

HOWARD COUNTY LIBRARY PROJECT LITERACY

Handbook for Volunteer Tutors

Final Draft 2011

BUILDING LIFE SKILLS THROUGH LITERACY. EDUCATE. ENHANCE. EMPOWER

TABLE OF CONTENTS

About Howard County Library Project Literacy	1
Overview	1
Quick Facts for 2011	1
Expectations of Tutors and Students	1
Contact Information.....	2
About this Handbook.....	2
Suggested Guidelines for Success	3
About the CASAS Testing Program	4
Testing Schedule	4
Tests Used	4
Test Result Meeting	4
Aligning Instruction with Competencies.....	5
CASAS Competencies	5
Levels of Language Proficiency	16
Reading Skills.....	16
Writing Skills	18
Listening Skills	19
Speaking Skills	21
Pronunciation.....	23
Grammar	25
Student Proficiency Assessment.....	27
Reading Skills.....	27
Writing Skills	27
Listening Skills	27
Speaking Skills	27
Pronunciation.....	27
Grammar	27
Interacting with Your Student.....	28
How Adults Learn	28
Special needs of Adult Literacy Students.....	29
General Tutoring Tips.....	31
From: The CAELA Guide for Adult ESL Trainers.....	31
From Howard County Library Project Literacy Tutors	32

In difficult situations you might try:.....	33
Planning Lessons	34
The “ROPES” Model for Lesson Planning.....	34
Teaching Reading	35
Phonemic Awareness.....	35
Phonics.....	35
Fluency	35
Vocabulary	35
Comprehension.....	35
Teaching Writing	36
Correcting for Grammar.....	36
Teaching Grammar.....	38
Teaching Pronunciation	39
HCL Project Literacy Print Resources	40
Basic Texts and Workbooks	40
Supplemental Resources.....	41
Newspapers	43
Dictionaries	44
Tutor Resources	44
Web Resources	45
Resources for working with your student.....	45
Resources for your professional development.....	45
Appendix	46
Glossary.....	46
Sample Lesson Plan.....	47
Best Practices Checklist and Personal Development Plan	50
Student Intake Sheet	51
Student Learning Contract.....	52
Student Competency Sheet	53
Components of Grammar	54
Bibliography	64

ABOUT HOWARD COUNTY LIBRARY PROJECT LITERACY

OVERVIEW

Howard County Library's Project Literacy is funded through a grant from the Maryland State Department of Labor, Licensing and Regulation (DLLR). Any adult who lives or works in Howard County, who is not currently enrolled in a formal K-12 program, and who does not have a high school diploma or equivalent is eligible.

Instruction is provided through one-on-one tutoring at the HCL Central Branch, and small group classes in designated locations. Most of the students participating in the group classes are Spanish speaking adult family members of children in the Howard County Public School System. Free child care is provided to students in group classes.

Group classes are conducted in conversation, basic math, computer literacy, writing and other topics from time to time. If you think your student might benefit, contact the program director.

QUICK FACTS FOR 2011

Number of staff instructors	12
Number of volunteer tutors	40
Number of students in 1:1 tutoring	91
Number of students in group instruction	261
Number of evening ESL classes	7
Number of ABE classes	1
Number of countries represented	35
Hours of tutoring last year	9,500
Number of students receiving high school diplomas since 1987	142
Number of students becoming US citizens since 1987	121
Number of students served since 1987	6,100

EXPECTATIONS OF TUTORS AND STUDENTS

Volunteer tutors are asked to work two to four hours per week at the Howard County Central Library with an assigned student and make a commitment of at least six months. A Student Learning Contract is signed annually by each student and tutor. An example is included on page 52.

CONTACT INFORMATION

The Howard County Library Project Literacy phone number is 410-313-7900.

Key staff positions include:

Position	Responsibilities	Contact Information
Program Manager	Program oversight and liaison with DLLR	Emma Ostendorp emma.ostendorp@hclibrary.org
Instructional Specialist	Provide training and support to tutors	Linda Kamosa linda.kamosa@hclibrary.org
Intake Assessment Specialist	Conduct assessments of incoming students and current students to measure progress; provide assessment information to tutors	Adrienne Davis adrienne.davis@hclibrary.org
Adult Literacy Assistant	Record program data, make copies and organize materials in office	Rita Sato rita.sato@hclibrary.org

ABOUT THIS HANDBOOK

This handbook is designed to provide information and support to help you as a volunteer tutor to work effectively with your students. It has been compiled by Christine Hipple, a volunteer tutor with Howard County Library Project Literacy, as part of the requirements for a master's degree in instructional systems development at UMBC.

Input we received from the following volunteer tutors in two focus groups held in late June and early July of 2011 has been instrumental.

Carolyn Berlin
Tom Brubaker
Alice Gersh
Karen Gormley
Karen Hotham
Jean Lee
Ann Neale
Heidi Pardue
Sue Ziegler

Much of the content was researched and contributed by Linda Kamosa, who provided valuable oversight and direction for the project. If you have feedback, questions or suggestions for additional resources you'd find helpful, please contact Linda at the email address listed above.

SUGGESTED GUIDELINES FOR SUCCESS

Here are some suggestions for getting the greatest benefit from using this handbook.

1. Understand the CASAS competencies (see page 5) , since they form the basis for measuring student and program progress.
2. Review your student’s last competency summary (see example on page 53) to determine the reading proficiency level indicated by the test. Many tutors find it helpful to keep a notebook or folder with all of the student’s assessments for reference.
3. Review the levels of language proficiency on reading, writing, listening, speaking, grammar and pronunciation starting on page 16.
4. Make a tentative assessment of your student’s proficiency level in each area and record it on the Student Proficiency Assessment Summary Form on page 27.
5. Decide on a core resource to use as the basis of your instruction. (See page 40 for a list of CASAS aligned resources.)
6. Since all Project Literacy resources must remain in the office and are to be used by all tutors and students, mark a few lessons in your selected resource for copying by the program assistant.
7. Supplement the lessons in your core resource with other materials:
 - The “Aligning Instruction with Competencies” notebooks contain lessons aligned with specific CASAS competencies. These lessons have been developed by other Project Literacy tutors.
 - Many of the supplemental resources in the Project Literacy office contain lessons that may interest your student and address specific goals you and your student may have. You can view a list of these resources starting on page 41.
 - Design your own lesson plans based on your student’s individual needs, goals and interests. Many tutors find that using real objects such as food packages, appliance instruction manuals, newspaper ads, etc. are interesting and instructive. The ROPES method (see page 34) can help you design an instructionally sound lesson very quickly.

ABOUT THE CASAS TESTING PROGRAM

TESTING SCHEDULE

Students are assessed by the Intake Assessment Specialist (IAS) when they first join the program, and are assessed again after 40 hours of instruction using tests developed by Comprehensive Adult Student Assessment Systems (CASAS).

CASAS is a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. More information can be found at <https://www.casas.org>. CASAS has been adopted by DLLR, along with numerous federal and state government agencies, business and industry, community colleges, education and training providers, correctional facilities, and technical programs. It is used nationwide for Adult Basic Education (ABE) and English as a Second Language (ESL) students. Howard County Library Project literacy uses the CASAS reading tests to measure program success, determine individual student progress, and help tutors focus their instruction.

The tests are multiple choice and are based on life skills expressed as competencies. Each question on the test is mapped to one or more of the CASAS competencies, which are listed beginning on page 5.

TESTS USED

At Howard County Library Project Literacy, we use several forms of the CASAS tests. With two tests for each level, the IAS alternates between the two forms, since it's not unusual for students to repeat testing at the same level.

READING	
Beginning Literacy	Form 27 and Form 28
Level A	Form 81 and Form 82
Level AX	Form 81X and Form 82X
Level B	Form 83 and Form 84
Level C	Form 85 and Form 86
LISTENING (Used in evening program)	
Level A	Form 81 and Form 82
Level B	Form 83 and Form 84
MATH (mainly for EDP students)	
Level C	Form 35 and Form 36

TEST RESULT MEETING

After a student has a minimum of 40 hours of instruction, he or she will be scheduled for a post-test. The IAS administers and grades the post-test, and then you'll be invited to a post-test review meeting. You'll receive a copy of the Student Competency Sheet (See example on page 53) that includes the overall score, a list of the associated

competencies the student answered correctly and incorrectly, and the time to complete the test. Tutors will have an opportunity to review the questions his or her student missed, and the IAS will suggest instructional materials that will target the underlying competencies. The IAS will also advise you which CASAS assessment the student will take for the next post-test.

ALIGNING INSTRUCTION WITH COMPETENCIES

Many of the resources listed starting on page 40 are aligned with the CASAS competencies. If you're using one of those resources you can locate lessons that relate to the competencies your student has not been able to demonstrate successfully. In addition to these resources, lessons that have been created by HCL Project Literacy tutors in alignment with the competencies are found in binders in the HCL Project Literacy office.

The Student Performance Sheet also indicates the student's strengths. This information is useful for planning lessons as well, since strengths can be tapped to address weaknesses.

CASAS COMPETENCIES

This section provides an extensive list of competencies that have been developed, refined, and used in a variety of Adult ESL/ESOL programs for refugees and immigrants for more than 25 years. Competencies can be considered the "content" of Competency-Based Education (CBE). In a nutshell, competencies can be defined as "a demonstrated ability to perform a task successfully".

When you plan your lessons, it's a good idea to think in terms of competency statements or objectives such as:

- Student will be able to state health problem
- Student will be able to complete application form
- Student will be able to read unit price labels

Such statements identify behaviors, are observable and measurable. They identify lesson objectives.

The following competencies have been downloaded from the DLLR website at <http://www.dllr.state.md.us/gedmd/cs/eslcscomp.pdf>.

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 Interact effectively in the classroom

- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)

0.2 COMMUNICATE REGARDING PERSONAL INFORMATION

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

1. CONSUMER ECONOMICS

1.1 USE WEIGHTS, MEASURES, MEASUREMENT SCALES, AND MONEY

- 1.1.1 Interpret recipes
- 1.1.2 Demonstrate pre-computation skills
- 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.5 Interpret information about weather conditions 3.6.3, 6.0 Math, and Math Content Standards
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.) (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 advertisements, labels, charts, and price tags in selecting goods and services

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 Interpret or compute unit pricing
- 1.2.5 Interpret letters, articles, and information about consumer-related topics
- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise
- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing

1.3 UNDERSTAND METHODS AND PROCEDURES USED TO PURCHASE GOODS AND SERVICES

- 1.3.1 Identify, compare and use methods for purchasing goods and services, including online purchasing
- 1.3.2 Interpret credit applications
- 1.3.3 Make returns, exchanges, and customer service requests
- 1.3.4 Use catalogs and order forms to purchase goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.6 Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
- 1.3.7 Interpret information or directions to locate merchandise
- 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 purchasing a home, including loans and insurance
- 1.4.7 Communicate maintenance needs and housing problems to a landlord or property manager
- 1.4.8 Recognize home theft and fire prevention measures

1.5 APPLY PRINCIPLES OF BUDGETING IN THE MANAGEMENT OF MONEY

- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Consider need, affordability, and long-term implications in making purchases
- 1.5.3 Interpret bills (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 Interpret sales receipts
- 1.6.5 Identify and interpret advertising, offers, junk mail and other marketing materials, including claims and disclaimers
- 1.6.6 Interpret information about consumer privacy rights and policies
- 1.6.7 Identify risks such as identity theft and ways to safeguard personal and financial information

1.7 UNDERSTAND PROCEDURES FOR THE CARE, MAINTENANCE, AND USE OF PERSONAL POSSESSIONS

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

1.8 DEMONSTRATE FINANCIAL LITERACY SKILLS

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

1.9 UNDERSTAND 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
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

2. COMMUNITY RESOURCES

2.1 USE THE TELEPHONE AND 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 information related to telephone, cable, and other communications services, including plans, rates and billing
- 2.1.6 Interpret information about using a pay telephone and phone cards
- 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 or similar device 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, including Internet-based map systems
- 2.2.6 Identify and interpret documentation requirements for travel, including applying for documents and completing forms
- 2.2.7 Interpret and follow security policies and procedures, and regulations related to travel and transport

2.3 UNDERSTAND 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
- 2.3.4 Interpret and write dates
- 2.3.5 Interpret information about time zones

2.4 USE MAILING AND SHIPPING SERVICES

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

2.5 USE COMMUNITY AGENCIES AND SERVICES

- 2.5.1 Locate and utilize services of agencies that provide emergency help
- 2.5.2 Access governmental social services, e.g., Social Security, Medicare, welfare programs
- 2.5.3 Identify and use health care services and facilities, including interacting with staff
- 2.5.4 Ask for, give, follow, or clarify directions
- 2.5.5 Understand how to access and use educational systems and services
- 2.5.6 Use library services
- 2.5.7 Interpret permit and license requirements
- 2.5.8 Identify community organizations and their purpose and functions
- 2.5.9 Identify and use childcare services in the community

2.6 USE LEISURE TIME RESOURCES AND FACILITIES

- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other entertainment listings
- 2.6.3 Locate and interpret information in order to plan for recreational activities and other events
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute 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
- 2.7.7 Obtain and interpret news from a variety of media sources (see 7.6)
- 2.7.8 Identify societal influences such as the media, popular culture, politics, and religion, and how they affect people's perceptions, attitudes, and actions (see 7.6)
- 2.7.9 Identify similarities and differences between cultures; how these affect interpersonal and social relations and adaptation to a new cultural environment

2.8 UNDERSTAND HOW TO ACCESS AND USE EDUCATIONAL SYSTEMS AND SERVICES

- 2.8.1 Interpret information about the educational system, from early childhood to postsecondary
- 2.8.2 Identify, evaluate, and access schools and other learning resources
- 2.8.3 Locate and interpret information related to classes, schedules, programs, faculty, facilities, etc.
- 2.8.4 Interpret policies and procedures of educational institutions regarding attendance, grades, conduct, student rights, etc.
- 2.8.5 Interpret school-related forms, such as registration and application forms
- 2.8.6 Interpret information from schools and communicate with school personnel
- 2.8.7 Interpret information about educational support services, such as counseling, accommodations, and financial aid, and identify ways to access them
- 2.8.8 Interpret information related to student and school performance, and identify ways to promote change
- 2.8.9 Identify ways to get involved or volunteer in an educational setting

3. HEALTH

3.1 UNDERSTAND HOW TO ACCESS AND USE THE HEALTH CARE SYSTEM

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

3.2 UNDERSTAND FORMS RELATED TO HEALTH CARE

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

3.3 UNDERSTAND HOW TO SELECT AND USE MEDICATIONS

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

3.4 UNDERSTAND BASIC SAFETY MEASURES AND HEALTH RISKS

- 3.4.1 Interpret product label directions and safety warnings (see 1.7.3)
- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.4.3 Interpret procedures for simple first aid

- 3.4.4 Interpret information about AIDS and other sexually transmitted diseases (see 3.6.3)
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
- 3.4.6 Interpret immunization requirements
- 3.4.7 Interpret health and danger alerts
- 3.4.8 Interpret information regarding disaster preparedness

3.5 UNDERSTAND BASIC PRINCIPLES OF HEALTH MAINTENANCE

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

3.6 UNDERSTAND BASIC HEALTH AND MEDICAL INFORMATION

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

4. EMPLOYMENT

4.1 UNDERSTAND BASIC PRINCIPLES OF GETTING A JOB

- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
- 4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
- 4.1.4 Identify and use information about training opportunities (see 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

- 4.2.5 Interpret information about employee benefits
- 4.2.6 Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment

4.3 UNDERSTAND WORK-RELATED SAFETY STANDARDS AND PROCEDURES

- 4.3.1 Interpret safety signs found in the workplace (see also 3.4.1)
- 4.3.2 Interpret safe work procedures, safety manuals, and related information such as ergonomic requirements
- 4.3.3 Identify common safety equipment and safe work attire
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages

4.4 UNDERSTAND CONCEPTS AND MATERIALS RELATED TO JOB PERFORMANCE AND TRAINING

- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 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 USE COMMON WORKPLACE TOOLS AND TECHNOLOGY

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

4.6 COMMUNICATE EFFECTIVELY IN THE WORKPLACE

- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (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
- 4.7.5 Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)

4.8 DEMONSTRATE EFFECTIVENESS IN WORKING WITH OTHER PEOPLE

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

4.9 UNDERSTAND HOW 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 Identify an organization's goals and priorities, and factors that affect its operation
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

5. GOVERNMENT AND LAW

- 5.1 Understand voting and the political process
 - 5.1.1 Identify voter qualifications
 - 5.1.2 Interpret a voter registration form
 - 5.1.3 Interpret a ballot
 - 5.1.4 Interpret information about electoral politics and candidates
 - 5.1.5 Interpret information about special interest groups
 - 5.1.6 Communicate one's opinions on a current issue
 - 5.1.7 Identify how to contact public officials about issues and concerns

5.2 UNDERSTAND HISTORICAL AND GEOGRAPHICAL INFORMATION

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

5.3 UNDERSTAND AN INDIVIDUAL'S LEGAL RIGHTS AND RESPONSIBILITIES, AND PROCEDURES FOR OBTAINING LEGAL ADVICE

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

problems

5.4 UNDERSTAND INFORMATION ABOUT TAXES

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

5.5 UNDERSTAND THE FUNCTIONS OF GOVERNMENT

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

5.6 UNDERSTAND CIVIC RESPONSIBILITIES AND ACTIVITIES

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

5.7 UNDERSTAND ISSUES RELATED TO SCIENCE AND ETHICS

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

5.8 UNDERSTAND CONCEPTS OF ECONOMICS

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

6. COMPUTATION – SEE CASAS WEBSITE FOR LIST OF COMPETENCIES

7. LEARNING AND THINKING SKILLS

7.1 IDENTIFY OR DEMONSTRATE EFFECTIVE SKILLS AND PRACTICES IN ACCOMPLISHING GOALS

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

7.2 DEMONSTRATE ABILITY TO USE CRITICAL THINKING SKILLS

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

7.3 DEMONSTRATE ABILITY TO USE PROBLEM-SOLVING SKILLS

- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
- 7.3.4 Use problem-solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 DEMONSTRATE STUDY SKILLS

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

7.5 UNDERSTAND ASPECTS OF AND APPROACHES TO EFFECTIVE PERSONAL MANAGEMENT

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

7.6 DEMONSTRATE THE ABILITY TO VIEW THE MEDIA CRITICALLY

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

7.7 DEMONSTRATE THE ABILITY TO USE INFORMATION AND COMMUNICATION TECHNOLOGY

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

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

8. INDEPENDENT LIVING SKILLS- SEE CASAS WEBSITE FOR COMPETENCY LIST, IF NEEDED

LEVELS OF LANGUAGE PROFICIENCY

Learners in an Adult ESL/ESOL class often have different levels of proficiency in these six areas of language:

- Reading Skills
- Writing Skills
- Listening Skills
- Speaking Skills
- Pronunciation
- Grammar

Some learners may have stronger oral/aural skills while others may excel in reading/writing. For example, some students may have picked up listening and speaking skills through their jobs in the US but are unable to read and write. Others may have learned to read and write English in their native countries, but have difficulty understanding or speaking the language.

This section, ESL/ESOL Standards by Skills, has a sequenced list of skills from Beginning ESL/ESOL Literacy to Advanced ESL/ESOL in each of the skill areas. They have been downloaded from <http://www.dlr.state.md.us/gedmd/cs/eslcs.pdf>.

You can use this list to assess your student's level of proficiency in each skill area. Try to check off the skills you know your student has already developed in order to find their proficiency level in each of the six areas. You can then transfer your assessment to the summary on page 27.

READING SKILLS

BEGINNING ESL/ESOL LITERACY

Beginning Literacy ESL/ESOL learners will be able to . .

- Identify upper and lower case letters of the English alphabet and numbers 0-100
- Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words
- Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status)
- Recognize simple words and phrases related to immediate needs
- Read learned sentences
- Interpret simple signs and symbols in environment
- Read dates and analog/digital clock times
- Identify U.S. coins and currency and values
- Read prices
- Follow simple one-step directions and instructions that include pictures or modeling.

LOW BEGINNING ESL/ESOL

Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .

- Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills)
- Read cursive and printed materials
- Interpret words and symbols on everyday signs
- Scan for specific information on familiar documents (e.g., utility bill, pay stub).
- Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels)
- Follow simple geographical directions on a simple map
- Read some common sight words
- Read simple sentences on a familiar topic.

HIGH BEGINNING ESL/ESOL

High Beginning ESL/ESOL learners will be able to . . .

- Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender).
- Read schedules and simple charts
- Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels)
- Read compound and complex sentences following punctuation cues
- Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity)
- Recognize base words, synonyms and antonyms
- Identify patterns and categorize words
- Read compound words and identify base word
- Use prediction as a reading strategy

LOW INTERMEDIATE ESL/ESOL

Low Intermediate ESL/ESOL learners will be able to . . .

- Apply sound/symbol relationships to decode new words in context
- Apply simple context clues to determine the meaning of new words
- Recognize most standard words on a personal information form
- Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary)
- Comprehend simple and compound sentences in authentic materials
- Identify main idea, chronological order, and simple transitions in texts on familiar subjects
- Recognize prefixes, suffixes, homonyms, transition words, words with multiple meanings and some idioms
- Read and understand multi- paragraph selections from a variety of genres
- Read to compare and contrast information on familiar subjects

HIGH INTERMEDIATE ESL/ESOL

High Intermediate ESL/ESOL learners will be able to . . .

- Determine meaning of new vocabulary using context clues and decoding skills
- Read simple descriptions and narratives on authentic topics
- Follow specific written directions/instructions to perform an activity
- Skim for main idea and scan for detail in prose text and on documents
- Interpret information in an authentic paragraph or text to answer a question
- Identify main idea, supporting details and transitions in a paragraph or text
- Identify fact and opinion in a text

- Compare information presented in two or three different sources
- Make inferences from familiar texts
- Recognize common idioms
- Identify a writer's purpose

ADVANCED ESL/ESOL

Advanced ESL/ESOL learners will be able to . . .

- Determine the meaning of unfamiliar words in text
- Interpret factual materials (e.g., prose text, charts/graphs, and other visual presentations)
- Read authentic materials on everyday subjects
- Interpret and summarize descriptions and narratives on familiar topics
- Take notes from texts/documents on unfamiliar topics
- Vary reading strategies for understanding content on unfamiliar topics or technical information
- Distinguish between literal and figurative language
- Take notes while reading

WRITING SKILLS

BEGINNING ESL/ESOL LITERACY

Beginning Literacy ESL/ESOL learners will be able to . . .

- If needed, develop fine motor skills to write legibly
- Write upper and lower case letters and numbers 0-100
- Write basic personal information words (e.g., name, address, telephone number, etc.)
- Spell simple words
- Copy simple words/phrases related to everyday life
- Write dates and digital clock times.
- Write money amounts
- Write very simple learned sentences
- Use simple punctuation (e.g., period, comma, question mark)

LOW BEGINNING ESL/ESOL

Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .

- Write basic personal information (name, address, telephone number, employer, birth date, ID number etc.)
- Write familiar simple words and short phrases from dictation
- Complete short, simplified forms (e.g., check, job application, registration form)
- Address an envelope
- Write lists (e.g., shopping) and personal schedules
- Write some simple phrases and simple sentences related to familiar situations
- Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)

HIGH BEGINNING ESL/ESOL

High Beginning ESL/ESOL learners will be able to . . .

- Write familiar simple sentences from dictation
- Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.)
- Write simple sentences related to familiar situations

- Prepare a map or very simple directions to home/apartment
- Following a model, write a simple paragraph on a single topic
- Use simple basic punctuation (e.g., capitalization, periods, commas, question marks)
- Write simple notes and messages (e.g., note to a teacher about a sick child, thank you for a gift, etc.)
- Spell words phonetically
- Use simple graphic organizers

LOW INTERMEDIATE ESL/ESOL

Low Intermediate ESL/ESOL learners will be able to . . .

- Write simple sentences from dictation
- Write some compound and complex sentences
- Complete more complex forms
- Write out simple instructions with some detail
- Write simple directions with some detail to a familiar location
- Write short notes (e.g., to school, neighbor, coworker)
- Compose simple letters (e.g., requests and offers).
- Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.)
- Apply basic capitalization, spelling and punctuation rules when writing
- Take notes on familiar material transmitted orally
- Use pre writing and editing strategies
- Demonstrate some control of spelling
- Use some idioms

HIGH INTERMEDIATE ESL/ESOL

High Intermediate ESL/ESOL learners will be able to . . .

- Take detailed messages (e.g., phone message)
- Take simple notes from authentic discourse
- Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.)
- Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions
- Write short letters of request /complaint

ADVANCED ESL/ESOL

Advanced ESL/ESOL learners will be able to . . .

- Write complex sentences in paragraphs
- Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise)
- Use pre-writing skills to organize and develop a paragraph
- Write a detailed paragraph with topic sentence, supporting details, and conclusion
- Describe a detailed procedure in writing
- Summarize articles on familiar topics
- Identify parts of a composition -- outlining content/sequence of paragraphs
- Following a model, prepare a simple resume
- Edit and revise drafts

LISTENING SKILLS

BEGINNING ESL/ESOL LITERACY

Beginning Literacy ESL/ESOL learners may demonstrate listening comprehension non-verbally

- Recognize letters of the alphabet
- Recognize cardinal and ordinal numbers
- Recognize/respond to basic survival vocabulary, greetings, and polite expressions (e.g. thank you, please, you're welcome)
- Respond to very simple questions in familiar contexts (e.g., personal information)
- Follow simple one-step directions
- Respond to simple requests for repetition (e.g. nod head, use body language, use the phrase I don't understand)

LOW BEGINNING ESL/ESOL

Low Beginning ESL/ESOL learners will be able to . . .

- Recognize letters of words when spelled or dictated
- Recognize/respond to greetings and polite expressions in routine and familiar settings
- Recognize/respond to simple questions/statements in familiar contexts (e.g., weather, family, employment)
- Follow one-step directions in a familiar context to complete a simple task
- Identify simple expressions indicating lack of understanding
- Recognize/respond to requests for repetition
- Recognize/respond to personal information question

HIGH BEGINNING ESL/ESOL

High Beginning ESL/ESOL learners will be able to . . .

- Listen for key vocabulary words in contextualized conversations
- Recognize common words when spelled or dictated
- Recognize/respond to alternative forms of basic questions in familiar contexts
- Follow simple multi-step directions and instructions
- Identify simple expressions indicating lack of understanding

LOW INTERMEDIATE ESL/ESOL

Low Intermediate ESL/ESOL learners will be able to . . .

- Respond to statements, questions and commands using some expanded vocabulary
- Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school)
- Follow simple two-step directions and instructions with some detail
- Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose)
- Use context clues to get main ideas and to identify details
- Respond to simple requests for clarification
- Distinguish language use in informal versus simple formal situations (i.e., pay attention to register)

HIGH INTERMEDIATE ESL/ESOL

High Intermediate ESL/ESOL learners will be able to . . .

- Interpret statements, questions and commands in a variety of familiar situations
- Follow multi-step directions to a specific location

- Follow multi-step instructions on how to do something
- Interpret information from a conversation and in a variety of contexts (e.g., in person, on telephone, over announcement)
- Identify key information/details in a description
- Respond to requests for clarification and elaboration
- Understand more complex structures
- Distinguish between facts and opinions in conversation
- Recognize/respond to some common idioms

ADVANCED ESL/ESOL

Advanced ESL/ESOL learners will be able to . . .

- Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community)
- Follow detailed multi-step directions and instructions in familiar situations
- Respond to requests for clarification, elaboration, opinion, etc.
- Identify details in a description (e.g., of a person, place or an event)
- Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast)
- Recognize/respond appropriately to social cues in conversation in familiar contexts
- Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., "I have to get going...", "I'd rather not...", "How about going to...")
- Recognize/respond to idiomatic expressions in familiar situations

SPEAKING SKILLS

BEGINNING ESL/ESOL LITERACY

Beginning Literacy ESL/ESOL learners will be able to . . .

- Identify individual letters
- Use cardinal and ordinal numbers (e.g., begin to distinguish difference)
- Greet others
- Use basic vocabulary for social interaction
- Ask simple questions in short phrases
- Produce simple statements
- Express lack of understanding
- Respond to simple questions in a familiar situation
- Ask for repetition (e.g., "What?" or "Today?")

LOW BEGINNING ESL/ESOL

Low Beginning ESL/ESOL learners will be able to demonstrate the following. . .

- Spell some familiar words
- Use numbers appropriately to provide personal information
- Produce and respond to common greetings, introductions, and polite expressions
- Produce simple statements in routine and familiar situations
- Use the telephone to make an emergency call
- Respond to simple questions in familiar situations demonstrating some control of grammar

HIGH BEGINNING ESL/ESOL

High Beginning ESL/ESOL learners will be able to . . .

- Ask simple questions to satisfy survival needs
- Spell some sight words
- Answer simple questions on everyday activities with some detail
- Participate in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension
- Give simple one-step instructions and directions
- Express likes and dislikes
- Express lack of understanding (e.g. speak slower, please rephrase, I don't understand)
- Use the telephone to make an appointment

LOW INTERMEDIATE ESL/ESOL

Low Intermediate ESL/ESOL learners will be able to . . .

- Produce simple statements, questions, and commands using familiar vocabulary
- Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school)
- Give simple two-step directions
- Retell a simple story
- Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement
- Use simple expressions to express opinion
- Express lack of understanding and ask for repetition or clarification
- Use appropriate language in both informal and simple formal situations

HIGH INTERMEDIATE ESL/ESOL

High Intermediate ESL/ESOL learners will be able to . . .

- Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail
- Ask and answer questions – using complete sentences when appropriate
- Give directions to a specific location
- Provide two and three step instructions with detail on how to do something
- Request information and express needs (e.g., in person or by phone)
- Express satisfaction/dissatisfaction and agreement/disagreement
- Provide simple descriptions (e.g., describe a person, place or event)
- Express opinions and provide factual information

ADVANCED ESL/ESOL

Advanced ESL/ESOL learners will be able to . . .

- Participate in discussions on topics beyond immediate survival needs (e.g., local news)
- Explain concepts/ideas in organized manner using examples or details
- Tell anecdotal stories as a part of conversation
- Give detailed, multi-step directions and instructions in familiar settings
- Clarify utterances by rewording or repeating in order to be understood by the general public
- Select and report pertinent information (e.g., regarding an accident, change in procedure, etc.)
- Request specific information in person or by phone
- Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation
- Participate in social interactions using the appropriate degree of formality
- Negotiate a solution/compromise
- Use persuasion in conversation

PRONUNCIATION

BEGINNING ESL/ESOL LITERACY

The Beginning ESL/ESOL Literacy learner will recognize and practice:

- Chunks (words that often go together) and linking the words together [It's a ___ //itza ___//]
- Letter-sound associations (phonemes)
- One- and two-syllable word patterns
- Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]

LOW BEGINNING ESL/ESOL

The Low Beginning ESL/ESOL learner will:

- Recognize/Reproduce chunks (words that often go together) and linking the words together [It's a ___ = Itza___.]
- Recognize/Reproduce letter-sound associations (phonemes)
- Recognize/Reproduce intonation for yes/no questions
- Recognize/Reproduce Intonation for Wh-questions

HIGH BEGINNING ESL/ESOL

- The High Beginning ESL/ESOL learner will:
- Recognize/Reproduce syllable stress of new vocabulary
- Recognize/Reproduce s-ending sounds: /s/, /z/ and /z/
- Use intonation for yes/no questions
- Recognize/Reproduce pronunciation of chunks (words that often go together) and linking the words together

LOW INTERMEDIATE ESL/ESOL

The Low Intermediate ESL/ESOL learner will:

- Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/)
- Contrast/Produce stress of multi-syllabic words
- Contrast/Produce short and long vowel sounds (based on learners' needs)
- Recognize/Reproduce schwa sound used in unstressed syllables
- Recognize/Reproduce s-ending sounds: /s/, /z/ and /z/
- Recognize/Reproduce past "-ed" ending sounds: /t/, /d/ and /d/
- Recognize/Reproduce shift in meaning when using different emphases in sentence stress
- Contrast/Produce intonation difference for questions and sentences

HIGH INTERMEDIATE ESL/ESOL

The High Intermediate ESL/ESOL learner will:

- Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs. /t/)
- Contrast/Produce stress of multi-syllabic words
- Contrast/Produce short and long vowel sounds (based on learners' needs)
- Recognize/Reproduce schwa sound used in unstressed syllables
- Recognize shift in meanings when using different emphases in sentence stress
- Articulating word endings

- Produce intonation differences for questions and sentences
- Phrase words into “thought groups or chunks” and pause between the phrases

ADVANCED ESL/ESOL

The Advanced ESL/ESOL learner will:

- Produce stress of multi-syllabic words, using learned rules to guess stress of new words
- Phrase words into thought groups and pause between the phrases
- Demonstrate conversation management techniques, such as interrupting and “turntaking”

GRAMMAR

BEGINNING ESL/ESOL LITERACY

Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...

- Subject pronouns
- Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense
- Simple Yes/No questions (e.g., Is/Are.....? or Do/Does.....?) in present tense
- Affirmative and negative statements with the verbs "be" and "do"
- Singular/plural (e.g., nouns, this/these)
- Articles – "the, a/an".
- Simple structures -- "It's + day. // It's + time. // It's \$5.00."

LOW BEGINNING ESL/ESOL

Students may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...

- Simple WH questions and responses (affirm./neg.)
- Simple Yes/No questions and responses
- Affirmative and negative statements with "be, do, have" and other high frequency verbs
- Simple present continuous tense
- Simple past with high frequency verbs such as "be, do, have"
- Modal auxiliary verbs (e.g., can / have to + verb)
- Singular/plural (e.g., count/non-count)
- Simple Conjunctions (and, or, but)
- Simple prepositions of time and place (e.g., in, on, at, next to, on the right)
- Simple frequency adverbs (e.g., always, sometimes, never)
- Possessive Adjectives (e.g., my, your, her, our)
- Subject Pronouns

HIGH BEGINNING ESL/ESOL

Learners may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns...

- Present continuous tense
- Modal auxiliary verbs (e.g., can / have to + verb)
- Common irregular verbs
- Subject-Verb agreement
- Adjective + Noun
- There is/There are
- Contractions (e.g., I'm, she's, isn't, don't)
- Demonstrative adjectives (this/that, these/those)
- Singular/plural (e.g., count/non-count)
- Indefinite articles (some/any, much/many)
- Possessive adjectives (e.g., my, your, her, our)
- Conjunctions
- Simple frequency adverbs (e.g., always, sometimes, never)

LOW INTERMEDIATE ESL/ESOL

Begin to use grammar with some control for the beginning level structures/patterns plus the following...

- Simple past tense
- Future tense ("will" + verb and "be going to + verb")
- Present perfect tense in high frequency situations
- Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative
- Simple expressions for giving advice, inviting, and expressing regret
- Comparative and superlative adjectives
- Adverbs (too, very, enough)
- Verb + Infinitive (e.g., want to __, need to __)
- Possessives (e.g., girl's , Tom's)
- Object pronouns (e.g., mine, his, hers, theirs, ours)
- Conjunctions (and/or, but, either/neither)
- Polite expressions (e.g., would rather, would you mind)

HIGH INTERMEDIATE ESL/ESOL

Learners are gaining control of the intermediate level structures/ patterns plus the following...

- Past habitual with "used + infinitive"
- Present perfect (contrast to other tenses and using "for, since, already, yet")
- Past continuous (in contrast to simple past)
- Modals (e.g., ought to, had better, would rather)
- Tag questions
- Conditionals (e.g., present real, present unreal and past unreal)
- Simple adverbial clauses (e.g., before/after, if/then, because/since)
- Passive voice
- Reflexive pronouns (e.g., myself, yourself, herself)
- Common phrasal verbs and idioms (e.g., get __, put __, take __ etc.)
- Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)

ADVANCED ESL/ESOL

Demonstrate control for Intermediate levels plus the following...

- Present Perfect continuous
- Perfect Modals (e.g. should have, would have)
- Embedded statements and questions
- Compound and complex sentences
- Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register)
- Gerunds and infinitives
- Connectives (e.g., because, even, though, etc.)
- Transitional adverbs (therefore, however)
- Adverbial clauses
- Phrasal verbs (separable and inseparable)
- Idiomatic expressions

STUDENT PROFICIENCY ASSESSMENT

Review the skills for all levels for the following skill areas starting on page 16, and mark the student’s proficiency level here to help you select the appropriate learning materials. For reading level, mark both the student’s latest CASAS test score as well as your assessment on the skills checklist.

READING SKILLS



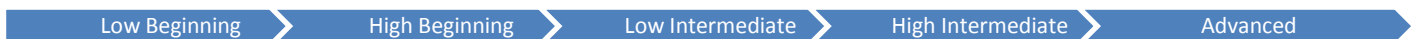
WRITING SKILLS



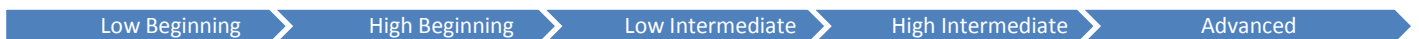
LISTENING SKILLS



SPEAKING SKILLS



PRONUNCIATION



GRAMMAR



INTERACTING WITH YOUR STUDENT

HOW ADULTS LEARN

Most experts agree that adults learn differently from children. This table presents some of the most important thoughts about adult learning theory, along with practical implications for volunteer tutors.

ADULT LEARNERS:	AS A TUTOR:
Display greater variability than children	<ul style="list-style-type: none">Remember that one size doesn't fit all; what works with one adult student may not work with another.Get to know your student as an individual.
Adults have a concept of self and do not like others imposing their will on them.	<ul style="list-style-type: none">Get your student actively involved in planning and conducting lessons.Give the student options whenever possible.Ask the student questions and listen to understand his/her response.Treat your student with respect, consistent with cultural values.
Adults have a wealth of knowledge and experience and want that knowledge to be recognized.	<ul style="list-style-type: none">Review the student's prior experience and knowledge before presenting new material.Respect your student's accomplishments outside the classroom.
Adults become ready to learn when they know that the learning will help them with real problems	<ul style="list-style-type: none">Make sure you understand your student's goals so you can relate lessons to them.Relate lessons to specific life skills that will be enhanced with the new knowledge.Focus on skills that will help the student achieve his/her own goals and help them connect the lessons to their goals.

[Get proliteracy reference page](#)

SPECIAL NEEDS OF ADULT LITERACY STUDENTS

ABOUT LEARNERS OF ENGLISH AS A SECOND LANGUAGE

Many of our students were able to read and write in a native language before learning English; some studied English in school in their native countries. In addition to the general characteristics of adult learners described above, here are some additional things to consider when teaching ESL students:

ADULT ESL LEARNERS:	AS A TUTOR:
May have limited academic skills in their primary language	<ul style="list-style-type: none">• Be aware that researchers know that a learner's previous experience in school exerts a powerful influence on how the learner acquires English. The country in which a learner's schooling took place, its prevailing pedagogy, the years of schooling completed and other school characteristics all influence English language acquisition.¹
May be hesitant to take charge of own learning.	<ul style="list-style-type: none">• Be aware that educational experiences in their own countries may have taught them that the teacher is the unquestioned expert.• Work gradually toward learner-centered instruction where students are expected to develop goals.
May be confused or ambivalent when adapting to a new culture and learning a new language.²	<ul style="list-style-type: none">• Become acquainted with the learner's culture to better understand perspectives and expectations both in and out of the tutoring sessions

[Get page numbers](#)

¹ National Institute for Literacy. *Learning to Achieve*.

² Florez, Mary Ann Cunningham and Burt, Miriam

STUDENTS WITH LEARNING DISABILITIES

Some of our adult new readers suffer from learning disabilities. Although volunteer tutors are not capable of diagnosing learning disabilities, *Teaching Adults: A Literacy Resource Book* offers these behaviors that, if sustained over time, might indicate a learning disability:

- Hyperactivity – restlessness, poor motor coordination, talking rapidly with incomplete thoughts
- Hypoactivity – slow reactions, slow work, appearing unemotional
- Attention problems - daydreaming, appearing confused, difficulty concentrating, easily distracted
- Impulsivity – acting without thinking or concern for consequences, not staying with a task, speaking at inappropriate times
- Other behaviors – memory problems, clumsiness, poor decision-making and time management skills, poor fine motor skills.

While learning may be slower than with other adults, some strategies that have been found effective include:

- Build on the student's strengths to compensate for weaknesses.
- Appeal to visual, auditory and kinesthetic senses.
- Break learning into small, manageable steps.
- Provide frequent feedback and as much positive reinforcement as possible.
- Relate material to the student's everyday life and interests.
- Discuss and study new vocabulary words before the student encounters them in reading.
- Use graph paper to help with letter spacing.
- Prepare the student for any changes in the routine.
- Set up instructional space away from distractions such as windows, doors, noisy equipment, etc.

FROM: THE CAELA GUIDE FOR ADULT ESL TRAINERS

What instructional approaches support second language development in adults? Adult English language learners come to ESL classes to master a tool that will help them satisfy other needs, wants, and goals. Therefore, they need to learn about the English language, to practice it, and to use it.

A variety of instructional approaches and techniques support language learning and language use (see Crandall & Peyton, 1993). Teachers need to examine these options and decide which approaches are most appropriate for them, their learners, and their settings. The following is a summary of general strategies to use with learners:

1. Get to know your students and their needs. English language learners' abilities, experiences, and expectations can affect learning. Get to know their backgrounds and goals as well as proficiency levels and skill needs.
 2. Use visuals to support your instruction. English language learners need context in their learning process. Using gestures, expressions, pictures, and realia makes words and concepts concrete and connections more obvious and memorable. Encourage learners to do the same as they try to communicate meaning.
 3. Model tasks before asking your learners to do them. Learners need to become familiar with vocabulary, conversational patterns, grammar structures, and even activity formats before producing them. Demonstrate a task before asking learners to respond.
 4. Foster a safe classroom environment. Like many adult learners, some English language learners have had negative educational experiences. Many will be unfamiliar with classroom activities and with expectations common in the United States. Include time for activities that allow learners to get to know one another.
 5. Watch both your teacher talk and your writing. Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage in within the classroom. Keep teacher talk simple and clear; use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters, with space between letters and words, and do not overload the chalkboard with too much or disorganized text.
- Although it is important for the teacher to understand the structure of the English language, it may not always be appropriate to provide complex explanations of vocabulary and grammar rules, especially to beginning-level learners. In other words, don't feel you have to explain everything at all times. At times it is enough for learners to know the response needed.
6. Use scaffolding techniques to support tasks. Build sequencing, structure, and support in learning activities. Ask learners to fill in words in a skeletal dialogue and then create a dialogue of a similar situation, or supply key vocabulary before asking learners to complete a form. Recycle vocabulary, structures, and concepts in the course of

instruction. Build redundancy into the curriculum to help learners practice using learned vocabulary or skills in new situations or for different purposes.

7. Bring authentic materials to the classroom. Use materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom. These help learners connect what they are learning to the real world and familiarize them with the formats and information in such publications. However, do prepare learners beforehand (e.g., pre-teach vocabulary) and carefully structure lessons (e.g., select relevant, manageable chunks of the authentic material) to make this work.

8. Don't overload learners. Strike a balance in each activity between elements that are familiar and mastered and those that are new. Asking learners to use both new vocabulary and a new grammatical structure in a role-playing activity where they have to develop original dialogue may be too much for them to do successfully.

9. Balance variety and routine in your activities. Patterns and routines provide familiarity and security and support learners as they tackle new items. But English language learners, like all learners, have a variety of preferences for processing and learning information. They also can get bored. Give learners opportunities to experience and demonstrate their mastery of language in different ways. Challenge them with activities that speak to their lives, concerns, and goals as adults.

10. Celebrate success. Progress for language learners can be slow and incremental. Learners need to know that they are moving forward. Make sure expectations are realistic; create opportunities for success; set short-term as well as long-term goals; and help learners recognize and acknowledge their own progress.³

FROM HOWARD COUNTY LIBRARY PROJECT LITERACY TUTORS

The following is a compilation of suggestions based on the experiences of a number of Project Literacy tutors.

- 1. With your student, set a specific, agreed-upon objective for tutoring.** Periodically review progress toward that objective. Be aware that the objective may change over time.
- 2. Help students understand that their dedication to the task of learning is necessary for them to reach their objectives.** If learning is important to them and they understand it will take time and effort, they do not find it a burden to find the time to come to class and follow up at home.

³ Florez, The CAELA Guide for Adult ESL Trainers. IV-B-16 Study Circle on Second Language Acquisition, Facilitator Guide

3. **Stress regular class attendance.** It is essential if students wish to improve. If possible, encourage students to ask for a makeup if they have to cancel a class.
4. **Be sure that the students have folders or notebooks to keep and organize materials that are used during tutoring sessions.** This practice teaches important study habits such as reviewing materials between sessions.
5. **When introducing a new topic, ask students for examples of their own experiences.** This activates their association with the new information, strengthens their motivation, and gives them confidence that they already know something about the subject.
6. **Include frequent review in your lessons.** Re-introduce concepts already taught in different contexts. Review is essential for mastery.
7. **Use graphic organizers.** Venn diagrams, for example, are effective in helping students comprehend and visually categorize vocabulary and ideas.
8. **When possible, have students talk to each other.** This gives them an opportunity to practice their English in a safe setting.
9. **Help students with things that are happening in their lives or the lives of their families.** Some may need help interpreting a paystub, a jury duty summons, or a phone bill. When you help them, they'll learn something very practical, some new vocabulary, and something that instantly applies to their lives. They're incredibly grateful and excited!
10. **Use humor.** "So....aren't you the person who told me you can't read...or spell....hmmm, so what do you have to say now?" Appreciate the smile or the chuckle when they start to believe "it" is really possible for them to succeed. This is a way of celebrating success.

IN DIFFICULT SITUATIONS YOU MIGHT TRY:

1. Using simple drawings, illustrations, or pictures to get across a point.
2. Using color for visual impact, e.g. word endings, vowel sounds, etc.
3. Visually exposing only the word(s) you are trying to teach.
4. Rephrasing ideas.
5. Using games, rhymes and even songs to help people remember.
6. Having the student trace letters or words before writing them.
7. Begin and end each session with a positive experience. Teach to strengths, encourage, praise and leave with a smile and an assignment.

THE “ROPES” MODEL FOR LESSON PLANNING

There are many lesson plan design models, but this one provides a systematic process that you can use to quickly design a lesson.

- | | |
|--------------|--|
| Review | Where is the learner now? <ul style="list-style-type: none">• Ask about the student’s knowledge or experience in the topic or skill to be covered• Relate this lesson to something the student already knows |
| Overview | Where is the learner going? <ul style="list-style-type: none">• Establish a connection between the student and the content that engages the student and motivates them to learn• Summarize the activities that will occur• Describe the learning objectives• Establish why it is important to learn this content |
| Presentation | How <i>should</i> the learner get there? <ul style="list-style-type: none">• Present the content in a way that will help the learner retain the information• First TELL the student what should be done and how to do it and then SHOW them how to do it by using examples or demonstration |
| Exercise | How <i>can</i> the learner get there? <ul style="list-style-type: none">• Provide opportunity for the student to practice until they can use the skill effectively• Assess the student’s performance and provide feedback |
| Summary | Did the learner get there? <ul style="list-style-type: none">• Have the student summarize what they’ve learned• Answer questions• Discuss how the student will use this skill |

***A lesson plan form from the Maryland Content Standards for Adult ESL/ESOL is included in the appendix (pages 47-49).**

TEACHING READING

Reading is a complex process. The ultimate goal is comprehension; students need to understand what they're reading. This section includes a basic overview of the components of reading.

PHONEMIC AWARENESS

Phonemic awareness is the ability to identify and manipulate the smallest units of sound, phonemes. Sound isolation of initial and final phonemes, recognition of words that begin and end with different sounds in a group of words, identifying the number of phonemes heard in a word are examples of phonemic awareness activities.

PHONICS

Phonics involves connecting the sounds of spoken English with letters or groups of letters. Short phonics activities using materials geared to adults can be integrated into lessons.

FLUENCY

"A fluent reader identifies words rapidly and accurately with little effort, and is therefore able to focus on meaning. A fluent reader also "interprets" while reading to determine appropriate phrasing and expression."⁴

Tutors can model oral reading or use techniques such as echo reading and choral reading to improve a student's fluency.

VOCABULARY

Oral vocabulary includes the words used in speaking or recognized in listening. Reading vocabulary is made up of words used or recognized in print. Vocabulary plays an important role in learning to read because readers must know what words mean before they can comprehend what they are reading.

COMPREHENSION

Reading comprehension is the degree to which we understand what we read. It includes using strategies to actively engage with a text, such as connections, questioning, visualizing and synthesizing.

Comprehension is supported by understanding of:

1. Main Idea (topic sentence)
2. Sequence (chronological order)
3. Cause and Effect (what happens and why)
4. Inference (conclusions drawn from evidence in the text)

⁴ McShane, 2005

TEACHING WRITING

The suggestions in this section are adapted from the Handbook for Literacy Tutors by Chris Harwood.⁵

Many English language learners are reluctant to write. They are not sure they know how to organize their thoughts and express their ideas. They're fearful about their vocabulary, grammar and spelling. Here are some suggestions for making your writing instruction more effective:

- Make writing activities relevant, practical, and connected to your student's needs and goals.
- Use writing activities appropriate to your student's skill level in writing. Remember that students who read at a high level may be writing on a much lower level.
- Talk about the assignment before writing .
- Focus on one aspect of writing for each activity.
- Before having your student write, discuss and list phrases, words or abbreviations that your student might need.
- Use graphic organizers to help your student plan his/her writing. Copies of graphic organizers are available in the Project Literacy office.
- Accept and enjoy your student's work.
- Give plenty of praise and encouragement.
- Help the student see progress and view mistakes as learning opportunities.
- Encourage your student to write something every day.
- Support your student in writing an article for Howard County Project Literacy "Our Stories" magazine.
- Make sure that both you and the student write during the lesson.

Many of the resources listed starting on page 40 include writing exercises as well as specific ideas on helping your student learn to write.

CORRECTING FOR GRAMMAR

When you review your student's writing, it's important to be sparing of corrections, and focus on specific areas the student can work on improving rather than overcorrecting. Here are some strategies that may work for you.

- Recognize and praise what's going well, such as spelling as the word sounds. (You can blame the English language for some spelling errors.)
- Rather than identifying a specific error, put a dot or highlight an error and see if the student can identify the error.
- Look for patterns you can work on and use them to form the basis of an upcoming lesson.
- Focus on one type of error at a time. Edit and watch for that specific error.
- Have your student keep a list of words he or she needs to learn to spell.

⁵ Harwood, 7 – 3. Form?

- Focus on homonyms: words that sound the same but are spelled differently and have different meanings, such as there/their, your/you're.⁶

Before correcting your student's writing for grammar, encourage him/her to correct his/her own work. Have the student write the acronym CUPS on the page and proofread to find errors in:

- Capitalization
- Usage
- Punctuation
- Spelling

⁶ Harwood, 7-20. Form?

TEACHING GRAMMAR

There are many ways to present grammar. It is important to stay within the context. Students, especially at lower levels, are working with new vocabulary, new structures, and all other skills they need to develop to learn English. If you stray from the context to give grammar explanations, you ask students to deal with new or different vocabulary while learning the structures. It is advisable to teach and review the same structures later in future lessons in different contexts. In this way, students learn to transfer the structure to new contexts.⁷

⁷ Standout Basic, p 42.

TEACHING PRONUNCIATION

Students need to hear fast relaxed pronunciation as we speak it every day – not carefully over-articulated, overly-pronounced one-word-by-one-word phrasing of sentences. This doesn't mean you shouldn't slow your speech down a bit to help your students, but it does mean you should speak naturally most of the time. It also means you need to teach what natural speech sounds like. The CASAS aligned textbooks listed on page 40 provide directions and tips for teaching pronunciation related to the context of the lesson.

HCL PROJECT LITERACY PRINT RESOURCES

This is a partial list of the resources available on the bookshelves of the Howard County Project Literacy office.

BASIC TEXTS AND WORKBOOKS

These series can be used as a starting point for lessons with your student.

Resource Title	Code	Skill Level	Reading	Writing	Listening	Speaking	Pronun	Grammar	CASAS Aligned	Teacher Resource	Audio	Notes
All-Star 1	Red	Low Beginning	x	x					x	x		Has scripts for audio but no CD
All-Star 2	Green*	High Intermediate	x	x					x			
Downtown 2	Green	High Intermediate	x	x					x			
ESL Literacy	Yellow	Beginning	x	x	x	x			x	x	x	2 copies; one in notebook. The most up-to-date resource we have for students who take tests 27 and 28.
Future Introduction	Yellow	Beginning	x	x	x	x	x	x	x	x	x	Includes student text, workbook, and test prep in multiple choice format. Teacher's resource in separate book.
Future 1	Yellow	Beginning	x	x	x	x	x	x	x	x	x	
Future 2	Green/Red	Low Intermediate	x	x	x	x	x	x	x	x	x	
Future 3	Green	High Intermediate	x	x	x	x	x	x	x	x	x	
Future 4	Yellow/Red	Advanced	x	x	x	x	x	x	x	x	x	
Future 5	Yellow/Red	Advanced	x	x	x	x	x	x	x	x	x	
Standout Basic, Second Edition	Yellow	Beginning	x	x	x	x	x	x	x	x	x	Series designed to be integrated; includes Lesson Planner for tutors with answers, Student Text for copies, Grammar Challenge and Reading and Writing Challenge. Designed for classroom instruction, but can be easily adapted.
Standout 1 Second Edition	Green/Red	Low Intermediate	x	x	x	x	x	x	x	x	x	
Standout 2 Second Edition	Green	High Intermediate	x	x	x	x	x	x	x	x	x	
Standout 3	Yellow/Red	Advanced	x	x	x	x	x	x	x	x	x	
Standout 4	Yellow/Red	Advanced	x	x	x	x	x	x	x	x	x	
Standout 5	Yellow/Red	Advanced	x	x	x	x	x	x	x	x	x	
Step Forward, Introductory Level	Red	Low Beginning	x	x	x	x			x		x	Has more photos and graphics than some other materials.
Step Forward 1	Red	Low Beginning	x	x	x	x			x		x	

Resource Title	Code	Skill Level	Reading	Writing	Listening	Speaking	Pronun	Grammar	CASAS Aligned	Teacher Resource	Audio	Notes
Step Forward 3	Green/Red	Low Intermediate	x	x	x	x			x			
Step Forward 3	Green	High Intermediate	x	x	x	x			x			
Voyager Foundations	Red	Low Beginning	x	x						x		Text and workbooks. This series is not specifically aligned with the CASAS competencies
Voyager 1	Red	Low Beginning	x	x						x		
Voyager 2	Blue	High Beginning	x	x						x		
Voyager 3	Green/Red	Low Intermediate	x	x						x		
Voyager 4	Green	High Beginning	x	x						x		
Voyager 5	Green	High Beginning	x	x						x		
Voyager 6	Yellow/Red	Advanced	x	x						x		
Voyager 7	Yellow/Red	Advanced	x	x						x		
Voyager 8	Yellow/Red	Advanced	x	x						x		

SUPPLEMENTAL RESOURCES

These resources can supplement the basic resources described above.

Resource Title	Code	Skill Level	Reading	Writing	Listening	Speaking	Pronun	Grammar	CASAS Aligned	Teacher Resource	Audio	Notes
American Lives 1	Green	High Intermediate	x									Biographies of famous Americans from politics, literature, popular culture and the arts.
American Lives 2	Green	High Intermediate	x									
American Lives 3	Yellow/Red	Advanced	x									
American Roots	Green	High Intermediate	x									Main emphasis is reading comprehension. Readings are based on US cultural history and are best for highest level High Intermediate students.
Be a Better Reader	Green	High Intermediate	x							x		Good resource for students preparing for EDP test

Resource Title	Code	Skill Level	Reading	Writing	Listening	Speaking	Pronun	Grammar	CASAS Aligned	Teacher Resource	Audio	Notes
Building Real-Life Reading Skills	Green	High Intermediate	x									Focus is on life skills
City Dreams: Introductory	Red	Low Beginning	x									Emphasis on comprehension skills, vocabulary.
Easy Stories Plus	Red	Low Beginning	x									Good for stories and questions to answer. Has conversation guides.
Essential Life Skills: Getting a Job and Filling Out Forms	Green	High Intermediate	x									Includes some phone scripts.
Essential Life Skills: Reading Ads, Reference Materials & Legal Doc's	Green	High Intermediate	x									
Foundations	Yellow	Beginning	x	x					x			Includes listening scripts, but no CD
From Home to School 1	Red	Low Beginning	x	x						x		Includes student book, workbook and teacher's guide. Excellent resource for students who have school-age children. Available in and out of notebook; notebook contains level 1 and level 2. Includes practice dialogs for school settings.
Life Goes On: Low Beginning	Red	Low Beginning	x									Good for stories and questions to answer. Has conversation guides.
Literacy in Life Skills, Book 1	Yellow	Beginning	x	x					x			Very basic; relates to CASAS skills. Book 1 and 2 in binder.
Literacy in Life Skills, Book 2	Yellow	Beginning	x	x					x			
Number Power Series												Most popular series for improving math skills
On the Job English	Green/Red	Low Intermediate	x									Not CASAS aligned, but examples are from the workplace. Good for students whose personal goals are job related.

Resource Title	Code	Skill Level	Reading	Writing	Listening	Speaking	Pronun	Grammar	CASAS Aligned	Teacher Resource	Audio	Notes
Reading Drills: Advanced	Yellow/Red	Advanced	x	x								Comprehension, critical thinking, vocabulary and writing exercises follow each passage.
Reading Drills: Middle Level	Green	High Intermediate	x	x								
Sam and Pat 1	Red	Low Beginning	x	x								Written for adults; students often develop relationship with characters and enjoy stories. Integrates phonics. Only two in series.
Sam and Pat 2	Blue	High Beginning	x	x								
Side by Side Plus, Book 1	Red	Low Beginning	x	x	x	x	x	x		x	x	Good resource for listening and speaking; uses context to help with integration includes test prep
Side by Side Plus, Book 3	Green	High Intermediate	x	x	x	x	x	x		x	x	
Side by Side, Book 1	Red	Low Beginning	x	x	x	x	x	x			x	Good resource for listening and speaking; uses context to help with integration. Includes student text and workbook
Side by Side, Book 2	Blue	High Beginning	x	x	x	x	x	x				
Side by Side, Book 3	Green	High Intermediate	x	x	x	x	x	x				
Ventures 1	Red	Low Beginning	x	x	x	x	x	x	x	x	x	Student book helps present material; workbook provides additional practice during lesson or for homework. Level 2 has student book only.
Ventures 2	Blue	High Beginning	x	x	x	x	x	x	x	x	x	

NEWSPAPERS

Easy English News	High beginning to low intermediate	Published monthly, includes articles about life in the United States, including holidays, worksheets with multiple choice activities available
News for You	High Intermediate and Advanced	Weekly newspaper covers international and national current events and includes a wide range of feature articles. A teacher's guide provides reproducible exercises, activities and discussion questions.

DICTIONARIES

Word by Word Basic	Pearson/Longman	Two copies - one in binder and one loose. More activity-based than other resources
Oxford Picture Dictionary and Beginning Workbook, Monolingual	Oxford University Press	Tutor resources are in separate book
Oxford Picture Dictionary and Beginning Workbook, Chinese	Oxford University Press	Tutor resources are in separate book
Oxford Picture Dictionary and Beginning Workbook, Haitian-Creole	Oxford University Press	Tutor resources are in separate book
Word by Word Basic Picture Dictionary	Pearson/Longman	
Longman Photo Dictionary (Monolingual)	Longman	Some students and tutors prefer the photographs over drawings in other resources.
Word by Word Basic English-Chinese Picture Dictionary		
Oxford Dictionary of American English for Learners	Oxford University Press	Includes CD that pronounces over 20,000 words
Longman Dictionary of American English	Longman	Includes CD
Longman Diccionario Pocket	Longman	Spanish-English and English-Spanish with Spanish directions
Concise Oxford English Dictionary	Oxford University Press	

TUTOR RESOURCES

Aligning Instruction with Competencies	HCLPL	Binder with CASAS aligned lessons, based on questions on all Reading Test forms. These are very useful in helping students develop skills they've not yet demonstrated on a test.
Graphic Organizers	HCLPL	Binder with word webs, charts, etc for use in lessons. Tutors can take a copy.
Practice Tests		Old versions of CASAS tests are available for practice and review with your student. Many tutors give the test on a timed basis (60 minutes) to get an idea of how the student will do on an actual test. Others use specific questions to help develop skills.

WEB RESOURCES

RESOURCES FOR WORKING WITH YOUR STUDENT

http://www.bogglesworldesl.com	Worksheets and lesson plans for ESL instructors and students
http://www.pdictionary.com	The internet picture dictionary
http://www.englishclub.com	Comprehensive resource for students and tutors. Includes checklists, games, activities and opportunities for interaction with other learners of English. This is a British site, so some spelling and usage may be unfamiliar.
http://www.manythings.org/voa/history/	62 hours of recorded US history lessons start from the 1400s to the 2004 Presidential race. Students can read or listen to the lessons, depending on the skill level and goals.
http://esl.about.com/	Lessons for learners at all levels

RESOURCES FOR YOUR PROFESSIONAL DEVELOPMENT

Center for Adult English Language Acquisition <http://www.cal.org/caela/index.html>

Maryland Association for Adult Community and Continuing Education: <http://www.maaccemd.org/>

ProLiteracy: <http://www.proliteracy.org/>

APPENDIX

GLOSSARY

ABE	Adult Basic Education programs are federally funded programs that provide instruction in reading and other basic skills. The target population is adults who have not completed high school and need to complete their basic skills.
CASAS	Comprehensive Adult Student Assessment System is used by Howard County Library Project Literacy to assess students entering the program and periodically throughout their participation. More information can be found on page 3.
DLLR	The Maryland Department of Labor Licencing and Regulation which oversees Howard County Project Literacy
ESL	English as a Second Language. This can refer to programs that provide instruction for immigrants in speaking, understanding, reading and writing English, or to the learners themselves. ESL students may also be called ELLs (English Language Learners)>
EDP	External Diploma Program – an alternative to GED or High School Diploma; this is the path that we prepare our students to pursue at HCC.
ESOL	English for Speakers of other Languages. This implies that the learner may know other languages than the native language and English.
GED	General Educational Development tests award a high-school equivalency certificate to those who pass.

SAMPLE LESSON PLAN

This sample lesson plan has been copied from the Aligning Instruction with Comptencies workbook.

<i>Lesson Plan</i>	
Topic:	Company Policy Memo <i>Advanced</i>
Objectives: (What the student will know and be able to do)	The student will be able to demonstrate understanding of a workplace memo by answering questions about company policies.
CASAS Competencies:	4.6.2-3 Interpret work related correspondence, including notes, memos, letters, and email
Language Standards: (Listening, speaking, reading, writing, pronunciation, and grammar; found in the CS document under ESL Standards by level or skill)	Ask and answer questions-using complete sentences when appropriate (S) Interpret information in an authentic text to answer a question (R)
Procedures:	
<ul style="list-style-type: none"> • Activation of prior knowledge: (Introduction that creates learner interest) • Direct Instruction: (Introduction of the competency, language standards, and other skills) • Modeling: (Demonstration of what you tell) 	<p>Display 2 or 3 authentic memos. Ask student if s/he has seen information presented like this. If so, discuss where.</p> <p>Explain that important information is often communicated in a format like these in schools, workplaces, etc. Add, "Memos are usually short and contain language that is direct and clear. The purpose of a memo is usually mentioned in the first paragraph. Information is often presented in a list instead of a paragraph. In this lesson, you'll learn about the different parts and possible contents of memos so you can understand and answer questions about memos you read."</p> <p>Tell the student that if you had some information to explain to him/her, you might write a memo. "I would type 'To:' and put your name beside the colon. On the next line, I would type 'From:' and put my name beside the colon. I might add, 'Project Literacy Tutor' after my name. Then I would type, 'Subject:' on the next line and write the topic of the memo (what I am writing about). Last, I would type the information I wanted to tell you. <i>During this step, the teacher types a memo to the student using the correct form and containing some relevant information, such as a date the library will be closed or a Project Literacy policy, etc. A laptop computer can be used.</i> Indicate that the headings can sometimes occur in a different order.</p>

<ul style="list-style-type: none"> • Guided Practice: (Learners use the new information in controlled activities) • Check for understanding: (Questioning strategies to determine if the student gets it) • Independent Practice: (Student works alone, homework, etc.) • Application: (Authentic task connecting learning to the world beyond the classroom) • Evaluation: (Activity that aligns with the objectives to determine learner progress) 	<p>Using the memo that has been typed, have the student locate the line that tells who is writing the memo, who is receiving it, what it is about, and the information itself. Discuss what caused you to write this memo.</p> <p>Use Lesson 2 from <i>Real Life Writing</i> (pg. 34). Discuss the company's problems using the pictures in part A. Read the memo in part B. Ask questions like: What time does the company expect employees to report? How much break time do employees have each day? What does the word <i>comments</i> mean as it is used in the memo? What problems caused the company to write this memo?</p> <p>Have the student answer the true/false questions in part C independently. Check and discuss the answers.</p> <p>Show the student the memo from the magazine. What parts does it have that are like the parts in the memos used so far in this lesson? Who is the memo to? Who is Barbara? What does the word <i>occupation</i> mean as it is used in this memo? Discuss the terms <i>officially terminated</i> and <i>effective immediately</i>. Ask: "What does Barbara want cancer to know?"</p> <p>Have the student read the memo in part A Lessons 7&8 Grammar and answer the following multiple choice questions:</p> <ol style="list-style-type: none"> 1. What does the school expect to receive from families during the month of September? <ol style="list-style-type: none"> a. new health and wellness strategies b. exercise classes c. student health forms d. student health forms and Family Data forms from new students 2. What does the word <i>implementing</i> mean as used in the memo? <ol style="list-style-type: none"> a. daily exercise activities b. putting into place c. supervision d. registration
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	<p>3. What problem caused the school to write this memo?</p> <ul style="list-style-type: none"> a. Students weren't bringing their health forms to the school. b. Children need exercise while they are in school. c. The cafeteria doesn't serve good food. d. The school was closed on Saturday.
<p>Materials: (Text, authentic materials, audio/video, etc.)</p>	<p>Blank paper for composing a memo Real Life Writing-lesson 2, page 34 Magazine ad containing a memo Lessons 7&8 Grammar, page 94 <i>Future 4</i> Multiple choice questions</p>

BEST PRACTICES CHECKLIST AND PERSONAL DEVELOPMENT PLAN

A best practice is a technique or methodology that, through experience and research, has been proven to reliably lead to a desired result. You may find it helpful to assess yourself on some of the best practices that can help you develop your skills as a tutor.

SELF ASSESSMENT

- 1 I'm a novice at this and need to start learning
- 2 I'm using this but would like to learn more
- 3 I'm proficient at this
- 4 I've mastered this and could help other tutors

GENERAL	1	2	3	4
I know my student's specific learning goals				
I understand the purpose and content of the CASAS competencies				
I have a reasonably accurate assessment of my student's proficiency level in reading, writing, listening, speaking, pronunciation and grammar				
I understand how adults learn language				
I have developed an approach to tutoring my student based on his/her test scores, needs and goals				
I approach tutoring sessions with energy and enthusiasm				
I look for ways to develop my tutoring skills				
LESSON PLANNING				
I include a meaningful warm-up to review previous learning				
I set clear, measurable objectives for each lesson				
I use authentic materials when appropriate				
I include instruction based on CASAS competencies				
I use materials at the appropriate skill level for my student				
I provide phonics and grammar instruction in meaningful contexts				
I provide opportunities for my student to relate the topic of the lesson to personal experiences				
I present information clearly and concisely in language the student can understand				
I provide opportunity for both guided and independent practice				
I am able to evaluate the student's learning in a way that both the student and I can recognize progress.				

DEVELOPMENT PLAN

List one or two specific goals you have for your development as a literacy tutor:

1

2

STUDENT INTAKE SHEET

This is the sheet the Intake Assessment Specialist completes for each new student.

PROJECT LITERACY INTAKE ASSESSMENT SHEET

Name _____ Date _____

Country of origin if not U.S. (how long in U.S.)/State of birth if U.S./Family _____

Educational Background (cannot have graduated high school) _____

Previous experience in adult education _____

Reasons for leaving school (behavioral difficulties, learning disabilities)/Reasons for switching programs (HCC to PL) _____

Ever receive special ed services _____

Nature and location of work _____

Availability _____

Short/long term learning goals:
Reading Writing Speaking Understanding

What would you like to do now but can't because of poor literacy skills? _____

Work with male/female tutor _____

Comments: _____

STUDENT LEARNING CONTRACT

Howard County Library Project Literacy

Student Learning Contract

As a Project Literacy student, I am required to

- Come to class on time
- Bring my books and student materials every time
- Finish my homework every time
- Call my tutor at least one hour before class time if I need to cancel
- Do my own work when I take a test
- Complete at least 40 hours of class time every 6 months.

I understand that

- I may be asked to leave the program if I fail to follow the above rules.
- I will be asked to leave the program if I fail to complete at least 12 hours of class time during the first two months of this contract.

Student:	Tutor:
Print Name _____	Print Name _____
Signature _____	Signature _____
Date _____	Date _____

**Tutors:
Please make a copy for your student and give the signed original to Kiran or Emma. Thank you.*

STUDENT COMPETENCY SHEET

This is a copy of the results of the CASAS testing you'll receive from the Intake Assessment Specialist after every test. It's a good idea to refer to the binders containing lessons for each of items on each of the test levels.

STUDENT PERFORMANCE BY COMPETENCY
Form 81 R - Reading - Level A - Life and Work

Name _____ Site _____ Date _____

Check boxes of items the learner has answered correctly.

ITEM	COMP.*	
<input type="checkbox"/> 1. Household item	1.4.1-3	Identify different kinds of household items
<input type="checkbox"/> 2. Article of clothing	1.3.9-3	Identify different kinds of clothing
<input type="checkbox"/> 3. Address	0.2.3-3 2.4.1	Interpret information about home maintenance, and communicate housing problems to a landlord
<input type="checkbox"/> 4. Number	6.0.1	Identify different kinds of housing, areas of the home, common household items
<input type="checkbox"/> 5. Identification	5.3.1-3	Interpret common laws and ordinances, and legal forms and documents
<input type="checkbox"/> 6. Money	1.1.6-3	Count, convert, and use coins and currency, recognize symbols such as (\$), (¢)
<input type="checkbox"/> 7. Time	2.3.1-3	Interpret clock time
<input type="checkbox"/> 8. Community location	2.5.4-3 1.8.1	Read, interpret, and follow directions found on public signs, building directories Demonstrate the use of savings and checking accounts, including using an ATM
<input type="checkbox"/> 9. Community location	1.8.1	Demonstrate the use of savings and checking accounts, including using an ATM
<input type="checkbox"/> 10. Illness	3.1.1-3	Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
<input type="checkbox"/> 11. Common activity	0.2.4-3	Converse about daily and leisure activities and personal interests
<input type="checkbox"/> 12. Common activity	0.2.4-3	Converse about daily and leisure activities and personal interests
<input type="checkbox"/> 13. Housing problem	1.4.7-3	Interpret information about home maintenance, and communicate housing problems to a landlord
<input type="checkbox"/> 14. Housing ad	1.4.1	Identify different kinds of housing, areas of the home, common household items
<input type="checkbox"/> 15. Interior sign	1.4.2-4	Select appropriate housing by interpreting classified ads, signs, and other info
<input type="checkbox"/> 16. Hours sign	2.5.4-4	Read, interpret, and follow directions found on public signs, building directories
<input type="checkbox"/> 17. Food ad	2.5.4-4	Read, interpret, and follow directions found on public signs, building directories
<input type="checkbox"/> 18. Menu	1.2.1-4	Interpret advertisements, labels, charts, and price tags in selecting goods, services
<input type="checkbox"/> 19. School form	1.3.8-4	Identify common food items
<input type="checkbox"/> 20. School form	2.5.5-1	Locate and use educational services in the community, including interpreting and writing school-related communications
<input type="checkbox"/> 21. School form	0.2.2	Complete a personal information form
<input type="checkbox"/> 22. School form	2.5.5-1	Locate and use educational services in the community, including interpreting and writing school-related communications
<input type="checkbox"/> 23. School form	0.2.2	Complete a personal information form
<input type="checkbox"/> 24. Job ad	4.1.3-4	Identify and use sources of information about job opportunities such as job descriptions, job ads, announcements, and about the workforce and job market
<input type="checkbox"/> 25. Appointment list	2.5.2-2	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
<input type="checkbox"/> 26. Appointment list	2.3.1	Interpret clock time
<input type="checkbox"/> 27. Time card	4.2.1-2	Interpret wages, wage deductions, benefits, and timekeeping forms
<input type="checkbox"/> 28. Time card	2.3.2	Identify the months of the year and the days of the week
<input type="checkbox"/> 29. Time card	2.3.1	Interpret clock time

* The first digit represents Content Area: 1 Consumer Economics; 2 Community Resources; 3 Health; 4 Employment; 5 Government and Law; 6 Computation; 7 Learning to Learn; 8 Independent Living. The second digit represents Competency Area. The first three digits together make up the number of the competency statement shown. See the CASAS Competency List. The fourth digit represents Task: 1 Forms; 2 Charts, maps, consumer billings, matrices, graphs, tables; 3 Articles, paragraphs, sentences, directions, manuals; 4 Signs, price tags, advertisements, product labels; 5 Measurement scales, diagrams; 6 Oral cue.

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The competency numbers correspond with the CASAS competencies that are included in this handbook.

Missed items will be highlighted

COMPONENTS OF GRAMMAR

This list of grammar terms has been adapted from <http://www.englishclub.com/grammar/terms.htm>

Term	Definition
active voice	one of two voices in English; a direct form of expression where the subject performs or "acts" the verb; see also passive voice "Many people eat rice"
adjective	part of speech that typically describes or "modifies" a noun "It was a big dog."
adjective clause	seldom-used term for relative clause
adjunct	word or phrase that adds information to a sentence and that can be removed from the sentence without making the sentence ungrammatical I met John at school.
adverb	word that modifies a verb, an adjective or another adverb quickly, really, very
adverbial clause	dependent clause that acts like an adverb and indicates such things as time, place or reason Although we are getting older , we grow more beautiful each day.
affirmative	statement that expresses (or claims to express) a truth or "yes" meaning; opposite of negative The sun is hot.
affix	language unit (morpheme) that occurs before or after (or sometimes within) the root or stem of a word un- in unhappy (prefix), -ness in happiness (suffix)
agreement (also known as "concord")	logical (in a grammatical sense) links between words based on tense, case or number this phone, these phones
antecedent	word, phrase or clause that is replaced by a pronoun (or other substitute) when mentioned subsequently (in the same sentence or later) " Emily is nice because she brings me flowers."
appositive	noun phrase that re-identifies or describes its neighboring noun "Canada, a multicultural country , is recognized by its maple leaf flag."
article	determiner that introduces a noun phrase as definite (the) or indefinite (a/an)
aspect	feature of some verb forms that relates to duration or completion of time; verbs can have no aspect (simple), or can have continuous or progressive aspect (expressing duration), or have perfect or perfective aspect (expressing completion)
auxiliary verb (also called "helping verb")	verb used with the main verb to help indicate something such as tense or voice I do not like you. She has finished. He can swim.
bare infinitive	unmarked form of the verb (no indication of tense, mood, person, or aspect) without the particle "to"; typically used after modal auxiliary verbs; see also infinitive "He should come", "I can swim"
base form	basic form of a verb before conjugation into tenses etc be, speak

case	form of a pronoun based on its relationship to other words in the sentence; case can be subjective, objective or possessive "I love this dog", " This dog loves me", " This is my dog"
causative verb	verb that causes things to happen such as "make", "get" and "have"; the subject does not perform the action but is indirectly responsible for it "She made me go to school", "I had my nails painted"
clause	group of words containing a subject and its verb " It was late when he arrived"
comparative, comparative adjective	form of an adjective or adverb made with "-er" or "more" that is used to show differences or similarities between two things (not three or more things) colder, more quickly
complement	part of a sentence that completes or adds meaning to the predicate Mary did not say where she was going .
compound noun	noun that is made up of more than one word; can be one word, or hyphenated, or separated by a space toothbrush, mother-in-law, Christmas Day
compound sentence	sentence with at least two independent clauses; usually joined by a conjunction "You can have something healthy but you can't have more junk food."
concord	another term for agreement
conditional	structure in English where one action depends on another ("if-then" or "then-if" structure); most common are 1st, 2nd, and 3rd conditionals "If I win I will be happy", "I would be happy if I won"
conjugate	to show the different forms of a verb according to voice, mood, tense, number and person; conjugation is quite simple in English compared to many other languages I walk, you walk, he/she/it walks, we walk, they walk; I walked, you walked, he/she/it walked, we walked, they walked
conjunction	word that joins or connects two parts of a sentence Ram likes tea and coffee. Anthony went swimming although it was raining.
content word	word that has meaning in a sentence, such as a verb or noun (as opposed to a structure word, such as pronoun or auxiliary verb); content words are stressed in speech "Could you BRING my GLASSES because I've LEFT them at HOME "
continuous (also called "progressive")	verb form (specifically an aspect) indicating actions that are in progress or continuing over a given time period (can be past, present or future); formed with "BE" + "VERB-ing" "They are watching TV."
contraction	shortening of two (or more) words into one isn't (is not), we'd've (we would have)
countable noun	thing that you can count, such as apple, pen, tree (see uncountable noun) one apple, three pens, ten trees
dangling participle	illogical structure that occurs in a sentence when a writer intends to modify one thing but the reader attaches it to another Running to the bus, the flowers were blooming." (In the example sentence it seems that the flowers were running.)
declarative sentence	sentence type typically used to make a statement (as opposed to a question or command) "Tara works hard", "It wasn't funny"

defining relative clause (also called "restrictive relative clause")	relative clause that contains information required for the understanding of the sentence; not set off with commas; see also non-defining clause "The boy who was wearing a blue shirt was the winner"
demonstrative pronoun demonstrative adjective	pronoun or determiner that indicates closeness to (this/these) or distance from (that/those) the speaker "This is a nice car", "Can you see those cars?"
dependent clause	part of a sentence that contains a subject and a verb but does not form a complete thought and cannot stand on its own; see also independent clause "When the water came out of the tap..."
determiner	word such as an article or a possessive adjective or other adjective that typically comes at the beginning of noun phrases "It was an excellent film", "Do you like my new shirt?", "Let's buy some eggs"
direct speech	saying what someone said by using their exact words; see also indirect speech "Lucy said: 'I am tired.'"
direct object	noun phrase in a sentence that directly receives the action of the verb; see also indirect object "Joey bought the car", "I like it", "Can you see the man wearing a pink shirt and waving a gun in the air?"
embedded question	question that is not in normal question form with a question mark; it occurs within another statement or question and generally follows statement structure "I don't know where he went," "Can you tell me where it is before you go?", "They haven't decided whether they should come"
finite verb	verb form that has a specific tense, number and person I work, he works, we learned, they ran
first conditional	"if-then" conditional structure used for future actions or events that are seen as realistic possibilities "If we win the lottery we will buy a car"
fragment	incomplete piece of a sentence used alone as a complete sentence; a fragment does not contain a complete thought; fragments are common in normal speech but unusual (inappropriate) in formal writing "When's her birthday? - In December", "Will they come? - Probably not"
function	purpose or "job" of a word form or element in a sentence The function of a subject is to perform the action. One function of an adjective is to describe a noun. The function of a noun is to name things.
future continuous (also called "future progressive")	tense* used to describe things that will happen in the future at a particular time; formed with WILL + BE + VERB-ing "I will be graduating in September."
future perfect	tense* used to express the past in the future; formed with WILL HAVE + VERB-ed "I will have graduated by then"
future perfect continuous	tense* used to show that something will be ongoing until a certain time in the future; formed with WILL HAVE BEEN + VERB-ing "We will have been living there for three months by the time the baby is born"
future simple	tense* used to describe something that hasn't happened yet such as a prediction or a sudden decision; formed with WILL + BASE VERB "He will be late", "I will answer the phone"
gerund	noun form of a verb, formed with VERB-ing " Walking is great exercise"

gradable adjective	adjective that can vary in intensity or grade when paired with a grading adverb ; see also non-gradable adjective quite hot, very tall
grading adverb	adverb that can modify the intensity or grade of a gradable adjective quite hot, very tall
hanging participle	another term for dangling participle
helping verb	another term for auxiliary verb
imperative	form of verb used when giving a command; formed with BASE VERB only "Brush your teeth!"
indefinite pronoun	pronoun does not refer to any specific person, thing or amount. It is vague and "not definite". anything, each, many, somebody
independent clause (also called "main clause")	group of words that expresses a complete thought and can stand alone as a sentence; see also dependent clause "Tara is eating curry.", "Tara likes oranges and Joe likes apples."
indirect object	noun phrase representing the person or thing indirectly affected by the action of the verb; see also direct object "She showed me her book collection", "Joey bought his wife a new car"
indirect question	another term for embedded question
indirect speech (also called "reported speech")	saying what someone said without using their exact words; see direct speech "Lucy said that she was tired"
infinitive	base form of a verb preceded by "to"; see also bare infinitive "You need to study harder", "To be, or not to be: that is the question"
inflection	change in word form to indicate grammatical meaning dog, dogs (two inflections); take, takes, took, taking, taken (five inflections)
interjection	common word that expresses emotion but has no grammatical value; can often be used alone and is often followed by an exclamation mark "Hi!", "er", "Ouch!", "Dammit!"
interrogative	(formal) sentence type (typically inverted) normally used when asking a question "Are you eating?", "What are you eating?"
interrogative pronoun	pronoun that asks a question. who, whom, which
intransitive verb	verb that does not take a direct object; see also transitive verb "He is working hard", "Where do you live?"
inversion	any reversal of the normal word order, especially placing the auxiliary verb before the subject; used in a variety of ways, as in question formation, conditional clauses and agreement or disagreement "Where are your keys?"; "Had we watched the weather report, we wouldn't have gone to the beach", "So did he", "Neither did she"
irregular verb see irregular verbs list	verb that has a different ending for past tense and past participle forms than the regular "-ed"; see also regular verb buy, bought, bought; do, did, done
lexicon, lexis	all of the words and word forms in a language with meaning or function
lexical verb	another term for main verb
linking verb	verbs that connect the subject to more information (but do not indicate action), such as "be" or "seem"

main clause	another term for independent clause
main verb (also called "lexical verb")	any verb in a sentence that is not an auxiliary verb; a main verb has meaning on its own "Does John like Mary?", "I will have arrived by 4pm"
modal verb (also called "modal")	auxiliary verb such as can, could, must, should etc; paired with the bare infinitive of a verb "I should go for a jog"
modifier	word or phrase that modifies and limits the meaning of another word the house => the white house, the house over there, the house we sold last year
mood	sentence type that indicates the speaker's view towards the degree of reality of what is being said, for example subjunctive, indicative, imperative
morpheme	unit of language with meaning; differs from "word" because some cannot stand alone un-, predict and -able in unpredictable
multi-word verb	verb that consists of a basic verb + another word or words (preposition and/or adverb) eg: get up (phrasal verb), believe in (prepositional verb), get on with (phrasal-prepositional verb)
negative	form which changes a "yes" meaning to a "no" meaning; opposite of affirmative "She will not come", "I have never seen her"
nominative case	another term for subjective case
non-defining relative clause (also called "non-restrictive relative clause")	relative clause that adds information but is not completely necessary; set off from the sentence with a comma or commas; see defining relative clause "The boy, who had a chocolate bar in his hand, was still hungry"
non-gradable adjective	adjective that has a fixed quality or intensity and cannot be paired with a grading adverb; see also gradable adjective freezing, boiling, dead
non-restrictive relative clause	another term for non-defining relative clause
noun	part of speech that names a person, place, thing, quality, quantity or concept; see also proper noun and compound noun eg: "The man is waiting", "I was born in London", "Is that your car?", "Do you like music?"
noun clause	clause that takes the place of a noun and cannot stand on its own; often introduced with words such as "that, who or whoever" " What the president said was surprising"
noun phrase (NP)	any word or group of words based on a noun or pronoun that can function in a sentence as a subject, object or prepositional object; can be one word or many words; can be very simple or very complex "She is nice", "When is the meeting?", "The car over there beside the lampost is mine"
number	change of word form indicating one person or thing (singular) or more than one person or thing (plural) one dog/three dogs, she/they
object	thing or person affected by the verb; see also direct object and indirect object "The boy kicked the ball", "We chose the house with the red door"
objective case	case form of a pronoun indicating an object "John married her ", "I gave it to him "

part of speech	one of the classes into which words are divided according to their function in a sentence verb, noun, adjective
participle	verb form that can be used as an adjective or a noun; see past participle, present participle
passive voice	one of two voices in English; an indirect form of expression in which the subject receives the action; see also active voice "Rice is eaten by many people"
past tense (also called "simple past")	tense used to talk about an action, event or situation that occurred and was completed in the past "I lived in Paris for 10 years", "Yesterday we saw a snake"
past continuous	tense often used to describe an interrupted action in the past; formed with WAS/WERE + VERB-ing "I was reading when you called"
past perfect	tense that refers to the past in the past; formed with HAD + VERB-ed "We had stopped the car"
past perfect continuous	tense that refers to action that happened in the past and continued to a certain point in the past; formed with HAD BEEN + VERB-ing "I had been waiting for three hours when he arrived"
past participle	verb form (V3) - usually made by adding "-ed" to the base verb - typically used in perfect and passive tenses, and sometimes as an adjective "I have finished", "It was seen by many people", "boiled eggs"
perfect	verb form (specifically an aspect); formed with HAVE/HAS + VERB-ed (present perfect) or HAD + VERB-ed (past perfect)
person	grammatical category that identifies people in a conversation; there are three persons: 1st person (pronouns I/me, we/us) is the speaker(s), 2nd person (pronoun you) is the listener(s), 3rd person (pronouns he/him, she/her, it, they/them) is everybody or everything else
personal pronoun	pronoun that indicates person "He likes my dogs", "They like him"
phrasal verb	multi-word verb formed with a verb + adverb break up, turn off (see phrasal verbs list) NB: many people and books call all multi-word verbs "phrasal verbs" (see multi-word verbs)
phrase	two or more words that have a single function and form part of a sentence; phrases can be noun, adjective, adverb, verb or prepositional
plural	of a noun or form indicating more than one person or thing; plural nouns are usually formed by adding "-s"; see also singular, number bananas, spoons, trees
position	grammatically correct placement of a word form in a phrase or sentence in relation to other word forms "The correct position for an article is at the beginning of the noun phrase that it describes"
positive	basic state of an adjective or adverb when it shows quality but not comparative or superlative nice, kind, quickly
possessive adjective	adjective (also called "determiner") based on a pronoun: my, your, his, her, its, our, their "I lost my keys", "She likes your car"
possessive case	case form of a pronoun indicating ownership or possession "Mine are blue", "This car is hers"

possessive pronoun	pronoun that indicates ownership or possession "Where is mine ?", "These are yours "
predicate	one of the two main parts (subject and predicate) of a sentence; the predicate is the part that is not the subject "My brother is a doctor", "Who did you call?", "The woman wearing a blue dress helped me"
prefix	affix that occurs before the root or stem of a word im possible, re load
preposition	part of speech that typically comes before a noun phrase and shows some type of relationship between that noun phrase and another element (including relationships of time, location, purpose etc) "We sleep at night", "I live in London", "This is for digging"
prepositional verb	multi-word verb that is formed with verb + preposition believe in, look after
present participle	-ing form of a verb (except when it is a gerund or verbal noun) "We were eating", "The man shouting at the back is rude", "I saw Tara playing tennis"
present simple (also called "simple present")	tense usually used to describe states and actions that are general, habitual or (with the verb "to be") true right now; formed with the basic verb (+ s for 3rd person singular) "Canada sounds beautiful", "She walks to school", "I am very happy"
present continuous (also called "present progressive")	tense used to describe action that is in process now, or a plan for the future; formed with BE + VERB-ing "We are watching TV", "I am moving to Canada next month"
present perfect	tense that connects the past and the present, typically used to express experience, change or a continuing situation; formed with HAVE + VERB-ed "I have worked there", "John has broken his leg", "How long have you been in Canada?"
present perfect continuous	tense used to describe an action that has recently stopped or an action continuing up to now; formed with HAVE + BEEN + VERB-ing "I'm tired because I've been running", "He has been living in Canada for two years"
progressive	another term for continuous
pronoun	word that replaces a noun or noun phrase; there are several types including personal pronouns, relative pronouns and indefinite pronouns you, he, him; who, which; somebody, anything
proper noun	noun that is capitalized at all times and is the name of a person, place or thing Shakespeare, Tokyo, EnglishClub.com
punctuation	standard marks such as commas, periods and question marks within a sentence , . ? ! - ; :
quantifier	determiner or pronoun that indicates quantity some, many, all
question tag	final part of a tag question; mini-question at end of a tag question "Snow isn't black, is it?"
question word	another term for WH-word
reciprocal pronoun	pronoun that indicates that two or more subjects are acting mutually; there are two in English - each other, one another "John and Mary were shouting at each other", "The students accused one another of cheating"

reduced relative clause (also called "participial relative clause")	construction similar to a relative clause, but containing a participle instead of a finite verb; this construction is possible only under certain circumstances "The woman sitting on the bench is my sister", "The people arrested by the police have been released"
reflexive pronoun	pronoun ending in -self or -selves, used when the subject and object are the same, or when the subject needs emphasis "She drove herself", "I'll phone her myself"
regular verb	verb that has "-ed" as the ending for past tense and past participle forms; see also irregular verb work, worked, worked
relative adverb	adverb that introduces a relative clause; there are four in English: where, when, wherever, whenever; see also relative pronoun
relative clause	dependent clause that usually starts with a relative pronoun such as who or which, or relative adverb such as where "The person who finishes first can leave early" (defining), "Texas, where my brother lives, is big" (non-defining)
relative pronoun	pronoun that starts a relative clause; there are five in English: who, whom, whose, which, that; see also relative adverb
reported speech	another term for indirect speech
restrictive relative clause	another term for defining relative clause
second conditional	"if-then" conditional structure used to talk about an unlikely possibility in the future "If we won the lottery we would buy a car"
sentence	largest grammatical unit; a sentence must always include a subject (except for imperatives) and predicate; a written sentence starts with a capital letter and ends with a full stop/period (.), question mark (?) or exclamation mark (!); a sentence contains a complete thought such as a statement, question, request or command "Stop!", "Do you like coffee?", "I work."
series	list of items in a sentence "The children ate popsicles, popcorn and chips"
singular	of a noun or form indicating exactly one person or thing; singular nouns are usually the simplest form of the noun (as found in a dictionary); see also plural, number banana, spoon, tree
split infinitive	situation where a word or phrase comes between the particle "to" and the verb in an infinitive; considered poor construction by some "He promised to never lie again"
Standard English (S.E.)	"normal" spelling, pronunciation and grammar that is used by educated native speakers of English
structure word	word that has no real meaning in a sentence, such as a pronoun or auxiliary verb (as opposed to a content word, such as verb or noun); structure words are not normally stressed in speech eg: "Could you BRING my GLASSES because I've LEFT them at HOME"
subject	one of the two main parts (subject and predicate) of a sentence; the subject is the part that is not the predicate; typically, the subject is the first noun phrase in a sentence and is what the rest of the sentence "is about" "The rain water was dirty", "Mary is beautiful", "Who saw you?"

subjective case also called "nominative"	case form of a pronoun indicating a subject Did she tell you about her?
subjunctive	fairly rare verb form typically used to talk about events that are not certain to happen, usually something that someone wants, hopes or imagines will happen; formed with BARE INFINITIVE (except past of "be") "The President requests that John attend the meeting"
subordinate clause	another term for dependent clause
suffix	affix that occurs after the root or stem of a word happiness, quickly
superlative, superlative adjective	adjective or adverb that describes the extreme degree of something happiest, most quickly
SVO	subject-verb-object; a common word order where the subject is followed by the verb and then the object "The man crossed the street"
syntax	sentence structure; the rules about sentence structure
tag question	special construction with statement that ends in a mini-question; the whole sentence is a tag question; the mini-question is a question tag; usually used to obtain confirmation "The Earth is round, isn't it?", "You don't eat meat, do you?"
tense	form of a verb that shows us when the action or state happens (past, present or future). Note that the name of a tense is not always a guide to when the action happens. The "present continuous tense", for example, can be used to talk about the present or the future.
third conditional	"if-then" conditional structure used to talk about a possible event in the past that did not happen (and is therefore now impossible) "If we had won the lottery we would have bought a car"
transitive verb	action verb that has a direct object (receiver of the action); see also intransitive verb "The kids always eat a snack while they watch TV"
uncountable nouns (also called "mass nouns" or "non-count")	thing that you cannot count, such as substances or concepts; see also countable nouns water, furniture, music
usage	way in which words and constructions are normally used in any particular language
V1, V2, V3	referring to Verb 1, Verb 2, Verb 3 - being the base, past and past participle that students typically learn for irregular verbs speak, spoke, spoken
verb	word that describes the subject's action or state and that we can change or conjugate based on tense and person (to) work, (to) love, (to) begin
voice	form of a verb that shows the relation of the subject to the action; there are two voices in English: active, passive
WH-question	question using a WH-word and expecting an answer that is not "yes" or "no"; WH-questions are "open" questions; see also yes-no question Where are you going?
WH-word (also called "question word")	word that asks a WH-question; there are 7 WH-words: who, what, where, when, which, why, how
word order	order or sequence in which words occur within a sentence; basic word order for English is subject-verb-object or SVO

yes-no question	question to which the answer is yes or no; yes-no questions are "closed" questions; see also WH-question "Do you like coffee?"
zero conditional	"if-then" conditional structure used when the result of the condition is always true (based on fact) "If you dial O, the operator comes on"

* note that technically English does not have a real future tense

** some authorities consider the base form of the verb without "to" to be the true infinitive

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