

ESOL SPL 0-1 AT A GLANCE

(Developed by Ludlow Area Adult Learning Center)

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| | Intercultural Knowledge | Navigating Systems Learning | Strategies & Resources | |
|---|--|---|--|---|
| Expression And Comprehension | LISTENING L1.1a Follow non-verbal cues and rising intonation to determine when a response is expected. L1.1b Listen and understand <i>basic personal information</i> questions and statements L1.1c Listen and follow simple classroom instructions L1.1d Listen and understand basic formulaic speech (e.g. <i>greetings, I'm sorry...</i>) | SPEAKING S1.1a Give basic personal information (name, address, phone number) S1.1b Use and respond to <i>basic greetings and questions</i> S1.1c Produce <i>simple statements about familiar topics</i> (survival needs, family, work, goals) | READING R1.1a Read and understand <i>simple sentences</i> on a familiar topic R1.1b Use visuals to gain meaning (pictures, photographs) R1.1c Use prior personal experience and knowledge of context to make meaning R1.1d Locate words in alphabetical lists | WRITING W1.1a Generate original statements of personal relevance, following simple models (My name is..., I am from...) W1.1b Write basic personal identification information (e.g. name, address, date of birth, etc. in <i>simplified forms</i>) |
| Language Structure And Mechanics | L2.1a Understand <i>basic survival vocabulary</i> words in isolation (foods, family, personal identification) L2.1b Understand differences in meaning among subject pronouns L2.1c Listen to Do you...? And Wh- do you...? to understand that a question is being asked L2.1d Identify plural inflection (e.g. student/students) L2.1e Recognize individual letters in isolation and numbers up to 20. | S2.1a Recite the <i>letters of the alphabet</i> and <i>count up to 100</i> . S2.1b Develop basic vocabulary related to personal information (e.g., family, home, and daily activities) S2.1c Construct and respond to <i>basic subject-predicate statements</i> and easy verbs (e.g., <i>I have two children; Where do you live? I live in Pittsfield</i>) S2.1d Use <i>syllable stress</i> in familiar words | R2.1a Recognize conventions of print (e.g., reading from left to right, word and sentence boundaries). R2.1b Identify upper and lower case letters, and cardinal numbers R2.1c Identify the sound of letters, digraphs, and diphthongs (e.g., C sounds like cat /k/, SH sounds like shut, Z sounds like sip /a/, OY sounds like /oi/). R2.1e Apply sound/symbol relationship to decode one syllable, phonetically regular words even if unfamiliar R2.1f Blend sounds together to create words orally (/b/ /a/ /t/) R2.1g Recognize the most common high frequency words (e.g. and, me, it, about...) R2.1h Read words they can already say R2.1i Develop basic vocabulary (personal, signs, symbols) R2.1j Recognize common abbreviations (Mon., St.) R2.1k Recognize basic English punctuation and capitalization | W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting W2.1b Use vocabulary related to basic information W2.1c Stay within lines and boxes when filling out simple forms W2.1d Write complete and abbreviated forms of dates, addresses (e.g., September 12, 2005; 9/12/05; Elm St.) W2.1e Write simple phrases and some simple sentences using simple present tense W2.1f Use correct capitalization for person identification info and beginning of a sentence. W2.1g Write the correct consonant or digraph to show a particular sound (e.g., when teacher says dog, write "d," when teacher says the, write "th") W2.1h Spell some simple sight words correctly |
| Use a Variety of Strategies... | L3.1a Seek repetition with non-verbal cues (e.g. quizzical look) L3.1b Negotiate meaning with speaker ("I don't understand") L3.1c Use speaker's facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration) L3.1d Recognize when part of a message is understood L3.1e Take risks in predictable situations (e.g. listen carefully in an attempt to understand, stay focused, control any panic). | S3.1a Indicate comprehension by using non-verbal cues (eye contact, smiling, nodding) and short phrases (uh-huh, please speak slowly) S3.1b Make attempts to express oneself in predictable situations (e.g., teacher-led question and answer) S3.1c Monitor listener comprehension and repeat words to listener if necessary | R3.1a Re-read to clarify meaning R3.1b Seek assistance when aware that own reading is not accurate R3.1c Tap or scoop syllables to decode words (fam/i/ly, moth/er) | W3.1a Copy models (of letters, words, phrases, numbers) W3.1b Record new vocabulary in organized form (e.g., personal dictionary, index cards) and use as a resource when writing |

ESOL SPL 2 AT A GLANCE

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| | Intercultural Knowledge | Navigating Systems Learning | Strategies & Resources | |
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| | LISTENING | SPEAKING | READING | WRITING |
| Expression And Comprehension | <p>L1.2a Identify gist of brief spoken messages</p> <p>L1.2b Listen and understand phrases and short sentences</p> <p>L1.2c Listen and follow simple, one-step directions (Open the door)</p> <p>L1.2d Extract a particular detail from a statement</p> | <p>S1.2a Say and spell simple words and numbers</p> <p>S1.2b Participate in short social conversations</p> <p>S1.2c Ask and respond to simple questions rel. to basic needs (prices, health, transportation)</p> | <p>R1.2a Read and understand short, simple paragraphs of simplified or adapted text.</p> <p>R1.2b Scan and extract relevant information from a simplified or adapted text</p> <p>R1.2c Read and follow simple, familiar one-step written directions (Turn the page, copy the word)</p> | <p>W1.2a Generate original statements on familiar topics (likes/dislikes; states of being, brief descriptions).</p> <p>W1.2b Fill out simplified forms with expanded personal ID info.</p> <p>W1.2c Write lists (shopping, schedule, etc.)</p> <p>W1.2d Write simple answers to yes/no or info questions (written or spoken).</p> |
| Language Structure And Mechanics | <p>L2.2a Understand basic vocabulary in social interactions (work, home, daily activities)</p> <p>L2.2b Understand beginning grammar (present tense, states of being, object pronouns: him, her, them...)</p> <p>L2.2c Distinguish bet. positive and negative statements and q's.</p> <p>L2.2d Identify beginning base words and inflections (e.g. nationalities in the class)</p> <p>L2.2e Recognize numbers up to 100 and words spelled out loud (telephone numbers, addresses, prices)</p> <p>L2.2f Contractions of BE and doesn't/don't</p> | <p>S2.2a Ask and respond to simple questions and affirmative and negative statements, working toward correct word order.</p> <p>S2.2b Develop basic vocabulary related to descriptions and everyday needs.</p> <p>S2.2c Use basic grammatical structures (present tense, singular and plural, subject and object pronouns, adverbs of frequency and time, predicate and descriptive adjectives)</p> <p>S2.2d Use appropriate English intonation patterns.</p> | <p>R2.2a Decode familiar words with several syllables</p> <p>R2.2b Read aloud short, simple sentences</p> <p>R2.2c Read more high frequency words</p> <p>R2.2d Identify patterns and categorize words, as in word sorts</p> <p>R2.2e Identify common base words that comprise compound words</p> <p>R2.2f Develop vocab re. to everyday needs and other topics</p> <p>R2.2g Recognize basic function words: pronouns, articles, preps, conjunctions, aux. Verbs</p> <p>R2.2h Locate direct pronoun referents (Nami has a job. She works...)</p> <p>R2.2i Understand diff. In meaning between simple present and present continuous</p> <p>R2.2j Understand effect of word order</p> <p>R2.2l Recognize more complex punctuation use (apostrophe, quotation marks)</p> | <p>W2.2a Write affirmative sentences, formulaic questions, and all numbers, inc. time and money.</p> <p>W2.2b Use vocab related to everyday needs, descriptions, and daily activities (food, health, habits)</p> <p>W2.2c Write a complete simple sentence (subject-predicate)</p> <p>W2.2d Use basic grammar (simple present, present cont., singular/plural, adjectives)</p> <p>W2.2e Use capitalization to begin a sentence, for proper nouns, and end punctuation.</p> <p>W2.2f Sound out words which follow phonetic rules in order to write correct spelling.</p> |
| Use a Variety of Strategies... | <p>L3.2a Use learned phrases to seek repetition</p> <p>L3.2b Check understanding by repeating part of message</p> <p>L3.2c Listen for emphasized or stressed words in a phrase or sentence</p> <p>L3.2d If applicable, use cognates</p> <p>L3.2e Guess meaning of unknown words in familiar contexts</p> | <p>S3.2a Ask for clarification or one-word translation</p> <p>S3.2b Convey meaning by using isolated words, memorized phrases, and some recombinations.</p> <p>S3.2c Use cognates</p> <p>S3.2d Take risks using language in predictable situations (small groups, role plays, prepped guest speaker)</p> | <p>R3.2a Use a placeholder word ("something") for an unknown word and continue reading.</p> <p>R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text.</p> | <p>W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs.</p> <p>W3.2b Practice spelling by writing targeted words several times.</p> <p>W3.2c Label objects to recall or reinforce new vocabulary</p> |

ESOL SPL 3 AT A GLANCE

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Intercultural Knowledge Navigating Systems Learning Strategies & Resources

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| | LISTENING | SPEAKING | READING | WRITING |
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| Expression And Comprehension | <p>L1.3a Identify <i>gist</i> and/or purpose of brief spoken messages on everyday topics (e.g. an apology)</p> <p>L1.3b Listen and understand phrases, statements, and questions when spoken <i>slowly and clearly</i></p> <p>L1.3c Listen and follow <i>2- or 3- step instructions</i> (e.g. Open your book and turn to page 10).</p> <p>L1.3d Extract relevant detail from familiar information (e.g. descriptions of daily routines) with some support/scaffolding.</p> | <p>S1.3a Produce <i>simple statements</i>, providing more detail without necessarily more complexity (e.g. a daily routine, a simple instruction, preferences and opinions)</p> <p>S1.3b Participate in <i>short social conversations</i> (e.g. make introductions, request, extend, accept, or decline an offer: I need a ride; my car is broken)</p> <p>S1.3c <i>State a position and support it</i> (e.g. It's a good job because it has benefits)</p> | <p>R1.3a Read and understand <i>simplified or adapted text</i> that includes longer sentences (e.g. <i>compound and some complex sentences</i>)</p> <p>R1.3b Identify main idea, supporting details, sequence, and common transitions (e.g. first, next) in <i>simplified or adapted short texts on a familiar topic</i>.</p> <p>R1.3c Compare/contrast information in <i>simplified or adapted short texts... on a familiar topic</i></p> <p>R1.3d Read and follow <i>multi-step directions...</i></p> | <p>W1.3a Write <i>several related statements on a familiar topic</i>.</p> <p>W1.3b Fill out <i>simple authentic forms</i> using models (e.g. library card application, school record form).</p> <p>W1.3c Write <i>short messages or notes</i>, using models (e.g. phone message with basic information, thank you card, e-mail).</p> |
| Language Structure And Mechanics | <p>L2.3a Understand an expanded vocabulary related to their needs (e.g. health care and housing)</p> <p>L2.3b Understand basic grammatical structures (e.g. how past and future verb tenses affect meaning, basic prepositions, direct pronoun references: Roberto likes rice. He eats it every night).</p> <p>L2.3c Distinguish between yes/no and information questions.</p> <p>L2.3d Identify more beginning base words and common inflections (e.g. live/living; -er for professions)</p> <p>L2.3e Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can't)</p> <p>L2.3f Understand basic <i>antonyms</i> (e.g. happy/sad)</p> | <p>S2.3a Construct information questions (e.g. Where is the pharmacy? How much are the oranges?)</p> <p>S2.3b Develop vocabulary for targeted topics (e.g., related to community, work, home, current events)</p> <p>S2.3c Use basic grammatical structures with less reliance on learned phrases (e.g. some irregular past verb forms and future tenses, prepositional phrases, some conjunctions and contractions)</p> <p>S2.3d Use syllable stress in newly learned vocabulary.</p> <p>S2.3e Speak with appropriate pauses and rejoinders (e.g., Um, Uh-huh, Let's see)</p> <p>S2.3f Link words that often go together (e.g. It's a _____ = Itza _____)</p> | <p>R2.3a Use knowledge of common letter patterns to decode words (-ight, -tion)</p> <p>R2.3b Follow punctuation cues when reading aloud</p> <p>R2.3c Recognize alternate wording of basic information terms (e.g. date of birth/birth date)</p> <p>R2.3d If applicable, use knowledge of cognates between English and other languages to gain meaning</p> <p>R2.3e Identify base words and common inflections (e.g. dish, dishes; want, wanted; talk, talking; China, Chinese)</p> <p>R2.3f Develop vocabulary including common antonyms and synonyms (e.g. open/close, wash/clean)</p> <p>R2.3g Understand the differences in meaning of the <i>present, present continuous, future, and past tenses</i></p> | <p>W2.a Write simple affirmative and negative sentences and questions using correct word order (e.g. I do not eat pork. Where are you from?)</p> <p>W2.3b Use vocabulary for targeted topics (e.g. related to home, community, work)</p> <p>W2.3c Connect several related sentences (e.g. using transition words, conjunctions and pronouns)</p> <p>W2.3d Use basic grammatical structures with support (e.g. <i>simple future, some common irregular past tense verbs: articles, direct object pronouns, prepositional phrases; frequency adverbs</i>)</p> <p>W2.3e Use basic punctuation (e.g. <i>period for abbreviations: commas for series of words</i>)</p> <p>W2.3f Spell familiar words phonetically (i.e. apply letter/sound relationships to spell simple words) and apply some basic spelling rules</p> |
| Use a Variety of Strategies... | <p>L3.3a Use phrases such as: What does _____ mean? Or I don't understand _____ to clarify meaning of an oral message</p> <p>L3.3b Check understanding by clarifying part of message that is not understood (e.g. Eighteen or eighty?)</p> <p>L3.3c Listen for key words as a way of predicting meaning (e.g. in a job interview, words such as experience, reference, tasks)</p> <p>L3.3 d Take risks despite anxiety...</p> | <p>S3.3a Monitor listener comprehension and clarify by using mime, drawing, or repeating</p> <p>S3.3b Repair communication problems (e.g. No, take a left, not a right...)</p> <p>S3.3c Use conversation strategies to participate actively (e.g. turn-taking, interrupting appropriately, attracting attention)</p> <p>S3.3d Take risks using language in less predictable situations (e.g. outside of the classroom with support, in less familiar or less controlled situations)</p> | <p>R3.3a Read-on (read ahead) to get meaning from context</p> <p>R3.3b Think aloud (verbalize thoughts) and visualize while reading (e.g. ask yourself questions as you read, visualize the character or scenes)</p> | <p>W3.3a practice putting ideas in writing, however minimally</p> <p>W3.3b Use invented spelling, words from L1, or other placeholders when writing unfamiliar words in order to keep writing</p> <p>W3.3c Attempt to self-correct writing errors when location of errors has been pointed out</p> <p>W3.3d Use graphic organizers (e.g. word web, timeline) as a way to organize thoughts</p> |

ESOL SPL 4 AT A GLANCE

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| | LISTENING | SPEAKING | READING | |
| Expression And Comprehension | <p>L1.4a Follow and identify purpose and/or gist of spoken messages on <i>topics beyond immediate survival needs...</i></p> <p>L1.4b Listen and understand <i>short connected statements and questions on familiar topics</i> when spoken at a moderate rate</p> <p>L1.4c Listen and follow <i>instructions with some details...</i></p> <p>L1.4d Identify <i>specific information in everyday contexts</i> (e.g. phone message, brief conversations) with support/scaffolding.</p> | <p>S1.4a <i>Request and provide information with elaboration</i> beyond the minimum (e.g., <i>so, because...</i>)</p> <p>S1.4b <i>Employ formal or informal social courtesies</i>, depending on the listener(s) and social context...</p> <p>S1.4c <i>Relate a sequence of events</i> (e.g. give instructions, tell a story, explain a process)</p> <p>S1.4d Summarize <i>information from a variety of sources</i> (current events, talking with others, reading)</p> | <p>R1.4a Read and understand simplified or adapted <i>multi-paragraph text on a familiar topic</i></p> <p>R1.4b Identify <i>main idea, supporting details, sequence, and transitions</i> in simplified or adapted <i>multi-paragraph text on a familiar topic</i></p> <p>R1.4c Compare/contrast information from a simplified or <i>multi-paragraph text on a familiar topic</i></p> <p>R1.4d Use text features to predict general idea of a text (visuals, title, headings)</p> <p>R1.4e Recognize the format and purpose of <i>various genres</i> (narrative, informational text, letter, poem)</p> | <p>W1.4a Organize related ideas around a theme (e.g., <i>simple descriptions, narration of events, feelings</i>)</p> <p>W1.4b Fill out simple <i>authentic forms</i> (e.g. <i>library card, bank check, post office change-of-address form</i>)</p> <p>W1.4c <i>Sequence</i> steps or events, to give instructions, tell a story or explain a process</p> <p>W1.4d Express <i>preferences, and comparisons</i></p> |
| Language Structure And Mechanics | <p>L2.4a Understand specific vocabulary in controlled settings (e.g. <i>role play about community resources, occupations</i>)</p> <p>L2.4b Understand <i>intermediate grammatical structures</i></p> <p>L2.4c Understand <i>transition words</i> (<i>then/next, finally, before/after</i>)</p> <p>L2.4d Identify <i>intermediate base words</i> and common inflections (e.g. <i>live/lived, employee/employer</i>) and meanings of words with prefix <i>un-</i></p> <p>L2.4e Understand <i>common contractions and word reductions</i> in everyday topics or speech (e.g. <i>did not/didn't, going to/gonna, want to/wanna, got to/gotta</i>)</p> <p>L2.4f Understand <i>basic synonyms, comparisons, some common idioms and some phrasal verbs</i></p> | <p>S2.4a Construct compound sentences</p> <p>S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)</p> <p>S2.4c Use <i>intermediate grammatical structures</i> (e.g. <i>correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case</i>)</p> <p>S2.4d Stress the appropriate syllable in everyday mult-syllable words (e.g. <i>seventy vs. seventeen, tomorrow, family</i>)</p> | <p>R2.4a Use letter-sound knowledge to <i>decode unfamiliar words</i></p> <p>R2.4b Recognize most <i>irregular high frequency words</i> (would, again)</p> <p>R2.4c Use <i>phrasing</i> when reading aloud to increase fluency (e.g. the <i>girl/walked/into the room</i>)</p> <p>R2.4d Develop vocabulary including <i>common roots and prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions</i></p> <p>R2.4e Recognize <i>intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs</i> (e.g. <i>that, since, have, was</i>)</p> <p>R2.4f Understand the differences in meaning for the <i>simple and continuous verb tenses and simple modals</i></p> | <p>W2.4a Construct <i>compound sentences</i> using <i>simple conjunctions</i> (e.g. <i>and, or, but</i>) and <i>complex sentences</i> using <i>because</i> and <i>when</i></p> <p>W2.4b Use <i>vocabulary related to topics beyond the personal sphere</i> (e.g. <i>local current events, world affairs, cross-cultural discussions</i>)</p> <p>W2.4c Write a <i>paragraph with a beginning, middle and end</i>, using teacher support</p> <p>W2.4d Use <i>intermediate grammatical structures...</i></p> <p>W2.4e Use <i>quotation marks, commas, and apostrophes</i> with support</p> <p>W2.4f Demonstrate some control over <i>spelling conventions, word families, common spelling patterns</i> (e.g. <i>silent e, -tion</i>)</p> |
| Use a Variety of Strategies... | <p>L3.4a Seek additional information to <i>check understanding ...</i></p> <p>L3.4b <i>Negotiate meaning with speaker...</i></p> <p>L3.4c <i>Indicate to the speaker what was (or was not) understood</i> from a spoken message</p> <p>L3.4d <i>Focus on units or chunks of meaning rather than on individual words</i></p> | <p>S3.4a <i>Monitor listener comprehension</i> and <i>explain something in a variety of ways</i> to help a listener understand....</p> <p>S3.4b <i>Take an active role</i> in a conversation....</p> <p>S3.4c <i>Seek independent opportunities</i> to practice speaking</p> <p>S3.4d <i>Take risks in spontaneous situations</i> with native English speakers (<i>guest speakers, field trips</i>)</p> | <p>R3.4a <i>Focus on units or chunks of meaning</i> rather than on individual words</p> <p>R3.4b Use <i>context clues</i> to derive meaning of words with multiple meanings...</p> <p>R3.4c <i>Adjust reading rate</i> depending on the purpose....</p> <p>R3.4d Use a <i>graphic organizer</i> to organize information, ideas, words....</p> | <p>W3.4a Develop ideas through <i>pre-writing activities</i> (e.g. <i>free-writing, mind-mapping</i>) without stopping to correct grammar or spelling</p> <p>W3.4b <i>Take risks</i> by writing <i>longer sentences</i> and using <i>new vocabulary</i></p> <p>W3.4c <i>Type written work on word processor/computer</i> to facilitate revising...</p> |

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| Expression And Comprehension | <p>L1.5a <i>Identify the speaker's intention</i> in brief spoken messages...</p> <p>L1.5b <i>Listen and understand extended discourse</i> with a clear organization and familiar topic</p> <p>L1.5c <i>Listen and follow multi-step directions or instructions</i>, with repetition...</p> <p>L1.5d <i>Listen and understand details and essential information in familiar contexts</i> (e.g. in video, announcements) with some support and scaffolding.</p> | <p>S1.5a Request and provide <i>detailed information</i> (e.g. routine work requirements, giving multi-step directions)</p> <p>S1.5b <i>Converse at some length on topics of interest</i> (e.g. cross-cultural comparisons, family, work or community goals)</p> <p>S1.5c <i>Express consequences, inferences, and cause and effect</i> (e.g. <i>She's not here. I think her baby Nami is sick today</i>).</p> | <p>R1.5a Read and understand a <i>multi-paragraph, authentic text on a familiar topic</i> with support.</p> <p>R1.5b Identify and analyze <i>cause/effect information</i></p> <p>R1.5c <i>Distinguish between fact and opinion</i></p> <p>R1.5d <i>Distinguish between relevant and irrelevant information</i></p> <p>R1.5f <i>Identify writer's purpose and point of view</i></p> | <p>W1.5a Explain ideas, opinions, problems or plans <i>in some detail</i></p> <p>W1.5b Fill out <i>authentic forms using models</i> (e.g. job application, medical history, order forms)</p> <p>W1.5c <i>Address a familiar audience</i> in writing (e.g. short informal letters to teacher, classmates, colleagues)</p> |
| Language Structure And Mechanics | <p>L2.5a Understand <i>vocabulary in everyday conversations</i>...</p> <p>L2.5b Understand <i>high-intermediate grammatical structures</i>...</p> <p>L2.5c Recognize and understand <i>simple conversation markers</i> (e.g., so after that, well)... and <i>more complex transition words</i> (e.g. however, that is, in particular)</p> <p>L2.5d Identify <i>high-intermediate base words and common inflections</i> (e.g. take/taken, employ/employment) and meanings of words with common prefixes and suffixes (e.g. re-; -less)</p> | <p>S2.5a Ask and respond to questions using a <i>variety of sentence structures</i></p> <p>S2.5b Develop vocabulary for a <i>variety of topics</i>...</p> <p>S2.5c Use <i>intermediate grammatical structures</i> (e.g. simple, continuous and present perfect verb tenses, noun, adjective, and adverbial clauses, participial adjectives, modals)</p> <p>2.5d Emphasize information by <i>shifting word stress in a sentence to indicate meaning</i>...</p> <p>2.5e Phrase words into meaningful "chunks," and pause between phrases</p> | <p>R2.5a Read with <i>minimal hesitation</i> (orally and silently)</p> <p>R2.5b Develop vocabulary including <i>word families</i> (e.g. invest, investor, investment) <i>common idioms and some phrasal verbs</i></p> <p>R2.5c Locate <i>indirect pronoun referents</i> (e.g. Juan is late. It's not his fault. The bus was not on time).</p> <p>R2.5d Understand the difference in meaning for the <i>simple, continuous, and present perfect verb tenses and modals</i></p> | <p>W2.5a Construct sentences using a <i>variety of dependent clauses</i> (e.g. I know where he lives; When I eat too much, I get sick)</p> <p>W2.5b Use <i>expanded vocabulary that includes abstract nouns</i> (e.g. convenience, luck, diversity) and some common <i>idiomatic expressions</i> (e.g. take care of, count on)</p> <p>W2.5c Write a <i>paragraph with a clear focus and a beginning, middle and end</i></p> <p>W2.5d Use intermediate grammatical structures (e.g. present perfect tense, some modals; indirect object pronouns)</p> |
| Use a Variety of Strategies... | <p>L3.5a Make <i>predictions</i> before and during listening, and check against them after listening...</p> <p>L3.5b Clarify and confirm accuracy of information by <i>summarizing, rephrasing, or repeating back</i> what is understood</p> <p>L3.5c <i>Work cooperatively with others</i> to gain understanding</p> <p>L3.5d <i>Self-monitor understanding</i> (e.g. checklists) and <i>self-evaluate</i> for listening improvement (e.g. percentage of message understood)</p> | <p>S3.5a Use <i>appropriate placeholders</i> (e.g. <i>I mean</i>) and <i>hesitation techniques</i> (e.g. <i>Um</i>) while searching for appropriate vocabulary and grammar</p> <p>S3.5b <i>If applicable, use knowledge of cognates and word structure between English and other languages</i></p> <p>S3.5c Think ahead to <i>sequence and organize</i> thoughts in order to express themselves (e.g. use <i>transition or sequence words</i> such as: also, first, next, after that)</p> | <p>R3.5a <i>Identify and search for key words</i> to make meaning (e.g. If reading for information about diabetes, look for words like <i>cause, symptom, treatment</i> to aid comprehension)</p> <p>R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. <i>In other words; that is to say; for example</i>)</p> <p>R3.5c <i>Underline or highlight key ideas or words</i> while reading.</p> | <p>W3.5a <i>Revise successive drafts for clarity</i> (i.e. content and organization) before <i>editing for correctness</i> (e.g. spelling, punctuation, grammar)</p> <p>W3.5b Take risks by <i>putting complex ideas in writing</i></p> <p>W3.5c Examine and learn about writing from <i>reading well-written or exemplary texts</i></p> |

ESOL SPL 6 AT A GLANCE

(Developed by Ludlow Area Adult Learning Center)

Strands

Intercultural Knowledge Navigating Systems Learning Strategies & Resources

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| | LISTENING | SPEAKING | READING | WRITING |
|---|--|--|--|--|
| Expression And Comprehension | <p>L1.6a Identify the speaker's intention in spoken messages on less familiar topics (e.g. to persuade, to joke)</p> <p>L1.6b Listen and understand basic information on new or unfamiliar topics</p> <p>L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register)</p> <p>L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions)</p> | <p>S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g., giving information at the scene of an accident, talking to your child's teacher)</p> <p>S1.6b Elaborate on complex ideas, both their own and others' (e.g., use examples, explanations, and descriptions)</p> <p>S1.6c Express ideas and develop them in an organized manner (e.g., with a main idea, supporting details, and conclusions)</p> | <p>R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story)</p> <p>R1.6b Skim (to determine purpose of text) authentic prose or informational text</p> <p>R1.6c Scan (for specific details) for information in authentic prose or informational text</p> <p>R1.6d Make inferences and draw conclusions</p> <p>R1.6e Compare/contrast information with other texts/sources</p> | <p>W1.6a Elaborate ideas in a clear, cohesive passage</p> <p>W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work)</p> <p>W1.6c Address an unfamiliar audience in writing (e.g. formal letters to editor or legislator, letter of complaint)</p> <p>W1.6d Paraphrase or summarize information received orally, graphically, or from a written text.</p> |
| Language Structure And Mechanics | <p>L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor)</p> <p>L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition...)</p> <p>L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts...</p> <p>L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context</p> <p>L2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. Itza girl; did you (didja), don't you (doncha), gimme...)</p> <p>L2.6f Understand idioms and phrasal verbs</p> | <p>S2.6a Speak in complex sentences using adjective and noun clauses (e.g. I liked the story we read yesterday; I don't know what you mean by that)</p> <p>S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, I should go vs. I have to go)</p> <p>S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses</p> <p>S2.6d Adapt tone, register and expression of vocabulary for audience and context, with awareness of how they affect meaning</p> | <p>R2.6a Read orally with expression (with appropriate pausing, stress, and intonation)</p> <p>R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms and phrasal verbs</p> <p>R2.6c Distinguish between literal and figurative language (e.g. My job stinks).</p> <p>R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. which, in spite of, although, neither/nor, would)</p> <p>R2.6e Understand the differences in meaning for most verb tenses and forms, including the perfect tenses and active/passive voice</p> <p>R2.6f Recognize all forms of punctuation (e.g. ellipses, colons)</p> | <p>W2.6a Use a range of simple, compound, and complex sentences</p> <p>W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear)</p> <p>W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion</p> <p>W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense; passive voice; participial adjectives; conditionals)</p> <p>W2.6e Use punctuation and capitalization correctly</p> |
| Use a Variety of Strategies... | <p>L3.6a Infer meaning by using available information and/or context clues in face-to-face and recorded speech</p> <p>L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message....</p> <p>L3.6c Focus on speaker's pauses or chunking of words to develop fluency</p> <p>L3.6d Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)</p> | <p>S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution</p> <p>S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as <i>here's another example; my point is; in that case</i>)</p> <p>S3.6c Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammar structures to maximize listener comprehension and involvement...</p> | <p>R3.6a Vary reading strategies for different texts and for different purposes</p> <p>R3.6b Take notes while reading (e.g. paraphrase in the margins, outline)</p> | <p>W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and self. (The final draft does not need to be perfect).</p> <p>W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing.</p> |