LISTENING

Students should be able to listen and respond to:

1. basic greetings and departures
2. simple questions based on personal information
3. basic classroom commands
4. names of the letters of the alphabet A-Z
5. all initial [long] vowel and consonant sounds
6. cardinal numbers 0-100
7. ordinal numbers number 1\textsuperscript{st}-31\textsuperscript{st}
8. simple questions about time and dates
9. basic color vocabulary

Examples:

1. Good Morning, Hello, Hi, How are you?
2. What is your name? What is your address?
3. Open your book; circle..., write..., underline..., spell...
4. A,B,C... teacher dictation and pair work
5. Teacher dictation and pair work
6. Teacher dictation and pair work
7. Using TPR point to the 23\textsuperscript{rd} day of the month on a calendar.
8. Move the hands on a clock to show 10:00 – 10:15-10:30.
9. Have students point to a yellow object or stand up when they hear the word green in a story.
SPEAKING

Students should be able to:

1. use and respond to basic greetings and departure
2. ask and answer questions about basic personal information
3. use basic polite expressions
4. state and describe some basic emotions
5. give and ask for clarification of classroom instructions and commands
6. ask for basic information in a school environment?
7. say the letters of the alphabet
8. pronounce initial consonant and vowel sounds
9. pronounce [long] vowel sounds
10. identify colors as they correspond to various objects
11. count cardinal numbers from 1-100
12. tell time and state calendar dates
13. initiate and respond to simple dialogues
14. express basic shopping needs

Examples:

1. Hi, how are you? I’m fine.
3. What is your address? My address is ______
      Are you single divorced widowed or married?
4. Please, thank you, and excuse me
5. I’m sad; She’s happy; I’m hot; He’s cold
6. Please repeat; I don’t understand
7. Where is the restroom? Who is your teacher? Where is the bookstore?
8. A…B…C
9. /b/ as in ball, /p/, as in pan and /a/ as in apple, /e/ as in eat
10. A-E-I-O-U where the letter says its name
11. What color is this? (instructor hold up a pink marker)
12. Student says 1.... 97, 98, 99, 100
13. 10:00, 10:15, 10:30, April 23, 2005
14. How many brothers do you have? B: I have 2 Brothers.
15. What’s the price? It’s $10.50.
## BEGINNING LITERACY

### NRS DESCRIPTORS

<table>
<thead>
<tr>
<th>TEST BENCHMARK</th>
<th>BEST PLUS 00 - 400</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING AND LISTENING</strong></td>
<td>Students at this level typically cannot speak or understand English Yet some students are able to say or understand isolated words and phrases.</td>
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<td></td>
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<tr>
<td><strong>READING AND WRITING</strong></td>
<td>Minimal reading and writing skills in any language are common at this level. Some students may have no recognition of the alphabet at all and may have difficulty using a writing instrument. There is little or no recognition of the printed word and its correspondence to spoken language. However, some students may be able to read and write their own names and some isolated words and short phrases. Some individuals may be able to write the letters of the alphabet or numbers; and they can copy simple words and short phrases.</td>
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<tr>
<td><strong>FUNCTIONAL AND WORKPLACE</strong></td>
<td>Communication at this level for some students is generally not at all in English and gestures with a few isolated words such as name and personal information allow them to function minimally around the community. These students may recognize some common signs and symbols like a stop sign or product logos such as Coca Cola; If they work, they can handle very routine entry level jobs that do not require oral or written communication in English. On an average there is no knowledge or limited use of computers or other technologies.</td>
</tr>
</tbody>
</table>
[PRE-] READING OBJECTIVES

Students should be able to:

1. identify the letters of the alphabet
2. identify numbers 1-100
3. identify basic personal information on a form or application
4. identify written classroom commands and instructions
5. identify color words
6. recognize words for days of the week
7. recognize words for time based on an analog clock
8. recognize calendar numbers and words
9. recognize plural versus singular nouns
10. match feeling words with their corresponding pictures
11. match topic vocabulary words with their corresponding pictures

Examples:

1. Say, point to or show a letter on a page or board
2. Say and point to the correct number response: What page number shows this picture?
3. Read a modified application form that contains name, address, telephone and instructions that say print, write and sign
4. Interpret instructions on a worksheet with instructions for circle, underline, fill in write
5. Say, point to or show the color of an object as it appears on paper or a board
6. Say, point to, or show the time words as they appear on a page or board
7. Say, point to, or show clock numbers: 4:00, four o’clock, 4:30 ...four thirty
8. Say, point to, or show 15, 31, year number, days of the week and names of months.
9. Use TPR to indicate Girl, girls, book, books
10. Show picture of a person smiling; student responds by holding up a card with the word Happy
11. Sort and classify pictures into categories such as: clothing, food, transportation, and safety...
**WRITING**

**Students should be able to:**

1. print their name and other basic personal information

2. use cursive writing for their personal signature

3. print the alphabet in upper and lower case letters

4. print number symbols 0-100 using a model

5. print number words 0-19 then by tens to 100 with a model

6. write the time of day

7. write dates in two formats

8. create simple sentences

9. write basic colors using adjective-noun word order

10. copy a simple paragraph

11. write new vocabulary related to each content area topic with correct spelling

12. write American cultural events on a calendar

**Examples:**

1. Write simple personal information (first name, last name, address) complete a simple census form or application form.

2. Students practice signing their names to learn.

3. Trace letters and numbers following guide arrows

4. Students copy numbers from a book or teacher made cards such as numbering works listed in a lesson or using picture prompts to label the ages of people.

5. Students copy numbers words from a book or other pre-made materials.

6. Write hours of a person’s daily activity. 7:00 a.m. wake up

7. April 28, 2005; 4/28/05

8. Write a simple sentence with given S + V + Complement; She is a teacher. The door is open.

9. I see a _________ (blue) pen.

10. Example: I am a student. I study English. I listen, speak, read, and write. The teacher helps me. Other students help me, too.

11. Copy vocabulary related to a given topic. Foods: banana, carrots, bread...Family: daughter, mother...

12. Label holidays, birthdays and special family celebrations.
**GRAMMAR**

**Students should be able to:**

1. match the verb *be* with personal pronouns.  
   **Examples:**  
   1. *I am, he is, she is, they are*

2. use personal pronouns with the contracted form of the verb *be*  
   **Examples:**  
   2. *I’m, he’s, she’s, they’re*

3. use upper and lower case forms correctly

4. ask/respond to questions with WHO- words using the verbs *be* and *do*  
   **Examples:**  
   4. *What is your name? Where are you from? Where do you live?*

5. ask yes/no questions with the verb *be*  
   **Examples:**  
   5. *Are you from Argentina?*

6. answer yes/no questions with the verb *be*  
   **Examples:**  
   6. *Yes, I am. No, he is not.*

7. answer questions using personal pronouns and the verb *be* contracted  
   **Examples:**  
   7. *No I’m not. No she isn’t.*

8. identify punctuation marks for statements and questions  
   **Examples:**  
   8. *Period (.) Question mark (?)*

9. distinguish between singular and plural noun forms  
   **Examples:**  
   9. *House versus houses*

10. practice using possessive pronouns  
    **Examples:**  
    10. *His, her, my, and yours*

11. form sentences and questions using the present progressive  
    **Examples:**  
    11. *What are you doing? I am studying*

12. recognize some prepositions of place  
    **Examples:**  
    12. *in, on, and at*
## TOPICS COVERED AT THIS LEVEL SHOULD BE:

### For the first 48 hours of instruction:

1. Classroom Language
   - A. Follow simple commands
   - B. Identify classroom materials
2. Personal Identification
   - A. Fill out a form or simple application with personal info
   - B. Give personal information related to emergencies
3. Family and Home
   - A. Identify family relationships
   - B. Identify rooms of the home
4. General Information (weather, calendar, and time)
   - A. Know days of the week, months, and calendar dates in US format
   - B. Describe weather conditions and seasons
5. Consumer Economics (food and clothing)
   - A. Identify common foods and articles of clothing
   - B. Use US currency

### For the second 48 hours of instruction:

6. Health and Safety
   - A. Identify body parts
   - B. Talk about physical ailments
7. Community Resources
   - A. Identify hospital, clinic, and post office
   - B. Locate community resources on a map
8. Transportation
   - A. Identify mode of transportation
   - B. Use a bus schedule
9. Work
   - A. Identify occupations
   - B. Complete modified job application
10. Cultural
    - A. Recognize primary holidays
    - B. Identify customs

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### LEVEL COMPETENCIES:

**Upon completion of the first 48 hours of instruction, a student should be able to:**

- A. Follow simple commands
- B. Identify classroom materials
- A. Fill out a form or simple application with personal info
- B. Give personal information related to emergencies
- A. Identify family relationships
- B. Identify rooms of the home
- A. Know days of the week, months, and calendar dates in US format
- B. Describe weather conditions and seasons
- A. Identify common foods and articles of clothing
- B. Use US currency

**Upon completion of second 48 hours of instruction, a student should be able to:**

- A. Identify body parts
- B. Talk about physical ailments
- A. Identify hospital, clinic, and post office
- B. Locate community resources on a map
- A. Identify mode of transportation
- B. Use a bus schedule
- A. Identify occupations
- B. Complete modified job application
- A. Recognize primary holidays
- B. Identify customs

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Beginning Literacy REVISED 8/4/05
**CORE TEXT AND WORKBOOK:**  **TAKING OFF (ALL STAR LITERACY)**  **MC GRAW HILL: PUBLISHER**

**SUPPLEMENTAL TEXTS:**

<table>
<thead>
<tr>
<th>Readers</th>
<th>Grammar</th>
<th>Dictionaries</th>
<th>Workbooks</th>
</tr>
</thead>
</table>
| Very Easy True Stories All New Easy True Stories Pearson/Longman | Grammar Step by Step 1  
(Beginning Listening Activities) Delta |
| Picture Stories Pearson Longman |                      | Longman Picture Pearson Longman |                                |

**TEACHER RESOURCES**

- Longman ESL Literacy
- Puppies or Poppies
- English for Adult Competency
- Short Cuts
- Going Places Level 1
- Stand Out Basic

Beginning Literacy REVISED 8/4/05