Beginning
LISTENING

Students should listen and respond to:

1. a variety of greetings and departures
   - See you later. How’s it going? See you next __. Good morning. Good evening.

2. questions about personal information
   - What’s your full name? First, Last, Maiden, Middle. What’s your martial status?

3. classroom commands
   - Turn to page ____. Practice with a partner. Repeat...

4. sequential order of alphabet letters
   - TPR with letter cards – demonstrate before and after: _____H_____

5. initial, medial and final {long and short }vowel sounds and all consonant sounds
   - Bingo with vowel and consonant sounds.

6. cardinal and ordinal numbers
   - Telephone numbers, address numbers January is the first month

7. questions about time and dates
   - Telling time including digital; listen to a daily schedule and write down the time or date specified.

8. questions about colors
   - TPR with clothing: Stand if you’re wearing RED

9. a simple story and put it in sequential order
   - Scrambled picture stories
SPEAKING

Students should be able to:

1. use and respond to a variety of greetings and departures
   Examples:
   1. Hi how are you feeling today? I’m great! See you later. Have a good weekend.

2. ask and answer personal information questions from a form.
   2. Students role play an interview situation similar to intake.

3. use and respond appropriately to some polite expressions
   3. Thank you very much; You’re welcome; Pardon me. Excuse me. May I ....

4. state and describe a variety of emotions
   4. Show picture examples; elicit “embarrassed”, “surprised”, “lonely” and have students act out these emotions.

5. express needs, give classroom commands and ask for assistance in an academic setting
   5. I need to ____. What page? I don’t understand. What? Please stand; Please raise your hand; What page?

6. name alphabet letters in sequence
   6. Say the alphabet letters(s) before and after a given alphabet letter. ___H___

7. pronounce initial and final consonant sounds
   7. Teacher states specific word “mat” and student says /m/ and /t/

8. pronounce common long and short vowel sounds
   8. /a/ as in “ask”; /a/ as in “ape"

9. identify colors of variety of objects
   9. What color is this shirt? What color is the flower?

10. use cardinal and ordinal numbers appropriately
    10. Time, money, addresses, birthdates and calendars

11. describe daily or weekly routines
    11. Personal, classroom, and work schedules

12. initiate and respond to more detailed conversations
    12. Tell me about your family (using a picture prompt)
        This is my grandmother. She is in Mexico.

13. express basic needs using life skills vocabulary
    13. Clothing, food, community, illness

Beginning REVISED 8/4/05
Students should be able to:

1. recognize upper and lower case letters
2. read basic vocabulary found on application forms
3. recognize and read important survival words
4. read and respond to basic classroom directives
5. read time on digital and analog clocks
6. read cardinal numbers and corresponding number WORDS
7. read ordinal numbers and corresponding number words
8. read and pronounce numbers in various place values
9. decode familiar and some unfamiliar words by using sound symbol knowledge.
10. read simple instructions from common documents
11. locate information from some authentic materials

Examples:

1. Spell vocabulary words out loud with upper and lower case patterns when teacher holds up a flash card.
2. Place of birth, date of birth, gender, marital status
3. Danger, Yield, no Parking, Exit, washrooms
4. Student reads directive and performs the appropriate action:
   - Walk to the door.
   - Open your book.
5. The time is 2:05. (two O five) (digital)
   The time is five after two. (analog)
6. Age, population, money ($3.00 or three dollars), shopping discounts, and bill due dates and amounts due. My birth date is August 22, 1985
7. Calendar – 20th, 21st, 30th; twentieth, twenty first, thirtieth
   Time order – 1st country, 1st language
   My 1st (first) language is Spanish
8. 05, 5, 50, 500; $235.50; room 104
9. Can, pan. fan
10. Fabric labels, food preparation, prescription labels
11. Phone book, train schedule, store advertisements
**WRITING**

**Students should be able to:**
1. fill in requested information on appropriate forms
2. respond to basic classroom commands
3. print alphabet in upper and lower case letters without a model
4. print specified letters randomly per dictation
5. print the name and city of this school location
6. write numerals 0-1,000
7. write the number WORDS corresponding to tens
8. write numbers using commas and decimals
9. write ordinal number WORDS
10. write the time of day using correct punctuation and abbreviations
11. fill in missing words from a cloze paragraph of 5-7 sentences based on previously read material.
12. write a simple paragraph on a favorite event

**Examples:**
1. Print information needed on library application form
2. **Circle** the correct word for the picture. **underline** the capital “O”
3. Student writes alphabet in both forms. **Aa Bb Cc**
4. Teacher says capital **J-M-N**. Student writes **J-M-N**
5. Teacher dictates: "CLC – Grayslake” Student writes: **CLC - Grayslake**
6. 0, 1, 2, ..., 98, 99, 100, 200, 300, ... , 1,000
7. Write 10 – ten, 20 – twenty .... 100 – one hundred
8. Money, check writing, shopping discounts. The sale price is $39.99
9. She is in **first** grade. He is in **third** grade.
10. 12:00 a.m. – 12 o’clock p.m. business hours for a bank or post office.
11. “Today 23 _________ are here.” (students) We come to class on ____ and ____. Class begins at _____. We listen, speak, read, and write English. We take a break at _____. Class ends at _____. We study at home.
12. Write about holidays or special events
Students should be able to:

1. identify and use personal subject pronouns

2. use personal pronouns with negative contractions of the verb be.

3. identify correct and incorrect use of upper and lower case forms

4. begin a dialogue using interrogative words to form a question

5. conjugate the verbs be, have, and do with a + noun in sentences.

6. identify and apply basic punctuation

7. distinguish differences between singular and plural irregular noun forms..

8. identify and use possessive pronouns appropriately.

9. use present progressive tense to show continuous action

10. use common opposites appropriately

Examples:
I, you, he, she, it, we, they. I am a student.

I’m a student. She isn’t a cook.

Editing for capitalization (i live in Waukegan, il)

Who, what, when, where, why and how

I am a student. She has a book. Do you have a pencil?

6. Period (.), questions mark (?), comma (,) and apostrophe (‘).

My name is Maria.

7. Child/children, man/men, woman/women

8. My mother is Mexican. Your sister is polish. Her brother has a job.

He is playing balls. She is reading a book. We are doing our work.

Is it hot or cold? Are you happy or sad? The light is on.

The light is off.

in, on, at, between under, above, and around
<table>
<thead>
<tr>
<th>TOPICS COVERED AT THIS LEVEL SHOULD BE:</th>
<th>COMPETENCIES:</th>
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<tbody>
<tr>
<td>For the first 48 hours of instruction:</td>
<td>Upon completion of the first 48 hours of instruction, a student should be able to:</td>
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</tbody>
</table>
| 1. Classroom Language | A: Follow classroom instructions  
B: Introduce classmates |
| 2. Community Resources | A: Talk about library and bank services  
B: Use basic map skills |
| 3. Consumer Resources (time & money) | A: Label parts of a personal check  
B: Listen to an automated phone message |
| 4. General Information (weather & calendar) | A: Make an appointment  
B: Talk about the weather |
| 5. Consumer Economics (food and clothing) | A: Ask for common food and articles of clothing  
B: Interpret price tags and receipts |
| For the second 48 hours of instruction: | Upon completion of the second 48 hours of instruction, a student should be able to: |
| 6. Family | A: Talk about family responsibilities  
B: Make a family tree |
B: Talk about household safety |
| 8. Health | A: Discuss remedies, illnesses and injuries  
B: Follow doctor’s orders |
| 9. Work | A: Read simple help want ads  
B: Follow simple directions |
| 10. Cultural | A: Identify important US holidays  
B: Identify common customs |
# BEGINNING

## NRS DESCRIPTORS

<table>
<thead>
<tr>
<th>TEST BENCHMARK</th>
<th>BEST PLUS</th>
<th>CELSA</th>
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<tbody>
<tr>
<td></td>
<td>401 – 438</td>
<td>20 -23</td>
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### SPEAKING AND LISTENING

Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.

### READING AND WRITING

The individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent rereading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g. periods, commas, question marks); contains frequent errors in spelling.

### FUNCTIONAL AND WORKPLACE

Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home environment, such as labels and product names; can handle the most basic written or oral English communication and in which job tasks can be demonstrated. There is a minimal knowledge or experience using computer or technology.
**CORE TEXT AND WORKBOOK:**  **ALL STAR 1**  **McGRAW HILL: PUBLISHER**

**SUPPLEMENTAL TEXTS:**

<table>
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<tr>
<th>Readers</th>
<th>Grammar</th>
<th>Dictionaries</th>
<th>Workbooks</th>
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<tbody>
<tr>
<td>Beginning Stories from the Heart</td>
<td>Grammar Form and Function 1</td>
<td>Oxford Picture</td>
<td>Survival English 2</td>
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<td>Easy True Stories</td>
<td>Grammar Step by Step 1</td>
<td>Heinle Picture Dictionary</td>
<td>Before Book One</td>
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<td>With Carolyn Graham chants</td>
<td>Thomson/Heinle</td>
<td>(Beginning Listening Activities)</td>
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<td></td>
<td>Mc Graw Hill</td>
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<td>Delta</td>
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<td>More Picture Stories</td>
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<tr>
<td>Pearson Longman</td>
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**TEACHER RESOURCES**

Longman ESL Literacy
Puppies or Poppies
English for Adult Competency
Short Cuts
Grammar Works
Stand Out 1

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