lesson 59, page 190</p> <p>*2.6.4</p>
<p>Interpret work-related vocabulary and procedures for getting a job</p>	<p>Employment *4.1.2 Follow procedures for applying for a job, including interpreting & completing job applications, resumes, & letters of application</p> <p>*4.1.6 Interpret general work vocabulary</p>	<p>Employment: Identify local employment services in the community</p> <p>Interpret oral information given about prospective jobs in the community</p> <p>Role-play responding to a job that advertises “apply in person”</p>	<p>Employment *4.1.2 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*4.1.6 NNLC Curriculum Binder, lesson 19, page 74</p>

ESL Low Beginning – Writing:

<p>NRS Level 2 CASAS Level A CASAS Scale Score 136 - 145</p> <p><u>CASAS Skill Level Descriptors:</u> Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information</p>	<p>*CASAS Tests: Functional Writing Assessment Forms 410-411 (form tasks)</p> <p>Forms 460-463 (picture tasks)</p> <p>Forms 464-466 (workplace picture tasks)</p> <p>Form 450 (letter task)</p> <p>Forms 440-441 (Level A Note Task)</p> <p>Forms 430-431 (Level A Inventory Task)</p> <p>*The above are all the FWA assessments available and they can be used with all levels, with the exception of the Level A note and inventory tasks listed.</p>	<p>Related EFF Standards to all Writing Content Standards:</p> <ul style="list-style-type: none"> • Convey ideas in writing • Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will write letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Upon exiting the low beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Write name, address, phone number, date, and simple sentences based on previously learned vocabulary & structures using capitalization & punctuation correctly</p>	<p>Basic Communication *0.2.2 Complete a personal information form</p> <p>*0.2.3 Interpret or write a personal note, invitation, or letter</p> <p>Community Resources *2.4.1 Addresses letters and envelopes</p>	<p>Cultural Awareness: Support cultural diversity (e.g., write simple descriptive sentences about self to share with classmates)</p> <p>Employment: Access employment opportunities (e.g., fill out a simple job application)</p> <p>Health: Access healthcare services (e.g., fill out a simple medical form)</p> <p>American School System: Access various schools of interest (e.g., fill out a simple school registration form)</p>	<p>Basic Communication *0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*0.2.3</p> <p>Community Resources *2.4.1 NNLC Curriculum Binder, lesson 41, page 143</p>
<p>Copy lists of familiar words (e.g., telephone numbers, shopping lists)</p>	<p>Consumer Economics *1.3.8 Identify common food items</p>	<p>Consumer Economics Identify basic housing issues (e.g., copy a list of simplified wording of renters rights and responsibilities)</p>	<p>Consumer Economics *1.3.8 NNLC Pronunciation Binder, level 1, lesson 46, page 99</p> <p>NNLC Pronunciation Binder, level 1, lesson 47, page 101</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Copy lists of familiar words (e.g., telephone numbers, shopping lists)</p>	<p>Community Resources *2.1.7 Take & interpret telephone messages, leave messages on answering machines, & interpret recorded messages</p> <p>*2.1.8 Use the telephone to make and receive routine personal & business calls</p>	<p>Community Resources: Identify various community services (e.g., copy a list of community services and their telephone numbers)</p> <p>Health: Copy a list of basic communicable diseases</p> <p>Cultural Awareness: Demonstrate awareness of American culture (e.g., copy a list of major American holidays)</p> <p>American Government & Law: Demonstrate basic awareness of political leaders, offices, and their locations in the U.S. (e.g., copy the names of the U.S. President, Governor of Nevada, and local city mayor, copy a list of local, state and government offices)</p>	<p>NNLC Pronunciation Binder, level 1, lesson 48, page 103</p> <p>NNLC Pronunciation Binder, level 1, lesson 50, page 107</p> <p>Community Resources *2.1.7 NNLC Curriculum Binder, lesson 55, page 192</p> <p>NNLC Curriculum Binder, lesson 57, page 196</p> <p>*2.1.8 NNLC Curriculum Binder, lesson 57, page 196</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Fill out simple job applications on paper & on-line</p>	<p>Employment: *4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application</p> <p>*4.5.2 Demonstrate simple keyboarding skills</p>		<p>Employment: *4.1.2 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*4.5.2</p>

ESL Low Beginning – Supporting Grammar:

<p>NRS Level 2 CASAS Level A CASAS Scale Score Range 181 - 190</p>	<p>CASAS Tests: *Currently there are no CASAS assessments that test grammar</p>	<p>Related EFF Standards to all Grammar Content Standards:</p> <ul style="list-style-type: none"> • Speak so others can understand • Solve problems and make decisions • Guide others • Convey ideas in writing
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STANDARD: The student will use simple grammatical structures and patterns (see sample indicators). Upon exiting the low beginning level, the student will be able to demonstrate:

ESL Indicators	Program Instructional Resources
Subject pronouns	NNLC Curriculum Lesson # 5 Page # 18 NNLC Pronunciation Level 2 Lesson # 37 Page # 90
Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense	NNLC Curriculum Lesson # 52 Page # 182 NNLC Curriculum Lesson # 25 Page # 93 NNLC Pronunciation Level 2 Lesson # 58 Page #186
Possessive and subject pronouns	NNLC Curriculum Lesson # 5 Page # 18 NNLC Curriculum Lesson # 7 Page # 30 NNLC Pronunciation Level 2 Lesson # 39 Page #102
Command of verbs in the imperative form (e.g., give, take, put, look)	NNLC Curriculum Lesson # 36 Page # 130 NNLC Curriculum Lesson # 44 Page # 154 NNLC Pronunciation Level 2 Lesson # 42 Page #118
Simple Yes/No questions (e.g.,	Simple Yes/No questions should be used through out most of the lessons in the NNLC Curriculum Guide & the NNLC Pronunciation Guides (Levels 1 & 2)

ESL Indicators	Program Instructional Resources
Command of the verb <i>to be</i> in the present tense and in the affirmative, negative and interrogative forms	NNLC Curriculum Lesson # 12 Page # 49 NNLC Curriculum Lesson # 13 Page # 55 NNLC Curriculum Lesson # 42 Page # 147 NNLC Curriculum Lesson # 46 Page #160 NNLC Pronunciation Level 2 Lesson # 41 Page #112 NNLC Pronunciation Level 2 Lesson # 42 Page #118
Affirmative and Negative statements w/ the verbs “be” and “do”	NNLC Curriculum Lesson # 12 Page # 49 NNLC Curriculum Lesson # 13 Page # 55 NNLC Curriculum Lesson # 42 Page # 147 NNLC Curriculum Lesson # 46 Page #160 NNLC Pronunciation Level 2 Lesson # 41 Page #112 NNLC Pronunciation Level 2 Lesson # 42 Page #118
Singular/plural (e.g., nouns, this/these)	NNLC Curriculum Lesson # 1 Page # 1 NNLC Curriculum Lesson # 2 Page # 5 NNLC Curriculum Lesson # 3 Page # 11 NNLC Pronunciation Level 2 Lesson # 33 Page # 73 NNLC Pronunciation Level 2 Lesson # 34 Page # 77 NNLC Pronunciation Level 2 Lesson # 35 Page # 83
Articles – “the, a/an”	NNLC Curriculum Lesson # 2 Page # 5 NNLC Pronunciation Level 2 Lesson #34 Page # 77
Simple structures – “It’s + day” or “It’s + time” or “It’s \$5.00.”	NNLC Curriculum Lesson # 5 Page # 18

ESL HIGH BEGINNING READING, LISTENING/SPEAKING, WRITING, CIVICS AND SUPPORTING GRAMMAR

ESL High Beginning - Reading:

<p>NRS Level 3 CASAS Level A CASAS Scale Score Range 191 - 200</p> <p><u>CASAS Skill Level Descriptors:</u> Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p>	<p>CASAS Appraisals: ESL Appraisal, Form 20</p> <p>CASAS Pre/Post Tests: ECS: 11, 12</p> <p>Life/Work: 81, 82, 81X, 82X</p> <p>Reading for Citizenship Series, Forms 951R, 952R, 951RX, 952RX</p>	<p>Related EFF Standards to all Reading Content Standards:</p> <ul style="list-style-type: none"> • Read with understanding • Reflect and evaluate • Learn through research • Use information and communications technology <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will read and comprehend general meaning of basic text using visual clues and prior knowledge and be able to determine the meaning of new words encountered for a variety of purposes. Upon exiting the high beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Read materials related to daily routines such as signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home, at community facilities, and for basic services (e.g., product names, simple computer commands and simple warnings</p>	<p>Basic Communication 0.2.2 Complete a personal information form</p> <p>Consumer Economics *1.1.5 Interpret temperatures</p> <p>1.2.1 Use the metric system</p>	<p>Consumer Economics Describe methods and procedures to obtain housing and related services including low-cost community housing</p> <p>Interpret print related to driving in all types of weather conditions (e.g., newspaper, information bar at the bottom of the TV screen)</p> <p>American School System: Involve parents in their child’s (children’s) education</p> <p>Access local educational services (e.g., community colleges, trade schools)</p>	<p>Basic Communication 0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics *1.1.5 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p> <p>1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read materials related to daily routines such as signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home, at community facilities, and for basic services (e.g., product names, simple computer commands and simple warnings</p>	<p>1.3.4 Use catalogs, order forms, and related information o purchase goods and services</p> <p>1.3.5 Use coupons to purchase goods and services</p> <p>1.3.7 Interpret information or directions to locate merchandise</p> <p>1.3.8 Identify common food items</p>	<p>Safety: Read and interpret simplified literature pertaining to home safety</p>	<p>1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.5 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.3.8 NNLC Pronunciation Binder, level 1, lesson 46, page 99</p> <p>NNLC Pronunciation Binder, level 1, lesson 47, page 101</p> <p>NNLC Pronunciation Binder, level 1, lesson 48, page 103</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read materials related to daily routines such as public signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home and on community facilities and for basic services along with product names, simple computer commands and simple warnings</p>	<p>1.3.9 Identify common articles of clothing</p> <p>1.6.1 Interpret food packaging labels</p> <p>1.7.2 Interpret clothing care labels</p> <p>1.9.1 Interpret highway and traffic signs</p>		<p>NNLC Pronunciation Binder, level 1, lesson 50, page 107</p> <p>1.3.9 NNLC Pronunciation Binder, level 1, lesson 41, page 89</p> <p>NNLC Pronunciation Binder, level 1, lesson 42, page 91</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>1.7.2</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read materials related to daily routines such as public signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home and on community facilities and for basic services along with product names, simple computer commands and simple warnings</p>	<p>1.9.4 Interpret maps related to driving</p> <p>Community Resources *2.1.1 Use the telephone directory and related publications to locate information</p> <p>2.1.6 Interpret information about using a pay telephone</p> <p>*2.2.2 Recognize and use signs related to transportation</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>2.6.2 Locate information in TV, movies and other recreational listings</p> <p>*2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs</p>	<p>Community Resources: Access and use local community services (e.g., ATM machine, Public building directories and maps)</p>	<p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p> <p>Community Resources *2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p> <p>2.1.6</p> <p>*2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.6.2</p> <p>2.6.4</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read materials related to daily routines such as public signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home and on community facilities and for basic services along with product names, simple computer commands and simple warnings</p>	<p>Health: 3.2.1 Fill out medical health history forms</p> <p>3.2.2 Interpret immunization requirements</p> <p>3.3.2 Interpret medicine labels</p> <p>*3.4.1 Interpret product label directions and safety warnings</p> <p>3.4.3 Interpret procedures for simple first aid</p> <p>3.5.1 Interpret nutritional and related information listed on food labels</p>	<p>Health: Interpret environmental print on common communicable diseases (e.g., flu, measles, chicken pox, mumps) for purposes of reporting to schools, daycare, work, and healthcare providers</p>	<p>Health: 3.2.1 NNLC Curriculum Binder, lesson 44, page 154</p> <p>3.2.2</p> <p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>*3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.4.3</p> <p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Read materials related to daily routines such as public signs, maps, grocery lists, forms, schedules, diagrams, directions, recipes, menus, clothing, and can recognize common forms of environmental print found in the home and on community facilities and for basic services along with product names, simple computer commands and simple warnings</p>	<p>Employment 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security</p> <p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.3.1 Interpret workplace safety signs</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p>Learning to Learn 7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contexts</p>	<p>Employment: Interpret materials for obtaining and retaining a job (e.g., interpret simple job ads, interpret a pay stub for accuracy, interpret simple work-related messages)</p> <p>American Government & Law: Identify and access legal aid (e.g., read yellow pages to find out where to get legal advice, find a lawyer, etc.)</p>	<p>Employment 4.1.1 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*4.2.1</p> <p>*4.3.1</p> <p>4.4.3</p> <p>Learning to Learn 7.4.5</p> <p>7.4.6</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Recognize sound/symbol correspondence</p>	<p>Basic Communication 0.2.2 Complete a personal information form</p> <p>Consumer Economics 1.2.1 Use the metric system</p> <p>1.3.4 Use catalogs, order forms, and related information to purchase goods and services</p> <p>1.3.5 Use coupons to purchase goods and services</p>	<p>Cultural Awareness: Support cultural diversity (e.g., read and interpret simple stories about different cultures)</p> <p>Consumer Economics Describe methods and procedures to obtain housing and related services including low-cost community housing</p> <p>American School System: Involve parents in their child’s (children’s) education (e.g., interpret simple notices from school, interpret a report card, interpret simple stories about major American holidays)</p> <p>Emergencies: Interpret medical emergency instructions</p>	<p>Basic Communication 0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics 1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.5 NNLC Curriculum Binder, lesson 29, page 110</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize sound/symbol correspondence</p>	<p>1.3.7 Interpret information or directions to locate merchandise</p> <p>1.3.8 Identify common food items</p> <p>1.3.9 Identify common articles of clothing</p>	<p>American History: Demonstrate awareness of major historical events that happened in U.S. history (e.g., interpret simple literature on major historical events and famous historical figures)</p>	<p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.3.8 NNLC Pronunciation Binder, level 1, lesson 46, page 99</p> <p>NNLC Pronunciation Binder, level 1, lesson 47, page 101</p> <p>NNLC Pronunciation Binder, level 1, lesson 48, page 103</p> <p>NNLC Pronunciation Binder, level 1, lesson 50, page 107</p> <p>1.3.9 NNLC Pronunciation Binder, level 1, lesson 41, page 89</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize sound/symbol correspondence</p>	<p>1.6.1 Interpret food packaging labels</p> <p>1..7.2 Interpret clothing care labels</p> <p>1..9.1 Interpret highway and traffic signs</p> <p>1.9.4 Interpret maps related to driving</p>		<p>NNLC Pronunciation Binder, level 1, lesson 42, page 91</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>1.7.2</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p> <p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize sound/symbol correspondence</p>	<p>Community Resources 2.1.1 Use the telephone directory and related publications to locate information</p> <p>2.1.6 Interpret information about using a pay telephone</p> <p>*2.2.2 Recognize and use signs related to transportation</p> <p>2.2.4 Interpret transportation schedules and fares</p> <p>2..6.2 Locate information in TV, movies and other recreational listings</p> <p>2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs</p> <p>Health: 3.2.1 Fill out medical health history forms</p> <p>3.2.2 Interpret immunization requirements</p>	<p>Community Resources Interpret print related to driving in all types of weather conditions (e.g., newspaper, information bar at the bottom of the TV screen)</p>	<p>Community Resources 2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p> <p>2.1.6</p> <p>*2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.6.2</p> <p>2.6.4</p> <p>Health: 3.2.1 NNLC Curriculum Binder, lesson 44, page 154</p> <p>3.2.2</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize sound/symbol correspondence</p>	<p>3.3.2 Interpret medicine labels</p> <p>3.4.1 Interpret product label directions and safety warnings</p> <p>3.4.3 Interpret procedures for simple first aid</p> <p>3.5.1 Interpret nutritional and related information listed on food labels</p> <p>Employment *4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security</p>	<p>Employment Interpret printed materials related to obtaining and retaining a job</p>	<p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.4.3</p> <p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>Employment *4.1.1 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize sound/symbol correspondence</p>	<p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.3.1 Interpret safety signs found in the workplace</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p>Learning to Learn 7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contexts</p>		<p>*4.2.1</p> <p>*4.3.1</p> <p>4.4.3</p> <p>Learning to Learn 7.4.5</p> <p>7.4.6</p>
<p>Use alphabetical order: lists, phone books, index, glossary, dictionary, catalogs</p>	<p>Consumer Economics 1.3.4 Use catalogs, order forms, and related information o purchase goods and services</p> <p>Community Resources *2.1.1 Use the telephone directory and related publications to locate information</p>	<p>American History: Demonstrate awareness of major historical events that took place in U.S. history (e.g., list major American historical events in chronological order)</p> <p>Community Resources: List local community resources in alphabetical order</p>	<p>Consumer Economics 1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>Community Resources *2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use alphabetical order: lists, phone books, index, glossary, dictionary, catalogs</p>	<p>Learning to Learn 7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contents</p>	<p>American School System: Locate educational agencies in the phone book (e.g., daycare, elementary schools, high schools, colleges)</p> <p>List American holidays with corresponding dates in chronological order</p>	<p>Learning to Learn 7.4.5</p> <p>7.4.6</p>
<p>Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>Basic Communication 0.2.2 Complete a personal information form</p> <p>Consumer Economics 1.2.1 Use the metric system</p>	<p>Cultural Awareness: Support cultural diversity (e.g., read and interpret simple stories about different cultures)</p> <p>Consumer Economics Describe methods and procedures to obtain housing and related services including low-cost community housing</p>	<p>Basic Communication 0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics 1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>1.3.4 Use catalogs, order forms, and related information to purchase goods and services</p> <p>1.3.5 Use coupons to purchase goods and services</p> <p>1.3.7 Interpret information or directions to locate merchandise</p> <p>1.3.8 Identify common food items</p>	<p>American School System: Involve parents in their child’s (children’s) education (e.g., interpret simple notices from school, interpret a report card, interpret simple stories about major American holidays)</p> <p>Emergencies: Interpret medical emergency instructions</p> <p>American History: Demonstrate awareness of major historical events that happened in U.S. history (e.g., interpret simple literature on major historical events and famous historical figures)</p>	<p>1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.5 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.3.8 NNLC Pronunciation Binder, level 1, lesson 46, page 99</p> <p>NNLC Pronunciation Binder, level 1, lesson 47, page 101</p> <p>NNLC Pronunciation Binder, level 1, lesson 48, page 103</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>1.3.9 Identify common articles of clothing</p> <p>1.6.1 Interpret food packaging labels</p> <p>1.7.2 Interpret clothing care labels</p> <p>1.9.1 Interpret highway and traffic signs</p>		<p>NNLC Pronunciation Binder, level 1, lesson 50, page 107</p> <p>1.3.9 NNLC Pronunciation Binder, level 1, lesson 41, page 89</p> <p>NNLC Pronunciation Binder, level 1, lesson 42, page 91</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>1.7.2</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>1.9.4 Interpret maps related to driving</p> <p>Community Resources *2.1.1 Use the telephone directory and related publications to locate information</p> <p>2.1.6 Interpret information about using a pay telephone</p> <p>*2.2.2 Recognize and use signs related to transportation</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>2.6.2 Locate information in TV, movies and other recreational listings</p> <p>2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs</p>	<p>Community Resources Interpret print related to driving in all types of weather conditions (e.g., newspaper, information bar at the bottom of the TV screen)</p>	<p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p> <p>Community Resources *2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p> <p>2.1.6</p> <p>*2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.6.2</p> <p>2.6.4</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>Health: 3.2.1 Fill out medical health history forms 3.2.2 Interpret immunization requirements 3.3.2 Interpret medicine labels *3.4.1 Interpret product label directions and safety warnings 3.4.3 Interpret procedures for simple first aid 3.5.1 Interpret nutritional and related information listed on food labels</p>		<p>Health: 3.2.1 NNLC Curriculum Binder, lesson 44, page 154 3.2.2 3.3.2 NNLC Curriculum Binder, lesson 23, page 88 NNLC Curriculum Binder, lesson 47, page 162 *3.4.1 NNLC Curriculum Binder, lesson 23, page 88 NNLC Curriculum Binder, lesson 37, page 132 NNLC Pronunciation Binder, level 2, lesson 48, page 141 3.4.3 3.5.1 NNLC Curriculum Binder, lesson 23, page 88 NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use basic word analysis to determine the meaning of new words in simple material in familiar contexts and constructs limited meanings from simple print materials on familiar topics with repeated reading and checking</p>	<p>Employment 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security</p> <p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.3.1 Interpret safety signs found in the workplace</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p>Learning to Learn 7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contents</p>	<p>Employment Interpret printed materials related to obtaining and retaining a job</p>	<p>Employment 4.1.1 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*4.2.1</p> <p>*4.3.1</p> <p>4.4.3</p> <p>Learning to Learn 7.4.5</p> <p>7.4.6</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Recognize basic abbreviations, and at upper end, in simple, authentic materials (e.g., ads, forms, signs)</p>	<p>Consumer Economics 1.1.1 Interpret recipes 1.1.2 Use the metric system 1.1.3 Interpret maps and graphs 1.1.4 Select, compute or interpret appropriate standard measurement for length, width, area, volume, height, or weight 1.1.5 *Interpret temperatures</p>	<p>Consumer Economics Interpret methods and procedures for obtaining housing and related services including low-cost community housing (e.g., interpret meanings of abbreviations commonly found in housing ads) American Government & Law: Recognize governmental abbreviations such as U.S., Pres., Gov., Sen.)</p>	<p>Consumer Economics 1.1.1 1.1.2 1.1.3 NNLC Curriculum Binder, lesson 20, page 76 NNLC Curriculum Binder, lesson 38, page 135 NNLC Pronunciation Binder, level 2, lesson 46, page 135 NNLC Pronunciation Binder, level 2, lesson 54, page 166 1.1.4 NNLC Curriculum Binder, lesson 20, page 76 NNLC Curriculum Binder, lesson 21, page 79 NNLC Pronunciation Binder, level 2, lesson 46, page 135 *1.1.5 NNLC Curriculum Binder, lesson 48, page 166 NNLC Pronunciation Binder, level 2, lesson 56, page 175</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize basic abbreviations, and at upper end, in simple, authentic materials (e.g., ads, forms, signs)</p>	<p>*1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)</p> <p>1.6.1 Interpret food packaging labels</p> <p>1.9.1 Interpret highway and traffic signs</p> <p>1.9.4 Interpret maps related to driving</p>		<p>*1.1.6 NNLC Curriculum Binder, lesson 24, page 91</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.9.1 NNLC Curriculum Binder, lesson 37, page 132</p> <p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize basic abbreviations, and at upper end, in simple, authentic materials (e.g., ads, forms, signs)</p>	<p>Community Resources *2.2.2 Recognize and use signs related to transportation</p> <p>2.2.3 Use maps relating to travel needs</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>*2.3.1 Interpret clock time</p> <p>*2.3.2 Identify the months of the year and days of the week</p> <p>*2.5.4 Read, interpret, and follow directions found on public signs and building directories</p>	<p>Community Resources: Interpret abbreviations found in the community</p>	<p>Community Resources *2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.2.3 NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.3.1 NNLC Curriculum Binder, lesson 8, page 35</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.5.4 NNLC Curriculum Binder, lesson 36, page 130</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize basic abbreviations, and at upper end, in simple, authentic materials (e.g., ads, forms, signs)</p>	<p>Health *3.3.1 Identify and use necessary medicines</p> <p>3.3.2 Interpret medicine labels</p> <p>*3.4.1 Interpret product label directions and safety warnings</p>		<p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>Health *3.3.1 NNLC Curriculum Binder, lesson 47, page 162</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>*3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Recognize basic abbreviations, and at upper end, in simple, authentic materials (e.g., ads, forms, signs)</p>	<p>3.5.1 Interpret nutritional and related information listed on food labels</p> <p>Employment *4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</p> <p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>*4.3.1 Interpret safety signs found in the workplace</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p>	<p>Employment: Interpret methods and procedures for obtaining and retaining a job</p>	<p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>Employment *4.1.3</p> <p>*4.2.1</p> <p>*4.3.1</p> <p>4.4.3</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Scan simple authentic documents to find specific information</p>	<p>Consumer Economics 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services</p> <p>1.2.2 Compare price or quality to determine the best buys for goods and services</p>	<p>Cultural Awareness: Support cultural diversity (e.g., scan stories of different cultures to compare similarities and differences, scan stories to find the meanings of American holidays)</p> <p>American School System: Access schools for personal goal attainment (e.g., scan printed materials of various educational agencies for specific information)</p> <p>Safety: Describe methods and procedures to interact appropriately with medical emergency services (e.g., scan simple safety and medical emergency materials for specific information, such as finding out when to call 911 and ways to promote home safety)</p> <p>American History: Identify the major historical events in American history</p>	<p>Consumer Economics 1.2.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>1.2.2 NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Curriculum Binder, lesson 27, page 100</p> <p>NNLC Curriculum Binder, lesson 28, page 107</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan simple authentic documents to find specific information</p>	<p>1.3.4 Use catalogs, order forms, and related information to purchase goods and services</p> <p>1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information</p> <p>1.5.3 Interpret bills</p> <p>1.6.1 Interpret food packaging labels</p> <p>1.9.4 Interpret maps related to driving</p>	<p>American Government & Law: Access legal aid through printed material (e.g., phone book)</p>	<p>1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.4.2</p> <p>1.5.3 NNLC Curriculum Binder, lesson 30, page 113</p> <p>1.6.1 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 1, lesson 49, page 105</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan simple authentic documents to find specific information</p>	<p>Community Resources *2.1.1. Use the telephone directory and related publications to locate information</p> <p>2.1.4 Interpret telephone billings</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>2.2.5 Use maps related to travel needs</p> <p>2.3.3 Interpret information about weather conditions</p>		<p>Community Resources *2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p> <p>2.1.4</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.2.5 NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>2.3.3 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Curriculum Binder, lesson 49, page 170</p> <p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan simple authentic documents to find specific information</p>	<p>*2.5.4 Read, interpret, and follow directions found on public signs and building directories</p> <p>2.6.2 Locate information in TV, movie, and other recreational listings</p> <p>Health 3.5.1 information listed on food labels</p> <p>Employment *4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</p> <p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p>		<p>*2.5.4 NNLC Curriculum Binder, lesson 36, page 130</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>2.6.2</p> <p>Health 3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>Employment *4.1.3</p> <p>*4.2.1</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan simple authentic documents to find specific information</p>	<p>4.2.4 Interpret employee handbooks, personnel policies, and job manuals</p> <p>Learning to Learn 7.2.1 Identify and paraphrase pertinent information</p> <p>7.2.3 Make comparisons, differentiating among sorting and classifying items, information, or ideas</p> <p>7.4.5 Use reference materials, such as dictionaries and encyclopedias</p> <p>7.4.6 Use indexes and tables of contents</p>		<p>4.2.4</p> <p>Learning to Learn 7.2.1</p> <p>7.2.3</p> <p>7.4.5</p> <p>7.4.6</p>
<p>Scan for numerical information</p>	<p>Consumer Economics *1.1.5 Interpret temperatures</p> <p>1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)</p>		<p>Consumer Economics *1.1.5 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p> <p>1.1.6 NNLC Curriculum Binder, lesson 24, page 91 NNLC Pronunciation Binder, level 2, lesson 49, page 144</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan for numerical information</p>	<p>1.2.2 Compare price or quality to determine the best buys for goods and services</p> <p>1.3.5 Use coupons to purchase goods and services</p> <p>1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information</p> <p>1.5.3 Interpret bills</p>		<p>1.2.2 NNLC Curriculum Binder, lesson 26, page 96</p> <p>NNLC Curriculum Binder, lesson 27, page 100</p> <p>NNLC Curriculum Binder, lesson 28, page 107</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.5 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.4.2</p> <p>1.5.3 NNLC Curriculum Binder, lesson 30, page 113</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan for numerical information</p>	<p>1.8.1 Demonstrate the use of checking and savings accounts, including using an ATM</p> <p>Community Resources *2.1.1 Use the telephone directory and related publications to locate information</p> <p>2.1.4 Interpret telephone billings</p> <p>*2.2.2 Recognize and use signs related to transportation</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>2.2.5 Use maps relating to travel needs</p>	<p>Community Resources: Access printed material to locate government agencies (e.g., locate addresses and phone numbers for specific community resources such as temporary housing/shelter, immigration services, healthcare clinics, local government agencies)</p>	<p>1.8.1 NNLC Curriculum Binder, lesson 31, page 115</p> <p>NNLC Curriculum Binder, lesson 32, page 117</p> <p>Community Resources *2.1.1 NNLC Curriculum Binder, lesson 56, page 194</p> <p>2.1.4</p> <p>*2.2.2 NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>2.2.5 NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan for numerical information</p>	<p>*2.3.1 Interpret clock time</p> <p>*2.3.2 Identify months of the year and days of the week</p> <p>2.6.1 Interpret information about recreational and entertainment facilities and activities</p> <p>2.6.2 Locate information in TV, movie, and other recreational; listings</p> <p>2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs</p>		<p>*2.3.1 NNLC Curriculum Binder, lesson 8, page 35</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>2.6.1 NNLC Curriculum Binder, lesson 53, page 186</p> <p>NNLC Curriculum Binder, lesson 54, page 189</p> <p>NNLC Pronunciation Binder, level 2, lesson 59, page 190</p> <p>2.6.2</p> <p>2.6.4</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan for numerical information</p>	<p>Health 3.2.4 Ask for clarification about medical bills</p> <p>*3.3.1 Identify and use necessary medications</p> <p>3.3.2 Interpret medicine labels</p> <p>*3.4.1 Interpret product label directions and safety warnings</p> <p>3.5.1 Interpret nutritional and related information listed on food labels</p>	<p>Health Locate and access healthcare and services in the community through the phonebook</p>	<p>Health 3.2.4</p> <p>*3.3.1 NNLC Curriculum Binder, lesson 47, page 162</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>*3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>*3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.5.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Scan for numerical information</p>	<p>Employment *4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</p> <p>*4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms</p> <p>4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.</p> <p>Computation 6.7.1 Interpret data given in a line graph (see also 1.1.3)</p> <p>6.7.2 Interpret data given in a bar graph (see also 1.1.3)</p> <p>6.7.3 Interpret data given in a picture graph</p> <p>6.7.4 Interpret data given in a circle graph (see also 1.1.3)</p> <p>6.7.5 Compute averages, medians, or modes (see also 1.1.8)</p>	<p>Employment Scan related materials for obtaining and retaining a job</p>	<p>Employment *4.1.3</p> <p>*4.2.1</p> <p>4.4.3</p> <p>Computation 6.7.1</p> <p>6.7.2</p> <p>6.7.3</p> <p>6.7.4</p> <p>6.7.5</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Follow simple instructions or directions</p>	<p>Basic Communication 0.2.2 Complete a personal information form</p> <p>Consumer Economics 1.3.4 Use catalogs, order forms, and related information to purchase goods and services</p> <p>1.3.7 Interpret information or directions to locate merchandise</p> <p>1.7.2 Interpret clothing care labels</p> <p>1.7.3 Interpret operating instructions, directions, or labels for consumer products</p>	<p>Consumer Economics Access appropriate housing (e.g., follow instructions on how to obtain housing and related services including low-cost community housing)</p>	<p>Basic Communication 0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>Consumer Economics 1.3.4 NNLC Curriculum Binder, lesson 29, page 110</p> <p>NNLC Pronunciation Binder, level 2, lesson 52, page 159</p> <p>1.3.7 NNLC Curriculum Binder, lesson 22, page 84</p> <p>NNLC Curriculum Binder, lesson 35, page 126</p> <p>NNLC Pronunciation Binder, level 2, lesson 47, page 138</p> <p>1.7.2</p> <p>1.7.3 NNLC Curriculum Binder, lesson 37, page 132</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Follow simple instructions or directions</p>	<p>1.7.4 Interpret maintenance procedures for household appliances and personal possessions</p> <p>1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM</p> <p>Community Resources 2.1.6 Interpret information about using a pay telephone</p> <p>*2.2.1 Ask for, give, follow, or clarify directions</p> <p>*2.5.4 Read, interpret, and follow directions found on public signs and building directories</p>	<p>Community Resources: Access community services (e.g., interpret a simple map to locate various services in the community such as schools, banks, restaurants, stores, DMV)</p>	<p>1.7.4</p> <p>1.8.1 NNLC Curriculum Binder, lesson 31, page 115</p> <p>NNLC Curriculum Binder, lesson 32, page 117</p> <p>Community Resources 2.1.6</p> <p>*2.2.1 NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>*2.5.4 NNLC Curriculum Binder, lesson 36, page 130</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Follow simple instructions or directions</p>	<p>Health 3.2.1 Fill out medical health history forms</p> <p>3.2.2 Interpret immunization requirements</p> <p>*3.3.1 Identify and use necessary medications</p> <p>3.3.2 Interpret medicine labels</p> <p>*3.4.1 Interpret product label directions and safety warnings</p>	<p>Health: Interact with healthcare providers (e.g., follow medical instructions on doctor’s note, medicine labels and pamphlets)</p> <p>Summarize information found on simple safety pamphlets e.g., home safety, emergency procedures, road safety, bicycle safety)</p>	<p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>Health 3.2.1 NNLC Curriculum Binder, lesson 44, page 154</p> <p>3.2.2</p> <p>*3.3.1 NNLC Curriculum Binder, lesson 47, page 162</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p> <p>3.3.2 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 47, page 162</p> <p>*3.4.1 NNLC Curriculum Binder, lesson 23, page 88</p> <p>NNLC Curriculum Binder, lesson 37, page 132</p> <p>NNLC Pronunciation Binder, level 2, lesson 48, page 141</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Follow simple instructions or directions</p>	<p>3.4.2 Identify safety measures that can prevent accidents and injuries</p> <p>3.4.3 Interpret procedures for simple first-aid</p> <p>Employment 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security</p> <p>*4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p> <p>4.5.7 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures</p>		<p>3.4.2 NNLC Curriculum Binder, lesson 46, page 160</p> <p>3.4.3</p> <p>Employment 4.1.1 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*4.1.2 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>4.5.7</p>

ESL Low Beginning - Listening/Speaking:

<p>NRS Level 3 (Listening) CASAS Level A CASAS Scale Score Range 191 - 200</p> <p><u>CASAS Skill Level Descriptors:</u> Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>CASAS Tests: ESL Appraisal Form 20</p> <p>Workplace Speaking Listening Forms 51-52</p>	<p>Related EFF Standards to all Listening/Speaking Content Standards: Speak so others can understand Listen actively Guide others Reflect and evaluate</p> <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will speak and listen to guided conversations individually or in familiar groups on familiar topics relying on repetition, gestures, and other non-verbal cues to sustain conversation. Upon exiting the high beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Describe objects, people, places, and routines</p>	<p>Basic Communication *0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)</p>	<p>Personal Information: Support cultural diversity (e.g., articulate simple, common information about self and family members, such as, “My name is...”, “I come from...”, “I have three brothers and two sisters”)</p> <p>Support cultural diversity (e.g., describe places and events that summate personal background)</p> <p>Community Resources: Articulate the various community services that students use in their community (e.g., local bank, local stores)</p> <p>Government & Law: Identify U.S. symbols (e.g., describe the parts of the U.S. flag and their meanings)</p>	<p>Basic Communication *0.1.2 NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 51, page 178</p> <p>NNLC Pronunciation Binder, level 1, lesson 43, page 93</p> <p>NNLC Pronunciation Binder, level 1, lesson 44, page 95</p> <p>NNLC Pronunciation Binder, level 1, lesson 45, page 97</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Describe objects, people, places, and routines</p>	<p>*0.2.1 Respond appropriately to common personal information questions</p>		<p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>*0.2.1 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Describe objects, people, places, and routines</p>	<p>0.2.4 Converse about daily and leisure activities and personal interests</p>		<p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>0.2.4 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p> <p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Use appropriate social language to introduce self and others, and express wants, feelings, likes, and dislikes</p>	<p>Basic Communication 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)</p>	<p>Personal Information: Support cultural diversity (e.g., articulate simple, common information about self and family members, such as, “My name is...”, “I come from...”, “I have three brothers and two sisters”)</p> <p>Support cultural diversity (e.g., describe places and events that summate personal background; interview classmates using scripts)</p>	<p>Basic Communication 0.1.2 NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 51, page 178</p> <p>NNLC Pronunciation Binder, level 1, lesson 43, page 93</p> <p>NNLC Pronunciation Binder, level 1, lesson 44, page 95</p> <p>NNLC Pronunciation Binder, level 1, lesson 45, page 97</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use appropriate social language to introduce self and others, and express wants, feelings, likes, and dislikes</p>	<p>*0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)</p> <p>0.2.4 Converse about daily and leisure activities and personal interests</p>		<p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 55, page 168</p> <p>*0.1.4 NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>0.2.4 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p> <p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Use common descriptive words for objects, places, routines and people, and answer simple personal questions about daily routines and familiar situations using simple phrases spoken slowly and with some repetition</p>	<p>Basic Communication *0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)</p>		<p>Basic Communication *0.1.2 NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 51, page 178</p> <p>NNLC Pronunciation Binder, level 1, lesson 43, page 93</p> <p>NNLC Pronunciation Binder, level 1, lesson 44, page 95</p> <p>NNLC Pronunciation Binder, level 1, lesson 45, page 97</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use common descriptive words for objects, places, routines and people, and answer simple personal questions about daily routines and familiar situations using simple phrases spoken slowly and with some repetition</p>	<p>0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)</p> <p>*0.2.1 Respond appropriately to common personal information questions</p>		<p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 55, page 168</p> <p>0.1.4 NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>*0.2.1 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p> <p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 17, page 70</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Use common descriptive words for objects, places, routines and people, and answer simple personal questions about daily routines and familiar situations using simple phrases spoken slowly and with some repetition</p>			<p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p> <p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p>
<p>Interpret and use numbers appropriately (e.g., time, money, address, birth date, etc.)</p>	<p>Basic Communication *0.2.1 Respond appropriately to common personal information questions</p>		<p>Basic Communication *0.2.1 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Curriculum Binder, lesson 14, page 60</p> <p>NNLC Curriculum Binder, lesson 15, page 64</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Interpret and use numbers appropriately (e.g., time, money, address, birth date, etc.)</p>	<p>*0.2.4 Converse about daily and leisure activities and personal interests</p>		<p>NNLC Curriculum Binder, lesson 16, page 66</p> <p>NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p> <p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p> <p>NNLC Pronunciation Binder, level 2, lesson 43, page 125</p> <p>NNLC Pronunciation Binder, level 2, lesson 44, page 129</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>*0.2.4 NNLC Curriculum Binder, lesson 12, page 49</p> <p>NNLC Curriculum Binder, lesson 13, page 55</p> <p>NNLC Pronunciation Binder, level 2, lesson 41, page 112</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Interpret and use numbers appropriately (e.g., time, money, address, birth date, etc.)</p>	<p>Consumer Economics *1.1.1 Interpret recipes</p> <p>*1.1.5 Interpret temperatures</p> <p>*1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)</p> <p>*1.1.9 Interpret clothing and pattern sizes and use height and weight tables</p> <p>*1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM</p>	<p>Consumer Economics Demonstrate the knowledge and skills necessary to interact with various types of stores in the community (e.g., role-play making a purchase at a store)</p>	<p>NNLC Pronunciation Binder, level 2, lesson 42, page 118</p> <p>Consumer Economics *1.1.1</p> <p>*1.1.5 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p> <p>*1.1.6 NNLC Curriculum Binder, lesson 24, page 91</p> <p>NNLC Pronunciation Binder, level 2, lesson 49, page 144</p> <p>*1.1.9</p> <p>*1.8.1 NNLC Curriculum Binder, lesson 31, page 115</p> <p>NNLC Curriculum Binder, lesson 32, page 117</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Interpret and use numbers appropriately (e.g., time, money, address, birth date, etc.)</p>	<p>Community Resources *2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages</p> <p>*2.2.4 Interpret transportation schedules and fares</p> <p>*2.3.1 Interpret clock time</p> <p>*2.3.2 Identify the months of the year and the days of the week</p> <p>*2.3.3 Interpret information about weather conditions</p>		<p>Community Resources *2.1.7 NNLC Curriculum Binder, lesson 55, page 192</p> <p>NNLC Curriculum Binder, lesson 57, page 196</p> <p>*2.2.4 NNLC Curriculum Binder, lesson 39, page 138</p> <p>*2.3.1 NNLC Curriculum Binder, lesson 8, page 35</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.2 NNLC Curriculum Binder, lesson 9, page 38</p> <p>NNLC Curriculum Binder, lesson 10, page 41</p> <p>NNLC Pronunciation Binder, level 2, lesson 40, page 107</p> <p>*2.3.3 NNLC Curriculum Binder, lesson 48, page 166</p> <p>NNLC Curriculum Binder, lesson 49, page 170</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Continued: Interpret and use numbers appropriately (e.g., time, money, address, birth date, etc.)</p>	<p>*2.4.2 Interpret postal rates and types of mailing services</p> <p>*2.4.4 Purchase stamps and other postal items and services</p> <p>Health 3.2.4 Ask for clarification about medical bills</p> <p>Employment *4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses</p> <p>Computation 6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing</p>		<p>NNLC Pronunciation Binder, level 2, lesson 56, page 175</p> <p>*2.4.2 NNLC Curriculum Binder, lesson 41, page 143</p> <p>*2.4.4 NNLC Curriculum Binder, lesson 41, page 143</p> <p>Health 3.2.4</p> <p>Employment *4.1.5</p> <p>Computation 6.0.2</p>

ESL Low Beginning - Writing:

<p>NRS Level 3 CASAS Level A CASAS Scale Score Range 146 -200</p> <p><u>CASAS Skill Level Descriptor:</u> Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>*CASAS Tests: Functional Writing Assessment Forms 410-411 (form tasks)</p> <p>Forms 460-463 (picture tasks)</p> <p>Forms 464-466 (workplace picture tasks)</p> <p>Form 450 (letter task)</p> <p>Forms 440-441 (Level A Note Task)</p> <p>Forms 430-431 (Level A Inventory Task)</p> <p>*The above are all the FWA assessments available and they can be used with all levels, with the exception of the Level A note and inventory tasks listed.</p>	<p>Related EFF Standards to all Writing Content Standards:</p> <ul style="list-style-type: none"> • Convey ideas in writing <p>EFF Citizenship/Community Member Role Map:</p> <ul style="list-style-type: none"> ▪ Become and stay informed: find and use information to identify and solve problems and contribute to the community ▪ Form and express opinions and ideas: develop a personal voice and use it individually and as a group ▪ Work together: interact with other people to get things done toward a common purpose
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STANDARD: The student will write familiar words, short phrases and simple sentences using simple reference materials as needed to satisfy immediate needs. Upon exiting the high beginning level, the student will:

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Write familiar simple words and short phrases from dictation or without dictation as long as they are related to immediate needs (e.g., forms, lists, note to a teacher, thank you note for a gift, addresses an envelope)</p>	<p>Basic Communication 0.2.2 Complete a personal information form</p> <p>0.2.3 Interpret or write a personal note, invitation or letter</p> <p>Health 3.2.1 Fill out medical health history forms</p> <p>Employment 4.1.1 Interpret governmental forms (e.g., Social Security) (see also 2.5.2)</p> <p>4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</p>	<p>American School System Involve parents in their children’s education (e.g., write a simple excused absence note to the teacher, respond to a written notice the school)</p>	<p>Basic Communication 0.2.2 NNLC Curriculum Binder, lesson 17, page 70</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>0.2.3</p> <p>Health 3.2.1 NNLC Curriculum Binder, lesson 44, page 154</p> <p>Employment 4.1.1 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p> <p>4.1.2 NNLC Curriculum Binder, lesson 18, page 72</p> <p>NNLC Pronunciation Binder, level 2, lesson 45, page 133</p>

ESL Objectives	Suggested CASAS Competencies That Provide Context For ESL Objectives	Applicable EL Civics Objectives	Program Instructional Resources:
<p>Prepare a map or very simple directions to home/apartment</p>	<p>Consumer Economics 1.1.3 Interpret maps and graphs</p> <p>1.9.4 Interpret maps related to driving</p> <p>2.2.5 Use maps relating to travel needs</p>		<p>Consumer Economics 1.1.3 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p> <p>1.9.4 NNLC Curriculum Binder, lesson 20, page 76</p> <p>NNLC Pronunciation Binder, level 2, lesson 46, page 135</p> <p>2.2.5 NNLC Curriculum Binder, lesson 38, page 135</p> <p>NNLC Curriculum Binder, lesson 39, page 138</p> <p>NNLC Pronunciation Binder, level 2, lesson 54, page 166</p>
<p>Use reference materials in the writing process</p>	<p>Learning to Learn 7.4.5 Use reference materials, such as dictionaries and encyclopedias</p>		<p>Learning to Learn 7.4.5</p>

ESL Low Beginning – Supporting Grammar

<p>NRS Level 3 CASAS Level A CASAS Scale Score Range 191 - 200</p>	<p>CASAS Tests: *Currently there are no CASAS assessments that test grammar</p>	<p>Related EFF Standards to all Grammar Content Standards:</p> <ul style="list-style-type: none"> • Speak so others can understand • Solve problems and make decisions • Guide others • Convey ideas in writing
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STANDARD: The student will use one word and very simple responses to demonstrate a beginning understanding of simple grammatical structures and patterns (see indicators). Upon exiting the high beginning level, the student will be able to demonstrate:

ESL Indicators	Program Instructional Resources
<p>Simple Wh questions and responses (affirmative/negative)</p>	<p>NNLC Curriculum Lesson # 25 Page # 93 NNLC Curriculum Lesson # 52 Page # 182 NNLC Pronunciation Level 2 Lesson # 58 Page #186</p>
<p>Simple yes/no questions and responses</p>	
<p>Affirmative and negative statements with <i>be, do, have</i> and other high frequency verbs</p>	<p>NNLC Curriculum Lesson # 53 Page # 186</p>
<p>Singular/plural</p>	<p>NNLC Curriculum Lesson # 1 Page # 1 NNLC Curriculum Lesson # 3 Page # 11 NNLC Curriculum Lesson # 5 Page #18 NNLC Curriculum Lesson # 20 Page # 26</p>
<p>Indefinite articles</p>	<p>NNLC Curriculum Lesson # 2 Page # 5</p>

ESL Indicators	Program Instructional Resources
Possessive adjectives	NNLC Curriculum Lesson # 7 Page # 30
Demonstrative adjectives	NNLC Curriculum Lesson # 6 Page # 23
Simple conjunctions	Conjunctions should be demonstrated through out most of the lessons in The NNLC Curriculum Book.
Simple prepositions of time and place	NNLC Curriculum Lesson # 12 Page # 49 NNLC Curriculum Lesson # 9 Page # 38 NNLC Curriculum Lesson # 6 Page # 23
Simple frequency adverbs (e.g., always, never, sometimes)	NNLC Pronunciation Level 2 Lesson #51 Page #152
Pronouns in the object and demonstrative forms	NNLC Curriculum Lesson # 5 Page # 18
Simple punctuation (comma, exclamation point, apostrophe)	Punctuation should be demonstrated to the students through out most of the lessons in The NNLC Curriculum Book.
Simple present continuous tense	
Simple past with high frequency verbs such as <i>be, do, have</i>	NNLC Curriculum Lesson # 53 Page # 186
Modal auxiliary verbs (e.g., <i>can/have to</i> + verb)	NNLC Curriculum Lesson # 53 Page # 186

ESL Indicators	Program Instructional Resources
Subject-verb agreement	NNLC Curriculum Lesson # 1 Page # 1 NNLC Curriculum Lesson # 5 Page # 18
Adjective + noun	NNLC Curriculum Lesson # 6 Page # 23
There is/there are	NNLC Curriculum Lesson # 5 Page # 18
Contractions	NNLC Curriculum Lesson # 16 Page # 66